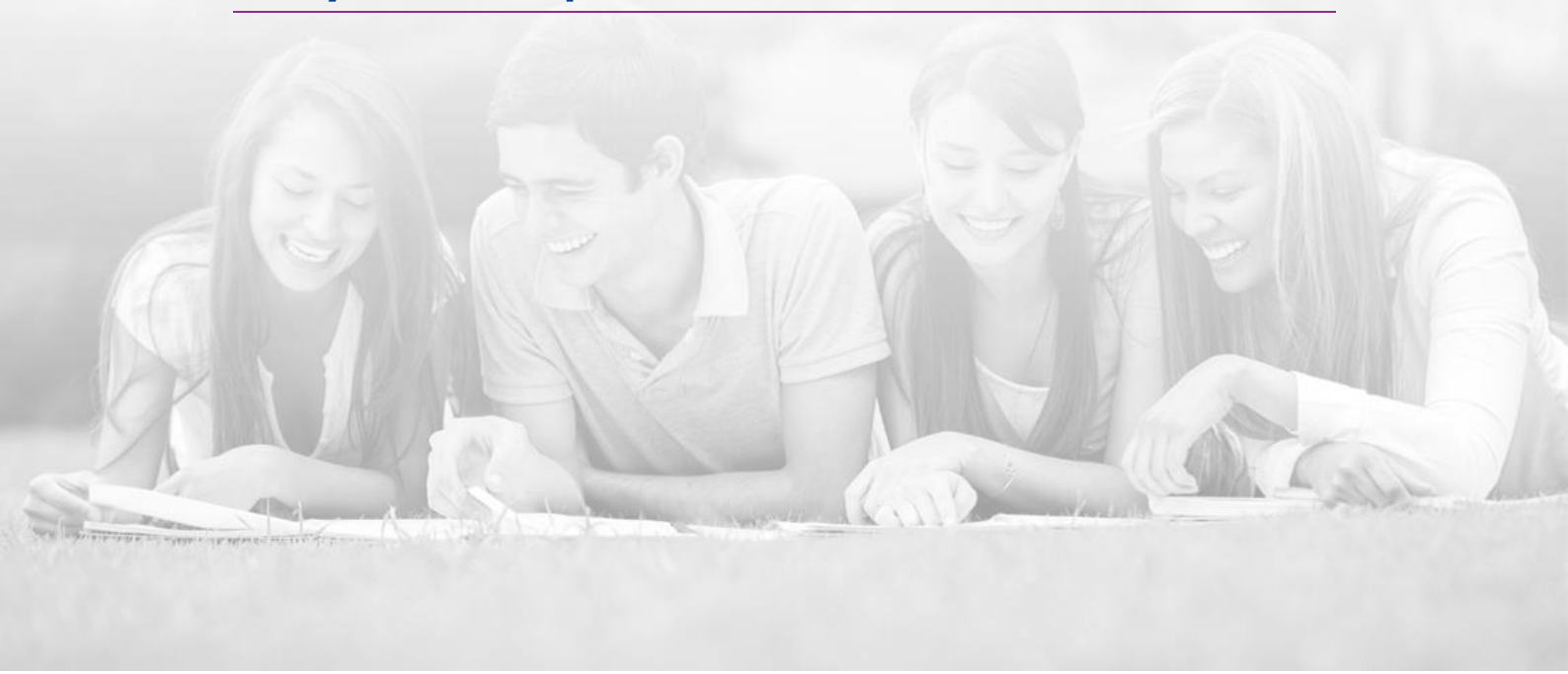# SEG Awards Entry 3 Award, Certificate and Diploma in Motor Vehicle Studies

Qualification Guidance

Entry Level 3 Award – 600/6103/0
Entry Level 3 Certificate – 600/6104/2
Entry Level 3 Diploma – 600/6105/4

About Us

At the Skills and Education SEG Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

[Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.](#)

[The system is accessed via a web browser by connecting to our secure website using a username and password:](#)
https://ors.skillsandeducationgroup.co.uk/

Sources of Additional Information

The SEG website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

The specification code is A5520-E3, C5520-E3 and D5520-E3.
The date of this specification is January 2019. The Issue number is 5.1.

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[1] SEG Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to SEG Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

These qualifications form part of SEG Award's Foundation Learning offer in the Engineering and Manufacturing Technologies sector.

The SEG Entry 3 Award, Certificate and Diploma in Motor Vehicle Studies provide practical experience and knowledge of the automotive sector to support engagement, participation, achievement and progression for learners at Entry Level. They will help learners to decide whether to undertake further training or employment within this occupational area.

Aims

The SEG Entry 3 Award, Certificate and Diploma in Motor Vehicle Studies aim to enable learners to:

- Gain work-related skills in the area of motor vehicle studies
- Develop generic employability skills
- Prepare for further training within this occupational area
- Gain an insight into core activities within this occupational area in order to allow them to make informed career decisions

Target Group

These qualifications are designed for young people aged 14+ and adults who have an interest in the automotive sector as an area of employment and want to develop practical skills in this area.

SEG expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

These qualifications sit within Foundation Learning and are suitable for learners pre and post 16 who are engaged in a personalised learning programme. Learners could progress from the SEG Entry Level 3 Award/Certificate/Diploma in Motor Vehicle Studies to the SEG Level 1 Award/Certificate/Diploma in Motor Vehicle Studies and then onto a Level 2 automotive qualification such as the SEG Level

2 Award, Certificate or Diploma in Motor Vehicle Studies, or onto an Apprenticeship.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

SEG Awards Entry Level 3 Award, Certificate and Diploma in Motor Vehicle Studies

Qualifications	
Entry Level 3 Award in Motor Vehicle Studies (600/6103/0) Entry Level 3 Certificate in Motor Vehicle Studies (600/6104/2) Entry Level 3 Diploma in Motor Vehicle Studies (600/6015/4)	
Regulated	The qualifications identified above are all regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Progression	Learners may progress on to the SEG Awards Level 1 Award, Certificate or Diploma in Motor Vehicle Studies Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression
Operational Start Date	01/08/2012
Review Date	31/08/2021
SEG Sector	Engineering and Manufacturing Technologies
Ofqual SSA Sector	Transport Operations and Maintenance
Stakeholder support	The Institute of the Motor Industry (IMI SSC)
Contact	See SEG website for the Centre Support Officer responsible for this qualification

Entry Level 3 Award in Motor Vehicle Studies

Rules of Combination: Learners must achieve a minimum of 7 credits.

Unit	Level	Credit Value	GLH
Mandatory Unit			
Health and safety awareness [J/506/0641]	E3	1	10
Minimum 6 credits from the group			
Motor vehicle workshop tools and equipment [J/502/4657]	E3	2	20
Principles of engine components and operations [L/502/4658]	E3	2	20
Check and maintain vehicle fluid levels [M/504/1386]	E3	1	10
Check and maintain motor vehicle external lights [T/504/1387]	E3	1	10
Checking and maintaining car tyre pressure and tread [M/506/0861]	E3	1	10
Remove and replace motor vehicle road wheels [A/504/1388]	E3	1	10
Motorcycle construction [J/502/4674]	E3	2	20
Routine motorcycle checks [L/502/4675]	E3	2	20
Routine braking system checks [M/502/4667]	E3	2	20
Routine vehicle checks [M/502/4670]	E3	2	20
Clean a vehicle exterior and interior [F/504/1389]	E3	1	20
Remove and replace spark plugs [T/504/1390]	E3	1	10
Introduction to vehicle exhaust systems [M/501/7024]	1	2	20
Introduction to customer care [D/501/7021]	1	1	10

Numbers in box brackets indicate unit number.
If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area Sub Purpose B1. Prepare for further learning or training
Entry Requirements	14+
Age Range	**Pre 16** ✓ **16 – 18** ✓ **19 +** ✓
LARS Reference	60061030
Recommended GLH[2]	70
Recommended TQT[3]	70
Credit Value	7
Type of Funding Available	See LARS (Learning Aim Rates Service)
Minimum Qualification Fee	See SEG web site for current fees and charges
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the SEG web site for the current fee charged per credit
Additional Information	See SEG website for resources available for this qualification

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[2] See Glossary of Terms
[3] See Glossary of Terms

Entry Level 3 Certificate in Motor Vehicle Studies

Rules of Combination: Learners must achieve a minimum 14 credits.

Unit	Level	Credit Value	GLH
Mandatory Unit			
Health and safety awareness [J/506/0641]	E3	1	10
Minimum 13 credits from the group			
Motor vehicle workshop tools and equipment [J/502/4657]	E3	2	20
Principles of engine components and operations [L/502/4658]	E3	2	20
Check and maintain vehicle fluid levels [M/504/1386]	E3	1	10
Check and maintain motor vehicle external lights [T/504/1387]	E3	1	10
Checking and maintaining car tyre pressure and tread [M/506/0861]	E3	1	10
Remove and replace motor vehicle road wheels [A/504/1388]	E3	1	10
Motorcycle construction [J/502/4674]	E3	2	20
Routine motorcycle checks [L/502/4675]	E3	2	20
Routine braking system checks [M/502/4667]	E3	2	20
Routine vehicle checks [M/502/4670]	E3	2	20
Clean a vehicle exterior and interior [F/504/1389]	E3	1	20
Remove and replace spark plugs [T/504/1390]	E3	1	10
Introduction to vehicle exhaust systems [M/501/7024]	1	2	20
Introduction to vehicle ignition systems [A/501/7026]	1	2	20
Introduction to customer care [D/501/7021]	1	1	10

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved

from both units towards the credit target of a qualification.

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area Sub Purpose B1. Prepare for further learning or training
Entry Requirements	14+
Age Range	**Pre 16** ✓ **16 – 18** ✓ **19 +** ✓
LARS Reference	60061042
Recommended GLH[4]	140
Recommended TQT[5]	140
Credit Value	14
Type of Funding Available	See LARS (Learning Aim Rates Service)
Minimum Qualification Fee	See SEG web site for current fees and charges
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the SEG web site for the current fee charged per credit
Additional Information	See SEG website for resources available for this qualification

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[4] See Glossary of Terms
[5] See Glossary of Terms

Entry Level 3 Diploma in Motor Vehicle Studies

Rules of Combination: Learners must achieve a minimum 37 credits.

Unit	Level	Credit Value	GLH
Mandatory Group 19 Credits			
Health and safety awareness [J/506/0641]	E3	1	10
Motor vehicle workshop tools and equipment [J/502/4657]	E3	2	20
Principles of engine components and operations [L/502/4658]	E3	2	20
Check and maintain vehicle fluid levels [M/504/1386]	E3	1	10
Check and maintain motor vehicle external lights [T/504/1387]	E3	1	10
Checking and maintaining car tyre pressure and tread [M/506/0861]	E3	1	10
Remove and replace motor vehicle road wheels [A/504/1388]	E3	1	10
Motorcycle construction [J/502/4674]	E3	2	20
Routine motorcycle checks [L/502/4675]	E3	2	20
Routine braking system checks [M/502/4667]	E3	2	20
Routine vehicle checks [M/502/4670]	E3	2	20
Clean a vehicle exterior and interior [F/504/1389]	E3	1	20
Remove and replace spark plugs [T/504/1390]	E3	1	10
Minimum of 18 credits from this group			
Introduction to vehicle exhaust systems [M/501/7024]	1	2	20
Introduction to vehicle ignition systems [A/501/7026]	1	2	20
Communicating with others at work [H/500/5887]	E3	1	10
Communicating with others at work [F/500/5010]	1	1	10
Applying for a job [M/500/5892]	E3	1	10
Applying for a job [H/500/5789]	1	1	10

Maintaining work standards [M/500/5889]	E3	2	20
Maintaining work standards [L/500/5009]	1	2	20
Career exploration [A/601/4637]	E3	1	10
Career exploration[L/601/4688]	1	2	20
Overcoming barriers to work [J/601/4639]	E3	1	10
Overcoming barriers to work [F/601/4705]	1	1	10
Introduction to customer care [D/501/4409]	E3	1	10
Introduction to customer care [D/501/7021]	1	1	10
Managing personal finance [F/501/6931]	E3	3	20
Working towards goals [D/502/0453]	E3	2	20
Working towards goals [J/502/0463]	1	2	20
Developing self [M/502/0456]	E3	2	20
Developing self [K//502/0469]	1	2	20
Environmental awareness [R/502/0658]	E3	2	20
Environmental awareness [Y/502/0659]	1	2	20
Individual rights and responsibilities [A/502/0458]	E3	1	10
Individual rights and responsibilities [K/502/0472]	1	1	10
Preparation for work [A/502/0461]	E3	2	20
Preparation for work [J/502/0477]	1	2	20
Working as part of a group [K/502/0455]	E3	2	20
Working as part of a group [R/502/0465]	1	2	20
Dealing with problems in daily life [H/502/0454]	E3	2	20
Dealing with problems in daily life [L/502/0464]	1	2	20

Numbers in box brackets indicate unit number.
If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area Sub Purpose B1. Prepare for further learning or training
Entry Requirements	14+
Age Range	**Pre 16** ✓ **16 – 18** ✓ **19 +** ✓
LARS Reference	60061054
Recommended GLH[6]	370
Recommended TQT[7]	370
Credit Value	37
Type of Funding Available	See LARS (Learning Aim Rates Service)
Minimum Qualification Fee	See SEG web site for current fees and charges
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the SEG web site for the current fee charged
Additional Information	See SEG website for resources available for this qualification

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Unit Details

Health and Safety Awareness

Unit Reference	J/506/0641
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	This aims to develop learners' understanding of health and safety issues and common protocols in a motor vehicle workshop
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.2)** *The learner can*
1. Understand Health and Safety procedures and signage	1.1 State who they should tell in the event of an accident 1.2 Give an example of an emergency and state one thing they should do if one happens 1.3 Identify simple safety signs
2. Be able to undertake safe working practices	2.1 Wear safety clothing and equipment as advised 2.2 Follow specific instructions concerning health and safety practice in relation to a given task

Supporting Unit Information

Health and Safety Awareness - J/506/0641 – Entry 3

Indicative Content

The learner must know:

Health and Safety Awareness
- Health and Safety requirements as it directly affects the learner
- Learner's responsibilities to themselves and others.
- The centre person responsible for Health and Safety
- Definition of an emergency and procedures to be adopted
- Types of safety sign as
    (i) Prohibition (must **not** do)
    (ii) Mandatory (must do)
    (iii) Hazard (warning)
    (iv) Safe condition

Safe Working Practices
- Meaning of Personal Protective Equipment
- PPE to be used across a range of situations

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved during a range of activities within a Motor Vehicle workshop

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence,

against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Motor Vehicle Workshop Tools and Equipment

Unit Reference	J/502/4657
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit introduces the learner to common tools, equipment and measuring devices found in a typical motor vehicle workshop

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*
1. Know common motor vehicle hand tools and workshop equipment	1.1 Identify common hand tools found in a motor vehicle workshop 1.2 Identify common equipment found in a motor vehicle workshop
2. Be able to use motor vehicle hand tools and workshop equipment correctly and safely	2.1 Demonstrate the safe use of common hand tools found in a motor vehicle workshop 2.2 Demonstrate the safe use of common equipment found in a motor vehicle workshop
3. Know examples of measuring equipment used in a motor	3.1 Name the types of measuring equipment commonly used in a motor vehicle workshop

vehicle workshop	
4. Know examples of different locking and securing devices used on motor vehicles	4.1 Identify the types of locking device commonly found on a motor vehicle 4.2 Demonstrate the correct use of tools when using locking devices commonly found on a motor vehicle

Supporting Unit Information

Motor Vehicle Workshop Tools and Equipment - J/502/4657 – Entry 3

Indicative Content

The learner must know:

Tools and Equipment
- Correct names of common hand tools and their correct use
- Correct names of common workshop equipment and their correct use
- Correct names of common measuring equipment and their correct use

Locking Devices
- Types of common locking devices used in motor vehicle and the reasons for use

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved across a range of activities within a Motor Vehicle workshop

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

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Principles of Engine Components and Operations

Unit Reference	**L/502/4658**
Level	**Entry 3**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	This unit introduces the learner to the basic principles of motor vehicle engines and removal and refitting of associated components

Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.2)** *The learner can*
1. Be able to work safely	1.1 Use appropriate Personal Protective Equipment and methods when working on engines
2. Know about four stroke internal combustion engines	2.1 State the four stroke cycle 2.2 Identify the main engine components 2.3 State using simple terms their purpose within the engine
3. Be able to remove and refit simple four stroke engine components	3.1 Demonstrate how to remove and refit a range of simple engine components from a (non-running) stand engine

	3.2 Demonstrate the correct use of tools and equipment

Supporting Unit Information

Principles of Engine Components and Operations - L/502/4658 –
Entry 3

Indicative Content

The learner must know:

Engine Sections
- The sections of an engine as cylinder head, cylinder block and sump

Engine Components
- Main engine components as crankshaft, connecting rod, piston, valves, and camshaft and their interaction
- Main engine ancillaries such as inlet/exhaust manifold, timing belt/chain together with tensioning devices, flywheel, engine mountings

Engine Operation
- Cycle of operation for a single cylinder 4 stroke spark ignition engine

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete stock engine suitably mounted.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A

number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Check and Maintain Vehicle Fluid Levels

Unit Reference	M/504/1386
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	This unit introduces learners to the use of various fluids within motor vehicles and how to check and maintain the correct levels of fluid

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.3) *The learner can*
1. Be able to work safely when checking vehicle fluid levels	1.1 Demonstrate safe working practices when checking vehicle fluid levels 1.2 Use correct PPE required to carry out given tasks 1.3 Dispose of waste products in line with environmental guidance 1.4 Clean and store tools, equipment and PPE safely
2. Be able to check and adjust vehicle fluid levels	2.1 Recognise fluid reservoirs and associated fluids 2.2 Check and maintain fluid levels using the correct type and grade of fluid

	2.3 Ensure reservoir caps are replaced securely

Supporting Unit Information

Check and Maintain Vehicle Fluid Levels - M/504/1386 – Entry 3

Indicative Content

The learner must know:

- Types of fluids used in Motor Vehicles as coolant, engine and transmission oils, brake fluid and windscreen wash
- Types of fluid reservoirs and the correct fluid to use for each

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle, motor cycle or suitable rig providing all fluid levels can be checked and maintained.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Check and Maintain Motor Vehicle External Lights

Unit Reference	**T/504/1387**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	This unit introduces learners to the maintenance of vehicle lighting using specialist tools and equipment
Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.2)** *The learner can*
1. Be able to work safely when checking motor vehicle lights	1.1 Demonstrate safe working practices when checking motor vehicle lights 1.2 Use correct PPE required to carry out given tasks 1.3 Clean and store tools, equipment and PPE safely
2. Know the importance of checking and maintaining motor vehicle lights	2.1 Identify external lights on a vehicle 2.2 State reasons for checking that all external lights are in working order
3. Be able to check	3.1 Check external vehicle lights for correct

and maintain external motor vehicle lights	functioning 3.2 Maintain external vehicle lights safely

Supporting Unit Information

Check and Maintain Motor Vehicle External Lights -T/504/1387 –
Entry 3

Indicative Content

The learner must know:

- Identification of vehicle exterior lights as sidelights, rear lights, headlamps, direction indicators, brake lights including high level, rear fog lights, reverse lights, number plate illumination and hazard warning lights
- Reasons for checking external lights
- Correct lens colours for front and rear lights
- Correct operating conditions for front and rear lights
- Correct procedure for replacing front and rear light bulbs including bulb handling procedures

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle, motor cycle or suitable rig providing all the required lighting systems are included.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Checking and Maintaining Car Tyre Pressure and Tread

Unit Reference	M/506/0861
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	This unit is designed to introduce learners to checking and maintaining car tyre pressures using specialist tools and equipment

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.6) *The learner can*
1. Be able to use relevant tools and equipment safely	1.1 Select and safely use tyre pressure gauge, air line and inflator, tread gauge and tyre pressure chart for tasks
2. Be able to maintain tyres on a car	2.1 Check all tyres for uneven wear and damage and record findings on a checklist 2.2 Identify legal tyre tread depth 2.3 Check tread depths of all tyres using a tread gauge and record on a checklist 2.4 Identify front and rear tyre pressures of a specified car from tyre pressure chart 2.5 Check all tyre pressure and increase or decrease to correct value using an air line

	pressure gauge and inflator
	2.6 Remove dust caps, store and replace correctly when checking tyre pressure

Supporting Unit Information

Checking and Maintaining Car Tyre Pressures and Tread –
J/500/5445 - Entry 3

Indicative Content

The learner must know:

- Identification of tyre checking equipment as pressure gauge and inflator, and air line
- Tyre sizes and specifications as it affects inflation pressure
- Tyre law with regard to minimum tread depths for a range of motor vehicles
- How to use a tyre pressure chart to obtain tyre pressures for a range of vehicles and tyre specifications
- How to recognize normal and abnormal tyre wear.and tyre faults that would make a tyre illegal

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or a selection of suitable wheels and tyres

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating

assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Remove and Replace Motor Vehicle Road Wheels

Unit Reference	A/504/1388
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	This unit introduces learners to the basic principles of tyre maintenance and the removal and replacement of vehicle wheels using specialist tools and equipment

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.4) *The learner can*
1. Be able to work safely when removing and replacing motor vehicle road wheels	1.1 Demonstrate safe working practices when removing and replacing motor vehicle road wheels 1.2 Use correct PPE required to carry out given tasks 1.3 Dispose of waste products in line with environmental guidance 1.4 Clean and store tools, equipment and PPE safely
2. Know the importance of checking motor	2.1 State reasons for removing wheels from a motor vehicle

vehicle road wheels	2.2 State why wheels need to be checked for condition
3. Be able to remove and replace motor vehicle road wheels	3.1 Select the correct tools and equipment, checking for fitness for purpose 3.2 Safely use a jack 3.3 Remove, check and refit wheel 3.4 Ensure all wheel nuts are replaced securely

Supporting Unit Information

Remove and Replace Motor Vehicle Road Wheels - A/504/1388 –
Entry 3

Indicative Content

The learner must know:

- Location of safe jacking points
- Safe operation of hydraulic jack
- Purpose and correct use of axle stands
- Purpose and correct use of Torque Wrench
- How to obtain wheel nut torque data for arrange of vehicles

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle or motor cycle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include

practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Motorcycle Construction

Unit Reference	**J/502/4674**
Level	**Entry 3**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	This unit introduces the learner to different types of motorcycles and their basic construction
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.1)** ***The learner can***
1. Know about the types of motorcycle available	1.1 Identify a range of motorcycle types
2. Know the names of the main parts found on motorcycles	2.1 State the names of the main parts found on naked motor cycles 2.2 State the names of the main panels found on faired motor cycles
3. Know the position of the controls on scooter and conventional motorcycles	3.1 Identify the position of the various controls found on a range of motorcycles

Supporting Unit Information

Motorcycle construction - J/502/4674 – Entry 3

Indicative Content

The learner must know:

- Identification of main motorcycle types
- Identification and purpose of main components of a naked motorcycle
- Names of motorcycle fairings and the purpose of each
- Location and purpose of major controls on a range of motorcycles

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete motorcycles or a selection of suitable images.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Routine Motorcycle Checks

Unit Reference	L/502/4675
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit is designed to introduce learners to the basic checks and maintenance of motorcycles using specialist tools and equipment

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Know motorcycle systems and components that require routine checks	1.1 Identify the motorcycle systems and components that require routine checks 1.2 Identify the basic maintenance requirements for Motorcycle systems
2. Know the information and equipment required for motorcycle maintenance checks	2.1 Identify the information required for motorcycle maintenance 2.2 Identify the tools and equipment required for motorcycle maintenance
3. Be able to safely and correctly carry out routine motorcycle checks	3.1 Use safe working practices and correct methods of working 3.2 Use the appropriate personal protective

	equipment required for motorcycle checks
	3.3 Demonstrate the correct sequence and procedure when carrying out motorcycle checks

Supporting Unit Information

Routine Motorcycle Checks - L/502/4675 – Entry 3

Indicative Content

The learner must know:

- Identification of main motorcycle systems as engine, transmission, suspension, brakes, wheels and tyres lighting and exhaust
- Reasons for routine maintenance of each system
- How to correctly identify data required for the routine maintenance of each system
- Correct sequence and procedures for carrying out routine maintenance
- Correct completion of checklists

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete motorcycle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units.

A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Routine Braking System Checks

Unit Reference	**M/502/4667**
Level	**Entry 3**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	This unit introduces learners to routine checks and basic maintenance of vehicle braking systems using specialist tools and equipment
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Be able to work safely	1.1 Use appropriate Personal Protective Equipment and methods when working on braking systems
2. Know about braking systems	2.1 State the function of a vehicle braking system 2.2 State in simple terms how the drivers effort is converted into braking forces 2.3 Identify the main components of a vehicle braking system
3. Be able to remove and replace simple brake components	3.1 Remove and refit a set of disc pads 3.2 Check operation of brake lights

and carry out simple checks	3.3 Check and top-up brake fluid reservoir
4. Know how to dispose of braking system components	4.1 State how to dispose of brake friction materials 4.2 State how to dispose of brake fluid

Supporting Unit Information

Routine Braking System Checks - M/502/4667 – Entry 3

Indicative Content

The learner must know:

- Function of the braking system
- Methods employed to covert driver pedal effort into braking force including mechanical and hydraulic systems
- Main components of hydraulic braking system as master cylinder, servo, disc brake, drum brake
- The operation of twin piston and single piston disc brakes

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or suitable braking system rig.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include

practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Routine Vehicle Checks

Unit Reference	**M/502/4670**
Level	**Entry 3**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	This unit introduces learners to basic routine vehicle maintenance procedures using specialist tools and equipment, and how to access sources of technical information
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.3)** ***The learner can***
1. Know vehicle systems and components that require routine checks	1.1 Identify the vehicle systems and components that require routine checks 1.2 Identify the basic maintenance requirements for vehicle systems
2. Know the information and equipment required for vehicle maintenance checks	2.1 Identify the information required for vehicle maintenance 2.2 Identify the tools and equipment required for vehicle maintenance
3. Be able to safely and correctly carry out vehicle checks	3.1 Use safe working practices and correct methods of working 3.2 Use the appropriate personal protection

	equipment (PPE) required for vehicle checks
	3.3 Demonstrate the correct sequence and procedure when carrying out vehicle checks

Supporting Unit Information

Routine Vehicle Checks - M/502/4670 – Entry 3

Indicative Content

The learner must know:

- Identification of vehicle systems requiring routine checks as engine, external lights, fluid levels, brakes, tyres and opening body components.
- How to access data required to complete routine vehicle checks
- Correct completion of checklists

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Clean a Vehicle Interior and Exterior

Unit reference	**F/504/1389**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	This unit introduces the learner to basic cleaning of vehicle interiors and exteriors
Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.3)** *The learner can*
1. Be able to work safely when cleaning a vehicle	1.1 Demonstrate safe working practices when cleaning a vehicle 1.2 Use correct PPE required to carry out given tasks 1.3 Clean and store tools, equipment and PPE safely
2. Be able to clean the exterior of a vehicle	2.1 Rinse off any dirt and grit from the vehicle 2.2 Wash the exterior of a vehicle 2.3 Dry the exterior of a vehicle
3. Be able to clean the a vehicle interior	3.1 Remove any rubbish from the interior of the car

	3.2 Remove internal floor mats 3.3 Clean internal floor mats 3.4 Clean a vehicle interior foot wells, seats, dash board and windows 3.5 Replace internal floor mats in the correct position

Supporting Unit Information

Clean a Vehicle Interior and Exterior - F/504/1389 – Entry 3

Indicative Content

The learner must know:

- Reasons for cleaning vehicle exterior and interior
- Correct detergent/cleaner required for particular vehicle exterior paint surfaces
- Correct detergent/cleaner required for particular vehicle interior surfaces
- Correct detergent/cleaner required for vehicle windows

Teaching Strategies And Learning Activities

By virtue of the content of this unit, it will be best delivered in a practical setting with a variety of vehicles to valet.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must

include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Remove and Replace Spark Plugs

Unit Reference	**T/504/1390**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	This unit is designed to give learners an introduction to spark plugs and associated working practices
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.3)** *The learner can*
1. Be able to work safely when removing and replacing spark plugs	1.1 Demonstrate safe working practices when removing and replacing spark plugs 1.2 Use correct PPE required to carry out given tasks 1.3 Dispose of waste products in line with environmental guidance 1.4 Clean and store tools, equipment and PPE safely
2. Be able to remove and replace spark plugs	2.1 Locate the spark plugs 2.2 Remove and replace the spark plugs in the correct sequence 2.3 Ensure all spark plugs are replaced

	securely

Supporting Unit Information

Remove and Replace Spark Plugs - T/504/1390 – Entry 3

Indicative Content

The learner must know:

- The purpose of the spark plug within the ignition system
- The operation of the spark plug
- Spark plug specifications to suit a variety of vehicles

Teaching Strategies And Learning Activities

It is expected that all the learning outcomes will be achieved using a complete vehicle or running engine rig

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as

appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Introduction to Vehicle Exhaust Systems

Unit Reference	**M/501/7024**
Level	**1**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	This unit is designed to give learners an introduction to vehicle exhaust systems and associated specialist tools and equipment
Learning Outcomes (1 to 5) *The learner will*	**Assessment Criteria (1.1 to 5.1)** *The learner can*
1. Work safely	1.1 Use safe working practices when working with vehicle exhaust systems
2. Know the main components of a vehicle exhaust system	2.1 Identify and locate the main components of a vehicle exhaust system to include • manifold • catalytic converter • oxygen sensor • front pipe • silencer
3. Know how to inspect a vehicle exhaust system	3.1 Give examples of common exhaust faults 3.2 Perform visual inspection of exhaust system for serviceability with particular attention to leakage, corrosion, damage and security

	3.3 Identify key findings of inspection
4. Know how to replace a vehicle exhaust component	4.1 Remove an exhaust component

4.2 Identify the correct replacement component for a specified vehicle

4.3 Fit an exhaust component in accordance with manufacturers guidance

4.4 Perform inspection to ensure correct alignment, security and sealing |
| 5. Be aware of environmental considerations | 5.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance |

Supporting Unit Information

Introduction to Vehicle Exhaust Systems - M/501/7024 - Level 1

Indicative Content

The learner must understand:

Exhaust Systems
- The main parts of an exhaust system as
    - Manifold
    - Rigid and flexible pipes
    - Silencers and expansion boxes
    - Flexible mountings
- Types of exhaust silencers and the function of each
- The purpose of a catalytic converter and its position in an exhaust system

Teaching Strategies And Learning Activities

It is strongly recommended that this unit be delivered in a practical setting. Changing exhaust systems are best achieved on a complete vehicle with an operating exhaust system.

Methods Of Assessment

This unit is internally assessed and externally moderated.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website

www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of **all learning outcomes** within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Introduction to Vehicle Ignition Systems

Unit Reference	**A/501/7026**
Level	1
Credit Value	2
Guided Learning Hours	**20**
Unit Summary	This unit gives learners a basic introduction to vehicle ignition systems using specialist tools and equipment
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.1)** *The learner can*
1. Work safely	1.1 Use safe working practices when working with vehicle ignition systems 1.2 Identify and avoid specific risks associated with high tension systems
2. Know the main components of a vehicle ignition system	2.1 Identify and locate the main components of a vehicle ignition system to include • ignition coils • spark plug leads • spark plugs 2.2 Identify the primary purpose of each
3. Know how to replace a vehicle ignition component	3.1 Remove and replace an ignition coil 3.2 Remove, inspect and measure the

	resistance of an HT lead using correct equipment 3.3 Replace the HT lead in the correct position 3.4 Remove and examine spark plugs to identify signs of wear 3.5 Replace spark plugs in accordance with manufacturers' guidance 3.6 Start engine to check correct engine operation and throttle response
4. Be aware of environmental considerations	4.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance

Supporting Unit Information

Introduction to Vehicle Ignition Systems - A/501/7026 – Level 1

Indicative Content

The learner must understand:

Ignition Systems
- The need for an ignition system in spark ignition engines
- The function of the main ignition components
- The operation of the ignition coil
- The purpose of a sparking plug and the terms used in correct selection such as
  - reach
  - diameter
  - gap
  - seat type
- How to assess the condition of high tension leads

Teaching Strategies And Learning Activities

It is strongly recommended that this unit be delivered in a practical setting. The replacement of ignition components is best achieved on a complete vehicle or running engine rig.

Methods Of Assessment

This unit is internally assessed and externally moderated.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. **Methods of assessment must include practical tasks.**

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Evidence Of Achievement

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of **all learning outcomes** within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Communicating With Others at Work

Unit Reference	**H/500/5887**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand how to communicate clearly and appropriately
Learning Outcomes (1 to 1) *The learner will*	**Assessment Criteria (1.1 to 1.5)** *The learner can*
1. Communicate appropriately with others at work	1.1 Identify different sources of information 1.2 Obtain information from others using an appropriate method 1.3 Describe different ways of communicating with others in the workplace 1.4 Communicate with others clearly using words that suit the situation 1.5 Respond appropriately to straightforward questions

Supporting Unit Information

Communicating with Others at Work - H/500/5887 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Communicate appropriately with others at work

Identifying different sources of information

Obtaining information from others using an appropriate method

Knowing when to use email, facsimile, telephone, face-to-face, letters

Describing different ways of communicating with others, such as; email, facsimile, telephone, face-to-face, letter

Using appropriate words, actions and questions whilst communicating with others

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A

number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Communicating With Others at Work

Unit Reference	**F/500/5010**
Level	**1**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand how to communicate and respond clearly and appropriately
Learning Outcomes (1 to 1) ***The learner will***	**Assessment Criteria (1.1 to 1.5)** ***The learner can***
1. Communicate appropriately with others at work	1.1 Identify the information he/she needs for a particular purpose 1.2 Obtain information from others using more than one method 1.3 Communicate clearly in ways that suit his/her purpose and audience 1.4 Respond appropriately to others with relevant comments and information 1.5 Ask questions to clarify points if needed

Supporting Unit Information

Communicating with Others at Work - F/500/5010 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Communicate appropriately with others at work

Identifying different sources of information

Obtaining information from others using more than one method, such as the appropriate use of email, facsimile, telephone, face-to-face, letters, social media

Describing different ways of communicating with others for defined situations/purposes, such as; email, facsimile, telephone, face-to-face, letter, social media

Using appropriate words, actions and questions whilst communicating with others

Using appropriate questions to clarify what is being communicated

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Applying For a Job

Unit Reference	**M/500/5892**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand how to apply for a job that is appropriate for their own skills and qualities
Learning Outcomes (1 to 1) *The learner will*	**Assessment Criteria (1.1 to 1.4)** *The learner can*
1. Carry out activities to apply for a job	1.1 Identify a job that he/she would like to apply for 1.2 Identify skills and qualities that would make him/her suitable for that job 1.3 Organise information about himself/herself in different ways 1.4 Present information about himself/herself at an interview

Supporting Unit Information

Applying For a Job - M/500/5892 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Carry out activities to apply for a job

Learners should research the possible jobs that they can apply for and identify a job that they would like to apply for in order to facilitate their application. Any appropriate job role can be identified, but it needs to reflect the learner's identified interests, skills and abilities.

The learner will need to present information about himself / herself at an interview in an appropriate way.

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include

practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Additional Information

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

Applying For a Job

Unit Reference	H/500/5789
Level	1
Credit Value	1
Guided Learning Hours	10
Unit Summary	To help the learner to know how to apply for a job and present their own qualities in a suitable manner

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.6) *The learner can*
1. Plan for and carry out activities to apply for a job	1.1 Research possible jobs that he/she can apply for 1.2 Identify a job that he/she would like to apply for 1.3 Plan steps towards making a successful job application 1.4 Follow his/her plan and complete job application 1.5 Present information about him/herself at an interview 1.6 Use feedback to review his/her performance

Supporting Unit Information

Applying For a Job - H/500/5789 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Carry out activities to apply for a job
Learners should research the possible jobs that they can apply for and identify a job that they would like to apply for in order to facilitate their application. Any appropriate job role can be identified, but it needs to reflect the learner's interests, skills and abilities.

They will need to plan steps towards making a successful job application and complete a job application following the plan.

The learner will need to present information about himself / herself at an interview.

They will need to gather feedback and use it to review his / her performance

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating

assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

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Additional Information

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Maintaining Work Standards

Unit Reference	**M/500/5889**
Level	**Entry 3**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	To help the learner to understand the importance of work standards within their employment activities
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.7)** *The learner can*
1. Meet timekeeping and attendance requirements	1.1 Identify requirements for attendance and punctuality 1.2 Identify procedures to follow in cases of absence or lateness 1.3 Meet attendance requirements 1.4 Meet timekeeping requirements 1.5 Follow procedures if there are any difficulties in timekeeping and attendance
2. Complete activities to specified work standards in familiar contexts	2.1 Identify what the organisation expects of him/her in terms of quality and deadlines 2.2 Complete specified activities to deadlines

	2.3 Achieve the quality of work required
	2.4 Explain the importance of Health and Safety and how to complete his/her activities safely
	2.5 Complete his/her activities
	2.6 Describe the organisation's standard for image
	2.7 Meet the organisation's standard for image

Supporting Unit Information

Maintaining Work Standards - M/500/5889 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Meet timekeeping and attendance requirements

It is important that the learner understands the work standards of the chosen or given working environment.

The learner needs to identify what is required / expected with regard to attendance and punctuality, and outline the procedures to follow due to absence for sickness and lateness and ensure that they are punctual.

Learning Outcome 2. Complete activities to specified work standards in familiar contexts

The learner must find out what the organisation expects from him / her in terms of quality of work and keeping to deadlines in order for them to complete work activities and tasks to a given deadline and to the expected standard / quality

They will need to explain the importance of Health and Safety in the workplace and how to complete tasks / duties safely.

The learner will need to outline the organisations standard for image and **meet** those standards in terms of; dress code, suit, casual, smart casual, uniform, hair, make-up etc

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Maintaining Work Standards

Unit Reference	**L/500/5009**
Level	**1**
Credit Value	**2**
Guided Learning Hours	**20**
Unit Summary	To help the learner to understand the importance of work standards, time keeping and deadlines in the work place
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.7)** *The learner can*
1. Plan for and meet timekeeping and attendance requirements	1.1 Identify requirements for attendance and punctuality, and procedures to follow in cases of lateness or absence

1.2 Describe why punctuality is important

1.3 Plan journey to work in order to ensure he/she is able to start work on time

1.4 Meet timekeeping and attendance requirements

1.5 Follow procedures if there are any difficulties in timekeeping and attendance |
| 2. Plan and complete activities to specified work standards in | 2.1 Identify what the organisation expects of him/her in terms of quality and deadlines |

familiar contexts	2.2 Plan how to meet deadlines
	2.3 Ask for any help needed to achieve the quality of work required and to meet deadlines
	2.4 Work to the required standard and meet deadlines
	2.5 Explain the importance of Health and Safety
	2.6 Complete his/her activities safely
	2.7 Meet the organisation's standard for image and explain why it's important

Supporting Unit Information

Maintaining Work Standards - L/500/5009 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Plan for and meet timekeeping and attendance requirements

Learners need to identify what is required / expected with regard to attendance and punctuality, to include the procedures to follow due to absence for sickness and lateness. They must describe: why punctuality is important such as; you can be relied on, it shows you know you are part of a team

They must plan a journey to work in order to ensure he/she is able to start work on time and meet attendance and timekeeping requirements. They must also find out and adhere to the organisations requirements for starting and finishing work, lunch breaks, coffee breaks, etc.

Learning Outcome 2. Plan and complete activities to specified work standards in familiar contexts

Learners must identify what is required of them and produce a plan detailing how to meet deadlines. They should ask for any help needed to achieve the quality of work required and to meet deadlines. They should explain: the importance of Health and Safety in the workplace and how to complete tasks / duties safely

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Career Exploration

Unit Reference	**A/601/4637**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand the importance career planning and working towards goals in their professional life
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.4)** *The learner can*
1. Understand that there are different career pathways	1.1 State how to work towards a career goal through school or college routes 1.2 State how to work towards a career goal through learning in the workplace 1.3 State the career options available to themselves
2. Be able to identify a realistic career goal for self	2.1 Agree a realistic career goal to explore 2.2 State why this goal is of interest
3. Be able to identify skills and qualities appropriate to a particular career	3.1 Give an example of a skill 3.2 Give an example of a quality

	3.3 State the skills needed for a chosen career 3.4 State what qualities would help achieve success in the career 3.5 Match own skills and qualities to those needed in the career
4. Be able to use a career interview to help decide next steps	4.1 Identify the information it would be helpful to get from the interview 4.2 Identify different ways to work towards a particular career 4.3 Agree next steps 4.4 State how information from the interview helped with deciding on next steps

Supporting Unit Information

Career Exploration - A/601/4637 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Understand that there are different career pathways

Learners should have a basic understanding of school and college learning routes to enable them to state how to work towards a career goal through school or college routes. They should be introduced to workplace learning, such as vocational training and apprenticeships and how these learning opportunities can enable career progression. They should use this knowledge to state how to work towards a career goal through workplace learning.

Learners should take into account their own situation, aspirations and opportunities available to them in order to state their career options.

Learning Outcome 2. Be able to identify a realistic career goal for self

With guidance learners should explore and agree realistic career goals, stating what this particular goal is of interest to them

Learning Outcome 3. Be able to identify skills and qualities appropriate to a particular career

Learners should be introduced to the definition of personal "skill" and personal "qualities". The learner should state an example of these and then state the skills needed for a chosen career and the qualities that would enable them to excel in that career. Learners should match their own skills and qualities to their chosen career

Learning Outcome 4. Be able to use a career interview to help decide next steps

Learners should be introduced to how information gathered from an interview may help their own career progression, they should then Identify the information it would be helpful to get from the interview and use it to identify different ways to work towards a particular

career.

With guidance the learner should discuss the information gathered from the interview and agree next steps to be taken in the pursuit of their career. Looking back on their interview process learners should state how information gained from the interview helped with deciding on the next steps to be taken to achieve their career goal

Methods Of Assessment And Evidence Of Achievement

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Career Exploration

Unit Reference	L/601/4688
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To help the learner to understand the importance career planning and progression and identify steps to achieve a career goal

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.3) *The learner can*
1. Be able to identify a career goal and explore routes to achieving the goal	1.1 Identify a career goal of interest and give reasons for the choice 1.2 Identify different routes to achieve the career goal 1.3 State what are the advantages and disadvantages of different routes
2. Be able to identify skills and qualities appropriate to a chosen career	2.1 Identify the vocational skills appropriate to a chosen career 2.2 Identify the interpersonal skills appropriate to the career 2.3 Identify qualities needed to be successful in the career

	2.4 Compare own current skills and qualities with those identified
3. Be able to prepare for a career interview	3.1 Agree arrangements for a career interview 3.2 Agree the purpose of the interview 3.3 State what information it would be helpful to get from the interview 3.4 Identify documents that it may be helpful to take to the interview
4. Review the outcomes of a career interview	4.1 Identify key information gained from the interview and any information still needed 4.2 Identify next steps 4.3 State how information from the interview helped to decide on next steps

Supporting Unit Information

Career Exploration - L/601/4688 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Be able to identify a career goal and explore routes to achieving the goal
Learners should identify a career goal of interest, this may involve some supported research in to careers and suitable routes to achieve their career goal such as education, training, qualifications, experience, etc. Learners should investigate and state the advantages and disadvantages of the different routes to their career goal.

Learning Outcome 2. Be able to identify skills and qualities appropriate to a chosen career
Learners should be introduced to what is meant by "vocational skills", "interpersonal skills" and "personal qualities".
Learners should identify the vocational skills appropriate to their chosen career as well as the required interpersonal skills and personal qualities that will enable them to be successful in their chosen career. They should then compare these skills and qualities against their own current skills and qualities

Learning Outcome 3. Be able to prepare for a career interview
Learners should agree arrangements for a career interview, including the specified purpose. They should state what information would be helpful to get from the interview and identify a range of documents that may be beneficial to take to the interview

Learning Outcome 4. Review the outcomes of a career interview
Learners should identify the key information gained from the interview and any information that is still needed in order to identify the next steps to be taken in the pursuit of their intended career. Looking back on their interview process learners should state how information gained from the interview helped with deciding on the

next steps to be taken to achieve their career goal

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Overcoming Barriers to Work

Unit Reference	J/601/4639
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	To help the learner to understand how barriers can affect employability and what steps can be taken to overcome these barriers

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Understand the factors that stop people getting and keeping jobs	1.1 Give reasons why jobs might not be available 1.2 State why particular individuals may find it difficult to get and keep jobs
2. Be able to identify factors that help people get jobs	2.1 State how education and training can help people get jobs 2.2 State what sorts of personal qualities will help someone get a job
3. Be able to identify barriers to accessing work and identify how to get support to help	3.1 Identify barriers relevant to own situation 3.2 Identify barriers relevant to others' situations

overcome them	
	3.3 Identify sources of support to help overcome barriers identified

Supporting Unit Information

Overcoming Barriers to Work - J/601/4639 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Understand the factors that stop people getting and keeping jobs
Learners should be introduced to a range of factors that affect the job market, these could include:
- Economic factors such as recession
- Commercial downturn
- Local government funding for projects (Engineering/infrastructure, Charity, Education)
- Local labour markets

Learners should investigate why some people struggle to find employment or keep a job, such as:
- Poor time keeping
- Lack of social/interpersonal skills
- Qualifications
- Attitude
- Personal presentation
- Rudeness
- Lack of experience

Learning Outcome 2. Be able to identify factors that help people get jobs
Learners need to understand how education and training can increase the chances of getting a job; they should look at:
- Apprenticeships relevant to career
- Vocational training
- School based education
- Impact of qualifications

Personal and social skills gained from an educational environment

- They will also need to look at how positive personal qualities help applicants get a job, such as
- Punctuality
- Good interpersonal/social skills
- Politeness
- Positive attitude
- Willingness to work
- Working in a team

Learning Outcome 3. Be able to identify barriers to accessing work and identify how to get support to help overcome them

Learners should look at any barriers to employment in their current situation and those of others, these could be:
- Transport
- Qualifications
- Vocational skills
- Experience
- Punctuality
- Job availability

They should investigate sources of support that could enable them to overcome any barriers discovered.

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Overcoming Barriers to Work

Unit Reference	**F/601/4705**
Level	1
Credit Value	1
Guided Learning Hours	10
Unit Summary	To help the learner to understand how barriers can affect their own employability and what steps can be taken to overcome these barriers
Learning Outcomes (1 to 3) *The learner will*	**Assessment Criteria (1.1 to 3.3)** *The learner can*
1. Understand the factors that enable an individual to be successful in accessing and staying in work	1.1 Identify external factors that may impact on the range of work opportunities available 1.2 Identify personal qualities that may affect an individual's ability to access and stay in work
2. Be able to identify barriers to accessing work and identify how to get support to help overcome them	2.1 Identify potential barriers to accessing work opportunities 2.2 Identify sources of information and support to help overcome barriers 2.3 Identify potential barriers relevant to own situation

3. Be able to plan to deal with money issues associated with becoming an employee	3.1 Identify items of expenditure associated with being an employee 3.2 Identify the range of benefits available to support people in work 3.3 State eligibility for benefits for a range of circumstances

Supporting Unit Information

Overcoming Barriers to Work - F/601/4705 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Understand the factors that enable an individual to be successful in accessing and staying in work
Learners should be introduced to a range of factors that affect the job market, these could include:
- Economic factors such as recession
- Commercial downturn
- Local government funding for projects (Engineering/infrastructure, Charity, Education)
- Local labour markets
- Transport

Learners should investigate why some people struggle to find employment or keep a job, such as:
- Poor time keeping
- Lack of social/interpersonal skills
- Qualifications
- Attitude
- Personal presentation
- Rudeness
- Lack of experience

They will also need to look at how positive personal qualities help applicants get and retain a job, such as:
- Punctuality
- Good interpersonal/social skills
- Politeness
- Positive attitude
- Willingness to work
- Working in a team

Learning Outcome 2. Be able to identify barriers to accessing work and identify how to get support to help overcome them

Learners should look at any barriers to employment in their current situation and those of others, these could be:

- Transport
- Qualifications
- Vocational skills
- Experience
- Punctuality
- Job availability

They should investigate sources of support that could enable them to overcome any barriers discovered.

Learners need to understand how education and training can increase the chances of getting a job; they should look at:
Apprenticeships relevant to career
Vocational training
School based education
Impact of qualifications
Personal and social skills gained from an educational environment

Learning Outcome 3. Be able to plan to deal with money issues associated with becoming an employee

Learners will need to identify items of expenditure associated with becoming an employee such as work related clothing, child care, transport costs.
They will need to identify the benefits that are available to support those in employment and what makes an individual entitled to those benefits

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Introduction to Customer Care

Unit Reference	**D/501/4409**
Level	**Entry 3**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand the benefits of good customer service
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.4)** *The learner can*
1. Understand the requirements of customers who use own organisation	1.1 State what goods/services customers want from own organisation 1.2 State how the organisation tries to meet customer requirements
2. Understand and provide good customer service	2.1 Describe good customer service 2.2 State why good customer service is important 2.3 Describe how to contribute to good customer service 2.4 Provide good customer service

Introduction to Customer Care

Supporting Unit Information

Introduction to Customer Care - D/501/4409 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Understand the requirements of customers who use own organisation

Learners should investigate what the customers of their own organisation want in terms of the goods or services supplied. Learners should state how the organisation tries to meet customer requirements

Learning Outcome 2. Understand and provide good customer service

Learners should describe what good customer service is, such as politeness, delivering on promises, meeting expectations, presentation, etc., and state why providing good customer service is important. Learners should describe how they provide good customer service within their organisation.

Teaching Strategies And Learning Activities

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Methods Of Assessment And Evidence Of Achievement

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Introduction to Customer Care

Unit Reference	**D/501/7021**
Level	**1**
Credit Value	**1**
Guided Learning Hours	**10**
Unit Summary	To help the learner to understand the benefits of good customer service and how poor customer service can affect a business
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.1)** *The learner can*
1. Recognise the elements of positive customer experience	1.1 Give an example of a positive customer experience 1.2 Give an example of a negative customer experience
2. Understand the importance of the customer's experience to a business	2.1 Indicate how positive and negative customer experience could affect a business
3. Recognise own contribution to customer experience	3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience when: • greeting a customer • answering customer questions

	• relaying customer information or requests to the correct workplace person 3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience when: • greeting a customer • answering customer questions • relaying customer information or requests to the correct workplace person
4. Know how to promote customer safety	4.1 Identify and demonstrate customer safety procedures

Supporting Unit Information

Introduction to Customer Care - D/501/7021 - Level 1

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Recognise the elements of positive customer experience
Learners should give examples of both positive and negative customer experience such as
Positive: Helpful and polite resolved customer query promptly
Negative: Rude to customer, failed to resolve customer query

Learning Outcome 2. Understand the importance of the customer's experience to a business
Learners should state how positive and negative customer experience could affect a business; such as reduced custom, poor reputation, word of mouth, internet reviews, etc

Learning Outcome 3. Recognise own contribution to customer experience
Behaviours that would contribute to a positive customer experience when:
- Greeting a customer – warm and welcoming, polite greeting
- Answering customer questions – polite response, patient, helpful
- Relaying customer information or requests to the correct workplace person – finding the correct person, politely taking details, reassuring the customer that the query is being dealt with

Behaviours that would contribute to a negative customer experience when:
- Greeting a customer – Rudeness, rushed, ignoring a customer
- Answering customer questions – Impolite, failure to answer question or provide a reason for not doing so
- Relaying customer information or requests to the correct workplace person – rude to customer, looking like it is too much trouble, not reassuring the customer

Learning Outcome 4. Know how to promote customer safety
Learners should identify customer safety procedures and actively demonstrate them in work situations within their organisation

Teaching Strategies And Learning Activities

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Managing Personal Finance

Unit Reference	**F/501/6931**
Level	**Entry 3**
Credit Value	**3**
Guided Learning Hours	**20**
Unit Summary	To help the learner to understand how to manage their own finances and record income and expenditure
Learning Outcomes (1 to 5) *The learner will*	**Assessment Criteria (1.1 to 5.2)** *The learner can*
1. Know the sources of income and expenditure	1.1 List sources of income 1.2 List the ways in which money can be received 1.3 Give examples of a range of expenditure 1.4 List the ways in which payment can be made
2. Be aware of the need to balance income and expenditure	2.1 Use a method of recording income and expenditure 2.2 Identify the problems which may occur if expenditure is greater than income
3. Know how to	3.1 List ways of reducing expenditure

reduce expenditure	
4. Know some of the products provided by banks and building societies	4.1 List products provided by banks and building societies 4.2 State one benefit of current accounts
5. Know the advantages and disadvantages of borrowing money	5.1 List the advantages of borrowing 5.2 List the disadvantages of borrowing

Managing Personal Finance - F/501/6931 - Entry 3

Indicative Content

An indication of typical areas of learning includes an introduction to the following

Learning Outcome 1. Know the sources of income and expenditure
Learners should be encouraged to list not only their existing sources of income, but other sources of potential income. They should look at the ways in which these are received, such as bank transfer, BACS, standing order, cheque, cash, etc.
Learners should list items of expenditure they regularly encounter, and how they pay for these, such as cash, debit/credit card, cheque, internet (i.e. PayPal), postal order, etc.

Learning Outcome 2. Be aware of the need to balance income and expenditure
Learners should be introduced to methods of recording income and expenditure, such as spread sheet, budgeting software – see banks own personal budgeting software. They should use this to balance their own income and expenditure.
They should identify the problems that can occur if expenditure is greater than income.

Learning Outcome 3. Know how to reduce expenditure
Learners should identify ways of reducing expenditure, such as identifying non-essential expenditure, areas were savings can be made, etc.

Learning Outcome 4. Know some of the products provided by banks and building societies
Learners should be introduced to the range of products offered by banks and building societies, such as; current accounts, savings accounts, ISAs, mortgages, credit cards, debit cards, investments, loans, etc.
They should look at these products and state a benefit of a current

account.

Learning Outcome 5. Know the advantages and disadvantages of borrowing money
Learners should be introduced to the advantages of borrowing money and the disadvantages and dangers of borrowing money.

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment And Evidence Of Achievement

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website www.skillsandeducationgroupawards.co.uk. Centres may wish to develop their own assessments for individual units or a number of units.

Additional Information
Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is

available on the SEG Awards web site.

Working towards Goals

Unit Reference	D/502/0453
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To help the learner to understand how to identify and work towards goals appropriately

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Be able to identify goals	1.1 State their strengths and what they need to improve 1.2 Identify an appropriate short-term goal to work towards 1.3 Agree the goal with an appropriate person
2. Be able to plan how to meet their agreed goal	2.1 Identify what needs to be done to work towards the goal 2.2 Identify sources of support to help achieve their goal 2.3 Say what the deadlines are for achieving the goal
3. Follow a plan to	3.1 Carry out activities to achieve the goal

achieve an agreed goal	3.2 Review their progress towards achieving the goal
	3.3 Identify whether the goal has been achieved

Supporting Unit Information

Working Towards Goals - D/502/0453 - Entry 3

Indicative Content

Learning Outcome 1. Be able to identify goals

Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences. Could include:

- Computer skills
- Numeracy/literacy
- Communication skills
- Listening skills
- Ability to relate to others
- Assertiveness
- Reliability
- Trustworthiness
- Patience
- Friendliness
- Team working skills

Short-term goals – things that could be achievable in a recognised timescale. Also look for achievable. Could include:

- Improving numeracy/literacy/IT skills
- Improve punctuality at school, college or work
- Developing specific communication/social skills
- Healthier lifestyle

Appropriate person – could be careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician.

Learning Outcome 2.   Be able to plan how to meet their agreed goal

Activities to work towards the agreed goal could be:

- Attending training on offer by employer; job centre, college, school
- Creating an agreed plan with staff
- Keeping a diary of events
- Peer and self-assessment
- Creating a code of conduct

- Agree rights and responsibilities

Sources of support -people and other resources:
- People - careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach
- Other resources eg the internet, library books

*S*pecify timescale for short-term goal

Learning Outcome 3.   Follow a plan to achieve an agreed goal

Activities to work towards the agreed goal could be:
- Attending training on offer by employer; job centre, college, school
- Creating an agreed plan with staff
- Keeping a diary of events
- Peer and self-assessment
- Creating a code of conduct
- Agree rights and responsibilities

Review progress at end of timescale. Could involve:
- Discussion with peers and others
- Diary reflection
- Checklists and questionnaires
- Possibly include next actions

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Working towards Goals

Unit Reference	J/502/0463
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To help the learner to understand how to identify and work towards goals appropriately

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.4) *The learner can*
1. Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve 1.2 Identify at least one goal which is important for their development 1.3 Explain why achieving this goal is important 1.4 Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal 2.2 Identify timescales and deadlines for the achievement of the goal 2.3 Identify the resources needed to support

	them in achieving the goal
3. Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan 3.2 Regularly review the activities and outcomes with an appropriate person 3.3 Identify what has been achieved and what still needs to be done 3.4 Amend the action plan to reflect their progress

Supporting Unit Information

Working Towards Goals - J/502/0463 - Level 1

Indicative Content

Learning Outcome 1.   Be able to identify and explain their goals

Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences.

Could include:
- Computer skills
- Numeracy/literacy
- Communication skills
- Listening skills
- Ability to relate to others
- Assertiveness
- Reliability
- Trustworthiness
- Patience
- Friendliness
- Team working skills
- Time management
- Organisational skills

Goals – things that could be achievable in a recognised timescale. Also look for achievable. Could include:
- Improving numeracy/literacy/IT skills
- Improve punctuality at school, college or work
- Developing specific communication/social skills
- Healthier lifestyle
- Preparing for paid or volunteer work

Importance of achieving goal - Could include:
- Improved life chances and opportunities
- Increased self esteem/confidence
- Increasing options in work, education and social life
- Improved health and wellbeing
- Improved earnings

- Build relationships existing and new

Appropriate person – could be careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

Learning Outcome 2.   Prepare an action plan to meet their goal

Activities to work towards the agreed goal could be:
- Attending training on offer by employer; job centre, college, school
- Planning application for paid/voluntary employment
- Creating an agreed plan with staff
- Keeping a diary of events;
- Peer and self-assessment
- Creating a code of conduct
- Agree rights and responsibilities

Sources of support -people and other resources:
- People - careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach
- Other resources eg the internet, library books

Timescales and deadlines - need to be realistic, setting specific timescale to achieve goal

Resources:
people - careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach;
other - internet, library books, leaflets from health centres, local newspapers

Learning Outcome 3.   Be able to review progress towards achieving their goal

Could include:
- Discussion with peers and professionals
- Diary reflection
- Checklists and questionnaires
- Tutorial paperwork

Teaching Strategies And Learning Activities

This unit could link with other units, for example Working as part of a group Entry 2

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners need to be supported in exploring the skills, qualities and interests needed for success in personal and working life. One to One discussions are vital here to help learners establish realistic goals to develop ways of working towards meeting them, building on existing strengths and areas they need to improve.

Self-evaluation, peer group and tutor assessment could assist the identification of existing skills, qualities and interests in order to plan and achieve a short-term goal.

Learners will be guided to identify a range of appropriate sources of support available and engage in activities which will lead to the achievement of the goal in a specified timescale.

In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners could prepare an action plan which is regularly reviewed and amended as appropriate

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Developing Self

Unit Reference	M/502/0456
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Understand how to identify areas for self-development	1.1 Describe a personal strength or ability 1.2 Identify an area for self-development 1.3 Describe a personal skill or behaviour they need to develop
2. Understand how to take responsibility for their own self development	2.1 Describe how they will develop their personal skill or behaviour 2.2 Suggest a suitable target to work towards and agree it with an appropriate person 2.3 Identify the support and resources needed to help them work towards the agreed target

	2.4 Work through activities to develop the agreed skill or behaviour
3. Be able to demonstrate how they have developed personal skills	3.1 Review the progress they have made 3.2 Review what went well and what did not go so well 3.3 Make choices about how they will continue to develop their personal skills

Supporting Unit Information

Developing Self - M/502/0456 - Entry 3

Indicative Content

Learning Outcome 1. Understand how to identify areas for self-development

Learners to identify a minimum of one strength/ability and one area for self-development.

Could be:

- Communication skills - speaks clearly/uses more than one language/good listener
- Practical skills - good at cooking/good at drawing/it skills/good with animals;
- Personal qualities – reliable/punctual/confident/tolerant/even tempered/ friendly/helpful/ persistent/understanding/calm etc

They need to think about how they could develop a personal skill or behaviour

Learning Outcome 2.   Understand how to take responsibility for their own self development

Action plan target to work towards. Make sure that this is achievable and that they know what is required to achieve the target. This needs to include support and resources needed which could be both internal and/or external

Work through activities to develop the agreed skill or behaviour.

Appropriate person could be tutor/supervisor a suitable target to work towards.

Activities to develop the agreed skill or behaviour should be conducted over a period of time to allow for development

Learning Outcome 3.   Be able to demonstrate how they have developed personal skills

Review overall progress what went well and what did not go so well.

Include further planning as appropriate and actions they could take
e.g. more practice, further training

Teaching Strategies And Learning Activities

Learning for this unit can be linked to other units to be assessed within an activity such as working with community organisations,

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

One to one discussion is important here.

Learners will need to be supported in:
• Carrying out an analysis of their personal strengths, abilities and behaviours
• Setting a target
• Planning strategies to develop their skill or behaviour and work
• Developing an agreed skill or behaviour
• Reviewing their own progress in self-development

Time for one to one discussion is important here. Learners could discuss their strengths etc. with tutors, employers, line managers or peers to identify areas for self-development

Use could be made of case studies of different people such as nurses/firefighters/sports personalities to explore the concept of personal skills, qualities and abilities along with group discussion

The concept of weakness can be a sensitive area. Again case studies as above could focus on weakness to highlight that everyone has areas for improvement.
These case studies could come from visits out, visitors in, video, internet etc.

Reflection on personal development will require learners to confront perceived weaknesses and with guidance, devise coping mechanisms and strategies to overcome them through appropriate activities.

Having undertaken the activities, learners will review their own progress and make decisions about how to continue self-development. It may be useful for learners to record their progress as they undertake activities by using reflective diaries, logs etc

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to

assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Developing Self

Unit Reference	K/502/0469
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Take an active role in their self-development	1.1 Describe personal strengths or abilities 1.2 Select an area for self-development 1.3 Explain why this area is important for their self-development
2. Be able to plan for their self-development	2.1 Prepare a plan for their identified area of self-development 2.2 List activities, targets and timelines for their self-development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan

3. Review their self-development and plan for the future	3.1 Review their self-development plan 3.2 Suggest improvements and amendments to the plan 3.3 Explain how they will continue with their self-development in the future

Supporting Unit Information

Developing Self - K/502/0469 - Level 1

Indicative Content

Learning Outcome 1.   Take an active role in their self-development

Learners to identify a minimum of one strength/ability and one area for self-development.

Could be:

- Communication skills - speaks clearly/uses more than one language/good listener
- Practical skills - good at cooking/good at drawing/it skills/good with animals;
- Personal qualities – reliable/punctual/confident/tolerant/even tempered/ friendly/helpful/ persistent/understanding/calm etc

They need to think about how they could develop a personal skill or behaviour and why

Learning Outcome 2.   Be able to plan for their self-development

Action plan target to work towards. Make sure that this is achievable and that they know what is required to achieve the target. This needs to include support and resources needed which could be both internal and/or external

Consider how and when review will take place.

Consider how to monitor progress, e.g. logbook, diary

Work through activities to develop the agreed skill or behaviour.

Activities to develop the agreed skill or behaviour should be conducted over a period of time to allow for development

Learning Outcome 3.   Review their self-development and plan for the future

Reviewing self-development plans – Consider:

- Overall achievement - was final goal achieved?'
- Progress made
- Effectiveness of planning – were timescales kept to?
- How could planning have been improved
- Factors contributing to successes
- Factors which hindered achievement
- How experiences could be used to develop further

Future planning – consider further goals. Could be short, medium or long term

Teaching Strategies And Learning Activities

Learning for this unit can be linked to other units to be assessed within an activity such as working with community organisations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported in:
- Carrying out an analysis of their personal strengths, abilities and behaviours
- Setting a target
- Planning strategies to develop their skill or behaviour and work
- Developing an agreed skill or behaviour
- Reviewing their own progress in self-development

Time for one to one discussion is important here. Learners could discuss their strengths etc with tutors, employers, line managers or peers to identify areas for self-development.

Use could be made of case studies of different people such as nurses/fire fighters/sports personalities to explore the concept of personal skills, qualities and abilities along with group discussion

The concept of weakness can be a sensitive area. Again case studies as above could focus on weakness to highlight that everyone has areas for improvement.

These case studies could come from visits out, visitors in, video, internet etc

Reflection on personal development will require learners to confront perceived weaknesses and with guidance, devise coping mechanisms and strategies to overcome them through appropriate activities. Having undertaken the activities, learners will review their own progress and make decisions about how to continue self-development. It may be useful for learners to record their progress as they undertake activities by using reflective diaries, logs etc

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks

- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Environmental Awareness

Unit Reference	R/502/0658
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment
Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.2) *The learner can*
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment 1.2 Give examples of human behaviours which help the environment
2. Demonstrate an understanding of environmental issues which affects their life	2.1 Identify two different types of environmental issue which are relevant to their life 2.2 Identify the effects that these issues have on their life
3. Be able to demonstrate ways in which they can help	3.1 Identify an activity that they can carry out to improve the environment in their local area

to improve the	
	3.2 Take part in an activity to improve the environment in their local area

Supporting Unit Information

Environmental Awareness - R/502/0658 - Entry 3

Indicative Content

Learning Outcome 1.   Demonstrate an awareness of how the actions of humans affect the environment
Human behaviour which harms the environment – could be personal e.g. litter, leaving lights on, leaving equipment on standby, wasting water or more general eg packaging, importing food long distance, pollution

Identify a human behaviour which helps the environment –recycling, growing own food, using public transport, bike, walking etc

Learning Outcome 2.   Demonstrate an understanding of environmental issues which affects their life
Environmental issues again could be on small scale or on a wider scale. May like to look at on small scale in the local environment and on a wider national/international scale

How affects their life – aim here at the more direct effects. Could if appropriate look into the future

Learning Outcome 3.   Be able to demonstrate ways in which they can help to improve the environment in the local area
Activity can decided by learner, or group of learners

Teaching Strategies And Learning Activities

Learning for this unit can be linked to other units as appropriate

One to one discussion and support is important here. Activities could be individual or as a group

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate

support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets

the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Environmental Awareness

Unit Reference	Y/502/0659
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.4) *The learner can*
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment 1.2 Give examples of human behaviours which help the environment 1.3 Identify ways to raise awareness about environmental issues
2. Demonstrate an understanding of environmental issues which affect the local area	2.1 Describe an environmental issue which has an impact on their local area 2.2 Identify ways in which this issue can be tackled to bring about improvements
3. Carry out activities	3.1 Describe activities that they can carry out

to help improve the environment in the local area	to improve the local environment 3.2 Carry out at least two activities to improve the local environment 3.3 Describe the benefits of these activities for the local area 3.4 Say what actions are needed to maintain improvements in the future

Environmental Awareness - Y/502/0659 - Level 1

Indicative Content

Learning Outcome 1.   Demonstrate an awareness of how the actions of humans affect the environment
Human behaviour which harms the environment – could be personal e.g. litter, leaving lights on, leaving equipment on standby, wasting water or more general e.g packaging, importing food long distance, pollution

Identify a human behaviour which helps the environment –recycling, growing own food, using public transport, bike, walking etc

Awareness raising – look at existing campaigns and their use of different methods:
• Leaflets
• Mail Shots
• Articles in magazines/newspapers
• TV/radio
• Charity collections
• Meetings
• Speakers

Learning Outcome 2.   Demonstrate an understanding of environmental issues which affect the local area
Environmental issues in local area.
Can be in immediate local area, eg college, school, street, or village/town/city
Use sources to research issue and how it is being dealt with.

How affects their life – aim here at the more direct effects. Could if appropriate look into the future

Learning Outcome 3.   Carry out activities to help improve the environment in the local area
Activities can decided by learner, or group of learners
Review effectiveness of actions

Teaching Strategies And Learning Activities

Learning for this unit can be linked to other units as appropriate

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

There is opportunity here for visits out and for visitors to come to talk to learners. Learners will need to explore issues and make use of information from a variety of sources.

Their involvement in activities will need to be agreed with learners who should be clear on what their role is and what evidence they will need to produce. Timescales need to be agreed so that they are achievable.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
- Observation reports
- Oral/Written questions and answers

- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer

Individual Rights and Responsibilities

Unit Reference	A/502/0458
Level	Entry 3
Credit Value	1
Guided Learning Hours	10
Unit Summary	To raise the learner's awareness of their rights and responsibilities as an individual

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.4) *The learner can*
1. Understand that they have individual rights and responsibilities	1.1 Describe an individual right which is relevant to them 1.2 Identify sources of support or information about rights and responsibilities 1.3 Describe a responsibility that they have for themselves 1.4 Describe a responsibility that they have to others

Supporting Unit Information

Individual Rights And Responsibilities - A/502/0458 - Entry 3

Indicative Content

Learning Outcome 1. Understand that they have individual rights and responsibilities
Individual rights – Could be
- Rights defined by law, e.g. Health and Safety at Work, Equal Pay, Sales of Goods Act etc
- Human Rights – not all covered by law e.g. respect, clean and safe food and water, access to education, protection from harm, right to vote, right to express opinion

Help with their rights or responsibilities - Could look at:
- Individuals who could help
- Organisations e.g CAB, Trade Unions, charities etc

Individual responsibility Could be again linked to laws such as Health and Safety, but could be more general, e.g. reliability when working with others, respecting others, turning up to work on time etc.

Similarly responsibility that they have to others

Teaching Strategies And Learning Activities

This unit relates directly to the individual and their experience wherever possible. Can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will be supported to develop a basic knowledge of the human and legal rights they have as individuals and some of the

responsibilities they have for themselves
They will also develop a knowledge of where to get help in exercising their rights and responsibilities.

One to one discussion and support is important here. Group discussion could also be used here.

Deliverers could involve visitors from appropriate external agencies such as Citizens Advice
Bureau or community police

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Individual Rights and Responsibilities

Unit Reference	**K/502/0472**
Level	1
Credit Value	1
Guided Learning Hours	**10**
Unit Summary	To raise the learner's awareness of their rights and responsibilities as an individual
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.3)** *The learner can*
1. Understand their individual rights	1.1 Give examples of their rights as an individual 1.2 Give examples of barriers which may prevent the exercise of their rights 1.3 Identify sources of support and information about rights and responsibilities and describe how these could help
2. Understand their individual responsibilities	2.1 Identify their responsibilities to themselves 2.2 State their responsibilities to others 2.3 Demonstrate how they take responsibility for themselves

Individual Rights and Responsibilities - K/502/0472 - Level 1

Indicative Content

Learning Outcome 1.   Understand their individual rights

Individual rights – Could be:

*   Rights defined by law, e.g. Health and Safety at Work, Equal Pay, Sales of Goods Act etc.
*   Human Rights – not all covered by law e.g. respect, clean and safe food and water, access to education, protection from harm, right to vote, right to express opinion

Barriers to exercising rights – Could be:

*   don't know what own rights are
*   are powerlessness e.g. small child, ,elderly person or vulnerable adult
*   may be overwhelmed by stronger people
*   legal and moral rights are not necessarily respected by other individuals or organisations
*   financial e.g. can't afford a solicitor can't get legal aid
*   not all countries recognise human or children's rights
*   situations where own rights conflict with other people's

Sources of support: legal e.g. solicitors, courts, police; statutory bodies e.g. social services, local
council; charities and other sources of advice or help e.g. Citizens Advice Bureau, local councillor, local Member of Parliament, Amnesty International, ChildLine, Trade Union

Help with their rights or responsibilities. - Could look at:

*   Individuals who could help
*   Organisations erg. CAB, Trade Unions, charities etc.

Learning Outcome 2.   Understand their individual responsibilities

Individual responsibility Could be again linked to laws such as Health and Safety, but could be more general e.g.

- Knowing own rights
- Getting appropriate information

Responsibilities to others e.g.
- Abiding by the law
- Following health and safety procedures at work
- Respecting the rights of others
- Helping others to protect their rights
- Reliability when working with others

Teaching Strategies And Learning Activities

This unit relates directly to the individual and their experience wherever possible. Can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will be supported to develop a basic knowledge of the human and legal rights they have as individuals and some of the responsibilities they have for themselves.
They will also develop a knowledge of where to get help in exercising their rights and responsibilities. Learners' own experiences can be a good starting point.

Learning can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based. Scenarios or case studies could be used to stimulate discussion. Learners could be provided examples of rights and ask the learners to match up the corresponding responsibilities. Newspapers, TV and internet can be used to highlight issues of rights and responsibilities. This would broaden things out from their own experiences.

One to one discussion and support is important here. Group discussion could also be used here.

Deliverers could involve visitors from appropriate external agencies

such as Citizens Advice Bureau or community police.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
• Observation reports
• Oral/Written questions and answers
• Reports/notes
• Charts
• Worksheets/workbooks
• Witness statements
• Taped evidence (video or audio)
• Photographic evidence
• Displays

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately

annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer

Preparation for Work

Unit Reference	A/502/0461
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.3) *The learner can*
1. Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need 1.3 Identify areas for development
2. Investigate personal career opportunities	2.1 Find out about potential job roles which interest them 2.2 Identify a suitable potential job role 2.3 Prepare key personal information needed to apply for the job role

Preparation for Work - A/502/0461 - Entry 3

Indicative Content

Learning Outcome 1. Understand the skills and qualities needed for working life

Identify areas for development
Personal skills and qualities which employees need –look at range of basic skills being asked for e.g.

- Punctual
- Reliable
- Trustworthy
- Co-operative
- Flexible
- Willingness
- Supportive
- Team worker
- Conscientious
- Communication Skills – oral and written
- Numeracy Skills

Own personal skills and qualities – Look at any matches with what employers are looking for. Look at areas for improvement

Learning Outcome 2. Investigate personal career opportunities

Suitable job role which interests them – via research. Could use
IT packages to match interests/skills/knowledge and understanding to jobs etc.
Newspapers for adverts
Interview with careers advisor
Work placement

Key personal information needed to apply for such a job role –
Think about:

- personal details
- education and qualifications

- employment history
- other achievements, interests and hobbies

Preparing key information could include:
- simple paper or online application forms
- simple letter of application
- practise answering straightforward interview questions
- making a basic portfolio

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be encouraged to explore some of the skills and qualities which employees need and be helped to identify their own skills and personal qualities. They will find out about possible job roles and be guided to identify a potentially suitable job role.

Learners will be supported to identify their own personal skills and qualities. They could:
- Check off a prepared list of skills relevant to themselves
- List skills gained from education and other life experiences
- Complete questionnaires or quizzes

Learners will need to be involved in some research in this unit. This can be done in a variety of ways, using visits out, visitors in, IT searches etc. Links with the Connections service and other agencies dealing with careers advice could be made. They could look at job advertisements to identify the skills and qualities needed, and use work experience or simulations to identify skills and qualities needed for employment

The support given to learners will depend on individual need

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

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All evidence must be made available for the external moderator upon request

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Preparation for Work

Unit Reference	J/502/0477
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application
Learning Outcomes (1 to 2) *The learner will*	**Assessment Criteria (1.1 to 2.3)** *The learner can*
1. Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement
2. Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them 2.2 Match their skills, qualities and

	achievements to a potential job role
	2.3 Identify and prepare key information needed for an application or interview

Supporting Unit Information

Preparation for Work - J/502/0477 - Level 1

Indicative Content

Learning Outcome 1.   Understand how own skills and qualities relate to those needed for working life
Personal skills and qualities which employees need –look at range of basic skills being asked for e.g.

- Punctual
- Reliable
- Trustworthy
- Co-operative
- Flexible
- Willingness
- Supportive
- Team worker
- Conscientious
- Communication Skills – oral and written
- Numeracy Skills
- Able to follow instructions
- Telephone skills
- Customer Service skills
- Manage money

Own personal skills and qualities – Look at any matches with what employers are looking for.

Look at areas for improvement

Learning Outcome 2.   Research personal career opportunities
Suitable job role which interests them – via research. Could use
IT packages to match interests/skills/knowledge and understanding to jobs etc.
Newspapers for adverts
Interview with careers advisor
Work placement

Key personal information needed to apply for such a job role –
Think about:

- Personal details
- Education and qualifications
- Employment history
- Other achievements, interests and hobbies

Preparing key information could include:
- Simple paper or online application forms
- Simple letter of application
- Practise answering straightforward interview questions
- Making a basic portfolio

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be encouraged to explore some of the skills and qualities which employees need and be helped to identify their own skills and personal qualities. They will find out about possible job roles and be guided to identify a potentially suitable job role.

Learners will be supported to identify their own personal skills and qualities. They could:
- Check off a prepared list of skills relevant to themselves
- List skills gained from education and other life experiences
- Complete questionnaires or quizzes

Learners will need to be involved in some research in this unit. This can be done in a variety of ways, using visits out, visitors in, IT searches etc. Links with the Connections service and other agencies dealing with careers advice could be made. They could look at job advertisements to identify the skills and qualities needed, and use work experience or simulations to identify skills and qualities needed for employment

The key information needed for applications and interviews can be developed using role play, simulated interviews, dummy application

forms, creating a portfolio of evidence to take to interview, templates for creating simple CVs or supporting learners in making real applications, for example for part time, voluntary work.

The support given to learners will depend on individual need

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
• Observation reports
• Oral/Written questions and answers
• Reports/notes
• Charts
• Worksheets/workbooks
• Witness statements
• Taped evidence (video or audio)
• Photographic evidence
• Application forms
• CV's

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

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Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Working As Part of a Group

Unit Reference	K/502/0455
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others 1.2 Make suggestions about the role they should play in the group
2. Be able to play an active role in working as part of a group	2.1 Carry out agreed activities when working with others on a group task 2.2 Make suggestions and receive feedback appropriately 2.3 Ask for or offer help when required
3. Review their role in	3.1 Review their work with others

the group	
	3.2 Identify how they contributed to the group
	3.3 Identify what went well and areas they could improve in working with others

Supporting Unit Information

Working as Part of a Group - K/502/0455 - Entry 3

Indicative Content

Learning Outcome 1.   Know how to work with others in appropriate ways
Ground rules for working with others – these should be negotiated with the group.
Could include:

- Respecting others' contributions
- Listening to everyone in group
- Asking for and valuing everyone's opinion
- Encouraging everyone to contribute to group decisions
- Helping and supporting others
- Completing agreed tasks on time

Making suggestions about the role they should play in the group suggests some negotiation
Could be specific practical job, but could also include joint activities such as working with others in a supportive way, asking for help etc.

Learning Outcome 2.   Be able to play an active role in working as part of a group
Negotiation follows through in the activity.
Need to look for best practice as follows:

- Show to respect others by listening to ideas of other group members without interrupting, agreeing group decisions, following decisions of group
- Contribute to group decisions: by offering own ideas, suggesting solutions to problems faced by group, suggesting a better way of doing something
- Respond positively to feedback from other group members by accepting advice from
- other group members, accepting help from other group members
- Complete own task on time to satisfactory standard
- Help other group members by showing others how to do something/helping others to complete their task
- Ask for or offer help when required – this could be other group members and or other people supporting the group

Learning Outcome 3.   Review their role in the group

Review personal involvement regarding:

- Work with others
- Contribution to the group
- What went well
- Areas they could improve

Teaching Strategies And Learning Activities

Delivery could be linked to other units to provide a context for the group activity

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to understand about the ground rules needed for group-work and their participation in setting ground rules for their group-work task. These could be captured on posters, or stored in IT files. Group discussion will help learners recognise their own role in the group. Checklists could be drawn up to reflect the roles and skills which group members will perform. These could aid review

Learners will need to be given the opportunity to carry out their agreed tasks and demonstrate that they are able to ask for help, make suggestions, offer help to others and receive feedback to complete their tasks if necessary.

It is suggested that groups are not too large (approx 3-6 people). The task agreed could come from a prepared list of options presented to the learners, or be a freer group choice. Groups need to be supported to ensure that the task is manageable, achievable and matches the skills and interests of group members.

When learners are reviewing their performance, they will need guidance to determine what aspects of the task were successful and identify improvements for their group work skills. Peer feedback could be used to inform personal reflection if this was appropriate to the

group. Recordings of performance in meetings and performing activities could also be useful to review performance if appropriate. These would also be useful for evidence of achievement.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*:
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Peer assessment

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

The individual learner's role must be properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer

Working As Part of a Group

Unit Reference	R/502/0465
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.4) *The learner can*
1. Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others 1.2 Contribute to the planning of group and individual activities
2. Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities 2.2 Make suggestions appropriately 2.3 Deal with instructions appropriately 2.4 Deal with feedback appropriately

	2.5 Support others and ask for support when required
3. Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together 3.2 Describe how they contributed to the work of the group 3.3 Describe what went well and what went less well 3.4 Suggest how they could improve their skills in working with others

Supporting Unit Information

Working as Part of a Group - R/502/0465 - Level 1

Indicative Content

Learning Outcome 1.   Understand how to contribute to working as part of a group in appropriate ways

Ground rules for working with others – these should be negotiated with the group.

Could include:

- Respecting others' contributions
- Listening to everyone in group
- Asking for and valuing everyone's opinion
- Encouraging everyone to contribute to group decisions
- Helping and supporting others
- Completing agreed tasks on time

Planning –

- Making suggestions about the role they should play in the group suggests some negotiation
- Recognise own skills and those of others
- Thinks of resources needed, timescales etc
- Could be specific practical job, but could also include joint activities such as working with others in a supportive way, asking for help etc.

Learning Outcome 2.   Demonstrate how to work as an effective group member

Negotiation follows through in the activity.

Need to look for best practice as follows:

- Show to respect others by listening to ideas of other group members without interrupting, agreeing group decisions, following decisions of group
- Contribute to group decisions: by offering own ideas, suggesting solutions to problems faced by group, suggesting a better way of doing something
- Respond positively to feedback from other group members by accepting advice from
- other group members, accepting help from other group members
- Complete own task on time to satisfactory standard

- Help other group members by showing others how to do something/helping others to complete their task
- Ask for or offer help when required – This could be other group members and or other people supporting the group.

Learning Outcome 3.   Review the group's progress and their contribution to it

Group progress regarding:
- Contributed of all members
- Individual strengths recognised
- Communication skills developed
- Learning to trust one another

Review personal involvement regarding:
- Work with others
- Contribution to the group
- What went well
- Skills they could improve

Things that went well:
- Was the aim met
- Were all aspects of task completed,
- Was the task completed in the timeframe agreed
- Were things completed to a good standard

Consider issues which didn't go so well
Could be internal issues or external

Teaching Strategies And Learning Activities

Delivery could be linked to other units to provide a context for the group activity

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to understand about the ground

rules needed for group-work and their participation in setting ground rules for their group-work task. These could be captured on posters, or stored in IT files. Planning will need to be recorded. Group discussion will help learners recognise their own role in the group. Checklists could be drawn up to reflect the roles and skills which group members will perform. These could aid review.

Learners will need to be given the opportunity to carry out their agreed tasks and demonstrate that they are able to ask for help, make suggestions, offer help to others and receive feedback to complete their tasks if necessary.

It is suggested that groups are not too large. Groups need to be supported to ensure that the task is manageable, achievable and matches the skills and interests of group members.

When learners are reviewing their performance, they will need guidance to determine what aspects of the task were successful and identify improvements for their group work skills. Peer feedback could be used to inform personal reflection if this was appropriate to the group. Recordings of performance in meetings and performing activities could also be useful to review performance if appropriate. These would also be useful for evidence of achievement.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

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All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer

Dealing With Problems in Daily Life

Unit Reference	H/502/0454
Level	Entry 3
Credit Value	2
Guided Learning Hours	20
Unit Summary	To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.2) *The learner can*
1. Understand how to recognise a straightforward problem	1.1 Identify a straightforward problem that they can tackle 1.2 Share ideas on how to tackle the problem with an appropriate person
2. Tackle a problem	2.1 Identify a way to tackle the problem 2.2 Carry out activities to tackle the problem 2.3 Ask for appropriate advice
3. Be able to carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem 3.2 Identify what went well and what did not

	go so well

Supporting Unit Information

Dealing With Problems in Daily Life - H/502/0454 - Entry 3

Indicative Content

Learning Outcome 1. Understand how to recognise a straightforward problem

Straightforward problem could be anything which could be faced in day to day living e.g.
- Going shopping for food, clothing etc.,
- Losing things such as mobile phone, money, travel card
- Going on a journey, making a meal etc.
- Coursework

Ways to tackle problem e.g.
- Discussion face to face/phone
- Making official complaint
- Finding out information

Appropriate person could be tutor/supervisor.

Learning Outcome 2. Tackle a problem

Discuss options with appropriate people relevant to problem

Planning to identify appropriate support could be internal and external support

Look at method/sequence/routine. Could include:
- Finding out information - telephone number/addresses/email addresses/opening hours
- Using information leaflets/library/websites
- Consulting appropriate people
- Making a telephone call/writing a letter/sending an email
- Arranging a meeting/making an appointment

Carry out plan

Be able to recognise when need help and who to ask

Could be from specific people –
- Family member/friend
- Teacher/personal tutor

- Police officer
- Careers adviser/student counsellor
- Help lines

Could be from organisations –

- Citizens Advice Bureau
- GP surgeries and health centres
- Government agencies
- Voluntary organisations

Learning Outcome 3. Be able to carry out a review of their progress towards solving the problem
Review of the progress
Consider actions taken
Problems which came up and were they solved
What went well and what did not go so well

Teaching Strategies And Learning Activities

Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Managing Own Money Entry 3

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to enable learners to identify straightforward problems and develop a positive approach towards solving them with the support of appropriate people. Learners need to be encouraged to develop a positive can do approach to problem solving.

One to one discussion and support is important here.

As part of the review process, learners could be encouraged to set new targets as a result of
the review process to be used at a later stage or to complement other units

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit

SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the following*
- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Dealing With Problems in Daily Life

Unit Reference	L/502/0464
Level	1
Credit Value	2
Guided Learning Hours	20
Unit Summary	To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.3) *The learner can*
1. Know how to recognise a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects 1.2 Suggest ways in which they might tackle the problem 1.3 Select a way to tackle the problem and agree it with an appropriate person
2. Be able to plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem 2.2 Identify resources to help tackle the problem 2.3 Carry out planned activities

3. Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem 3.2 Describe what went well and what did not go so well 3.3 Identify whether the problem has been solved

Supporting Unit Information

Dealing With Problems in Daily Life - L/502/0464 - Level 1

Indicative Content

Learning Outcome 1. Know how to recognize a straightforward problem and identify ways to tackle it
Straightforward problem could be anything which could be faced in day to day living. Could be personal, family or community issues e.g.
• Going shopping for food, clothing etc.
• Losing things such as mobile phone, money, travel card
• Going on a journey, making a meal etc.
• Owing money
• Being bullied
• Coursework
• Member of family losing their job
• Litter in local area

Effects of problem. Could look at:
• Personal impact
• Impact on others
• Immediate impact
• Possible future impact

Ways to tackle problem e.g.
• Discussion face to face/phone
• Finding out information
• Ask advice
• Explore different options
• Think about resources needed

Appropriate person could be tutor/supervisor or anyone appropriate for the specific problem.

Learning Outcome 2. Be able to plan and carry out activities to tackle a problem
Discuss options with appropriate people relevant to problem

Planning to identify appropriate support could be internal and

external support

Look at method/sequence/routine. Could include:
- Finding out information - telephone number/addresses/email addresses/opening hours
- Using information leaflets/library/websites
- Consulting appropriate people
- Making a telephone call/writing a letter/sending an email
- Arranging a meeting/making an appointment

Carry out plan

Be able to recognise when need help and who to ask.
Could be from specific people –
- Family member/friend
- Teacher/personal tutor
- Police officer
- Careers adviser/student counsellor
- Help lines
Could be from organisations –
- Citizens Advice Bureau
- GP surgeries and health centres
- Government agencies
- Voluntary organisations

Learning Outcome 3.   Be able to carry out a review of their methods and the skills they used in tackling the problem
- Review of the progress
- Consider actions taken and their effectiveness
- Problems which came up and were they solved
- What went well and what did not go so well
- Was the problem solved

Teaching Strategies And Learning Activities

Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Managing Own Money Level 1.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including

learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to enable learners to identify straightforward problems and develop a positive approach towards solving them with the support of appropriate people. Learners need to be encouraged to develop a positive can do approach to problem solving.

Learners will need to record their plans and progress in some way. They could use a logbook or a diary. This could be used as a tool to aid review as the project progresses. Learners could also record any changes they needed to make to their plans.

One to one discussion and support is important here. Group feedback could also be useful if appropriate. Learners will need support to gather and collate evidence of achievement.

As part of the review process, learners could be encouraged to set new targets as a result of the review process to be used at a later stage or to complement other units.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when assessing this unit
SEG expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to written.

Evidence is not prescribed but may include any or all of the

following*

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary
- Planning documents

*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the SEG web site).

All evidence must be made available for the external moderator upon request.

Additional Information

This unit is used in the Rules of Combination for qualifications which form part of SEG Awards Foundation Learning offer.

Appendices

Recognition of Prior Learning, Exemption and Credit Transfer

SEG Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within SEG qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the SEG qualification to be achieved in order to determine its equivalence.
  Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to SEG.
  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – SEG may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number.

Assessors must ensure that they review and verify the evidence through sight of:
- o Original certificates OR
- o Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

SEG encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Certification

Learners will be certificated for all units and qualifications that are claimed.

SEG's policies and procedures are available on the SEG web site in the Examination Officers' Guide.

Glossary of Terms

GLH (Guided Learning Hours)
GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

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

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.