# SEG Awards Certa Qualifications in Progression

## Entry Level 3 - Unit Specification Guide

# About Us

Skills and Education Group Awards (Certa Awards) [1] continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

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: Skills and Education Group Awards Secure Login

## Sources of Additional Information

The Skills and Education Group Awards Website provides access to a wide variety of information.

## Copyright

## Date and Issue Number

| Version | Date | Details of change |
|---|---|---|
| 2.0 | October 2020 | Published in new format with new review date |
| | | |
| | | |
| | | |

[1] Certa 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 Certa Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

# Contents

# Units from the Core Group

# Accessing Public Transport

| Unit Reference | L/504/9592 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to plan a journey on public transport | 1.1. Identify different types of public transport<br><br>1.2. Identify the best form of public transport to use to make a specific journey, stating the reasons why<br><br>1.3. Use a timetable to plan the journey<br><br>1.4. Identify payment or tickets required to make the journey |
| 2. Be able to make a journey on public transport | 2.1. Make a journey using public transport<br><br>2.2. Identify safety hazards and how to safely overcome them when using public transport |

## Supporting Unit Information

Accessing Public Transport – L/504/9592 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to plan a journey on public transport.

1.1    Identify different types of public transport.

1.2    Identify the best form of public transport to use to make a specific journey, stating the reasons why.

1.3    Use a timetable to plan the journey.

1.4    Identify payment or tickets required to make the journey.

### Learning Outcome 2: Be able to make a journey on public transport.

2.1    Make a journey using public transport.

2.2    Identify safety hazards and how to safely overcome them when using public transport.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may also include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Alcohol and Drug Misuse Awareness

| Unit Reference | H/504/7475 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the differences between types of drugs | 1.1. Identify different types of drugs<br><br>1.2. State the effects of each type identified |
| 2. Know about the differences between alcoholic drinks | 2.1 Identify different alcoholic drinks<br><br>2.2 State the unit strength of each drink identified |
| 3. Know about the causes of alcohol and drug misuse | 3.1 State a reason why people may misuse alcohol<br><br>3.2 State a reason why people may misuse drugs |
| 4. Know the effects of drug and alcohol misuse | 4.1 Identify effects of drug misuse on the user<br><br>4.2 Identify effects of alcohol misuse on the user<br><br>4.3 State the effects that drug and alcohol misuse can have on others |

| | | | |
|---|---|---|---|
| 5. | Know about health issues associated with drug and alcohol misuse | 5.1 | Identify ways in which drug misuse can impact on health |
| | | 5.2 | Identify ways in which alcohol misuse can impact on health |
| | | 5.3 | State the effects of withdrawing from alcohol or a specified drug |
| 6. | Know about agencies offering help and information | 6.1 | Identify sources of help and information for drug misuse |
| | | 6.2 | Identify sources of help and information for alcohol misuse |

## Supporting Unit Information

Alcohol and Drug Misuse Awareness – H/504/7475 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know about the differences between types of drugs.

1.1    Identify different types of drugs.

Answers might include: named drugs e.g. Cocaine, Heroin, Cannabis, LSD, Ecstasy; popular/ 'street'/ euphemistic names e.g. skunk, dope, acid, blow; groups of drugs e.g. stimulants, depressives, hallucinogens, opiates etc; a mixture of these. At least three types of drugs should be identified. Prescribed and over the counter drugs/pharmaceuticals can also be mentioned.

1.2    State the effects of each type identified.

Answers might include: a discussion of the effects of each type of named drug e.g. – cannabis can may you feel relaxed but can result in depression, lack of motivation, hallucinations etc; an explanation of the effects of each group of drugs e.g.: stimulants result in more energy and hyper-alertness, but can also result in increased heart pressure leading to stroke or heart failure etc. Any valid response to the effects of the drugs outline is acceptable.

### Learning Outcome 2: Know about the differences between alcoholic drinks.

2.1    Identify different alcoholic drinks.

Answers may include a selection of the following: beer (any named brand – Fosters, Guinness, ale etc), cider (any named brand – Stella Cidre, Scrumpy, Strongbow Aspalls), Wine (any named brand/type – Blossom Hill, Chardonnay, Black Tower, Pinot Noir etc), Spirits (any type/brand – Whiskey, Brandy, Gin, Vodka, Smirnoff, Johnny Walker, Gordon's),

Alcopops (any type/brand – WKD, Bacardi Breezer, Smirnoff Ice, Kopparberg etc)

2.2    State the unit strength of each drink identified.

Answer may include generic unit strengths for measures of drinks as follows: 1 unit = 218ml 4.5% cider, 76ml 13% wine, 25ml 40% whiskey, 250ml 4% beer, 250ml 4% alcopop. (Drinkaware.co.uk)

Or specific unit strength of given drinks using an alcohol unit calculator tool.

**Learning Outcome 3: Know about the causes of alcohol and drug misuse.**

3.1    State a reason why people may misuse alcohol.

Answers may include: social drinking/ binge drinking for fun, social pressure to drink in excess, feelings of low self-esteem/depression/anxiety, bereavement or stress inducing life event, any other valid reason.

3.2    State a reason why people may misuse drugs.

Answers may include: social drug-taking for fun, social pressure to take drugs, feelings of low self-esteem/depression/anxiety, bereavement or stress inducing life event, to relieve health issues any other valid reason.

**Learning Outcome 4: Know the effects of drug and alcohol misuse.**

4.1    Identify effects of drug misuse on the user.

Answers may include: depression, hallucinations, anxiety, increased blood pressure, stroke, heart failure, death. Loss of family, friends, jobs. Financial ruin. Loss of self-esteem. Any other physical, emotional, psychological or social impact

4.2    Identify effects of alcohol misuse on the user.
Answers may include: depression, anxiety, increased blood pressure, stroke, heart failure, obesity or weight loss, kidney disease, death. Loss of family, friends, jobs. Financial ruin. Loss of self-esteem. Any other physical, emotional, psychological or social impact.

4.3    State the effects that drug and alcohol misuse can have on others.

Answers may include: family and friends will be worried for your health, increased likelihood of abuse or neglect of spouses/partners or children, separation of families, anti-social behaviour, violence, any other valid impact.

**Learning Outcome 5: Know about health issues associated with drug and alcohol misuse.**

5.1    Identify ways in which drug misuse can impact on health.

Answers may include: depression, anxiety, increased blood pressure, stroke, heart failure, weight loss, kidney disease, death. Answers can link to specific drugs or be general.

5.2    Identify ways in which alcohol misuse can impact on health.

Answers may include: depression, anxiety, increased blood pressure, stroke, heart failure, weight loss, kidney disease, death.

5.3    State the effects of withdrawing from alcohol or a specified drug.

Answers may include short/mid/long term effects: negative effects - shakes, vomiting, nausea, cramps, dehydration, depression; positive effects – weight gain/loss, reduction in anxiety, blood pressure/ heart rate stabilisation, increased mental well-being etc.

**Learning Outcome 6: Know about agencies offering help and information.**

6.1    Identify sources of help and information for drug misuse.

Answers can include: NHS organisations, local GP, social workers, various charitable organisations (MIND, Action on Addiction etc), Rehabilitation centres, various websites (NHS, MIND, Action on Addiction etc) community groups, counselling, friends and family and other support networks, any other valid source.

6.2    Identify sources of help and information for alcohol misuse.

Answers can include: NHS organisations, local GP, social workers, various charitable organisations (MIND, Action on Addiction etc), Rehabilitation centres, various websites (NHS, MIND, Action on Addiction etc)

community groups, counselling, friends and family and other support networks, any other valid source.

Some useful sources of information:
http://alcoholeducationtrust.org/teacher-area/units-and-guidelines/
https://www.drinkaware.co.uk/alcohol-facts/alcoholic-drinks-units/what-is-an-alcohol-unit/
https://www.therecoveryvillage.com/drug-addiction/types-of-drugs/#gref
https://www.nhs.uk/live-well/healthy-body/drug-addiction-getting-help/
https://www.mind.org.uk/information-support/guides-to-support-and-services/addiction-and-dependency/#.W1pVRPZFyhc

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Aspects of Citizenship

| Unit Reference | L/504/0858 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has 4 learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Understand that individuals have rights and responsibilities | 1.1. Give examples of the legal rights of a British Citizen<br><br>1.2. State the types of responsibilities individuals have to maintain their own well-being<br><br>1.3. Outline the types of responsibilities an individual has to others |
| 2. Understand equality issues in relation to current legislation | 2.1 State two examples of what equalities legislation covers.<br><br>2.2. Give an example of a current equality issue |
| 3. Understand the main functions of local and national government | 3.1 State how people are elected to local and central government<br><br>3.2 Give an example of the main responsibilities of local government<br><br>3.3 Give an example of the main responsibilities of central government |

| 4. Show an awareness of the range of public services available in the local community | 4.1 List the main public services available in own local community |
|---|---|

## Supporting Unit Information

Aspect of Citizenship – L/504/0858 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand that individuals have rights and responsibilities.**

1.1.   Give examples of the legal rights of a British Citizen.

1.2.   State the types of responsibilities individuals have to maintain their own well-being.

1.3.   Outline the types of responsibilities an individual has to others.

**Learning Outcome 2: Understand equality issues in relation to current legislation.**

2.1   State two examples of what equalities legislation covers.

2.2   Give an example of a current equality issue.

**Learning Outcome 3: Understand the main functions of local and national government.**

3.1   State how people are elected to local and central government.

3.2   Give an example of the main responsibilities of local government.

3.3   Give an example of the main responsibilities of central government

**Learning Outcome 4: Show an awareness of the range of public services available in the local community.**

4.1   List the main public services available in own local community.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has two prescribed assessment methods:
- Oral question and answer
- Group discussion

Additional Evidence for this unit may include, but is not limited to:
- Written description
- Practice File

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Assertiveness and Decision Making Skills

| Unit Reference | Y/504/8283 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to speak up for them self in a structured situation | 1.1. Contribute to group discussions and/or role-play in structured and supported situations<br><br>1.2. State their own decisions and/or choices through discussion or role-play |
| 2. Know about the rights and responsibilities of self and others in given situations | 2.1 Identify own responsibilities and rights in a group situation<br><br>2.2 Identify others' responsibilities/rights in a group situation |
| 3. Know how to negotiate to achieve a desired outcome | 3.1 State the outcome to be achieved<br><br>3.2 Give an example of how to negotiate with others to achieve a desired outcome |
| 4. Know about the implications and benefits of self-assertiveness and self-control | 4.1 Give examples of situations where self-control is required<br><br>4.2 Give an example of a situation in which assertiveness can be used to achieve a desired outcome |

## Supporting Unit Information

Assertiveness and Decision Making Skills – Y/504/8283 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to speak up for them self in a structured situation.**

1.1    Contribute to group discussions and/or role-play in structured and supported situations.

'Structured and supported situations' implies that the activities are facilitated by the teacher. The learner should be putting forward their own point of view or an opinion either in a group discussion or as part of a role play.

1.2    State their own decisions and/or choices through discussion or role-plays.

'Decisions and/or choices' means that the learner should not just accept a solution or decision presented to them. 'Through discussion' may mean that the learner has had discussions with others before reaching a decision or making a choice and it may also be understood as a group discussion around the decisions and choices before a role-play.

**Learning Outcome 2: Know about the rights and responsibilities of self and others in given situations.**

2.1    Identify own responsibilities and rights in a group situation.

'Responsibilities and rights' may apply both to a set of ground rules (or a group agreement) and to the mode of communication between group members.
'Rights' have a corresponding responsibility. For instance, the right not to be interrupted confers the responsibility not to interrupt.

Assertive behaviours acknowledge the equal right of both parties to have their needs met and a responsibility to ensure that our own behaviours facilitate this. Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.
These are characteristics of successful group communication.

2.2    Identify others' responsibilities/rights in a group situation.

'Responsibilities and rights' may apply both to a set of ground rules (or a group agreement) and to the mode of communication between group members.

'Rights' have a corresponding responsibility. For instance, the right not to be interrupted confers the responsibility not to interrupt.

Assertive behaviours acknowledge the equal right of both parties to have their needs met and a responsibility to ensure that our own behaviours facilitate this. Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.
These are characteristics of successful group communication.

**Learning Outcome 3: Know how to negotiate to achieve a desired outcome.**

3.1    State the outcome to be achieved.

Negotiation is the art of reaching an agreement that is acceptable to all parties, sometimes described as a 'win-win' agreement. The 'outcome to be achieved' will not necessarily be what the learner wants for themselves: it might be a decision about what time to break for lunch, who will do the washing up or who will stay behind to tidy up the room.

3.2    Give an example of how to negotiate with others to achieve a desired outcome.

Negotiation works by each party deciding on the decision they want and where they are prepared to compromise. Difficulties arise where the non-negotiable outcomes are diametrically opposed and this is when negotiation potentially breaks down. Otherwise, there is a cost-benefit calculation on both sides. It may be that one of the 'compromise' items is

much more important to one side than the other and this can be traded for a greater benefit.

'Desired Outcome' may be interpreted as a win-win agreement (see AC3.1) and not necessarily the decision that the negotiator favoured.

**Learning Outcome 4: Know about the implications and benefits of self-assertiveness and self-control.**

4.1    Give examples of situations where self-control is required.

Assertiveness demands considering what you say and how you say it, even when emotions are high.
Frustration and a feeling of lack of control are the main causes of anger and other heightened emotions (often expressed through shouting or weeping). Physical effects like shaking can make it difficult to control responses. Each learner will have their own examples of when they feel strong emotional responses.
These might include:
   •    Dealing with challenging behaviours of family members (especially siblings)
   •    Not being allowed to do what you want – for instance, go to a party, decorate a bedroom
   •    Feeling that your work is not respected or that your opinions are not listened to

4.2    Give an example of a situation in which assertiveness can be used to achieve a desired outcome.

The learner does not have to present what really happened but can select situations where assertiveness 'can be used' to achieve a desired outcome. Examples:
   •    Saying 'no' to the loan of a treasured book
   •    Asking for help from a neighbour or a family member
   •    Explaining that you don't want to eat the dinner prepared for you
   •    Returning goods to a shop

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Group discussion

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Budgeting

| Unit Reference | K/504/7493 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the difference between essential and non-essential spending | 1.1. State the difference between essential and non-essential spending<br><br>1.2. Give examples of essential and non-essential purchases<br><br>1.3. Outline how much they spend on essential versus non-essential items<br><br>1.4. Give examples of how to prioritise spending within a budget |
| 2. Know about personal budgets | 2.1 Outline a personal budget for a given period of time<br><br>2.2 Give examples of how a personal budget may change over a lifetime |

Budgeting – K/504/7493 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the difference between essential and non-essential spending.**

1.1    State the difference between essential and non-essential spending.

1.2    Give examples of essential and non-essential purchases.

1.3    Outline how much they spend on essential versus non-essential items.

1.4    Give examples of how to prioritise spending within a budget.

**Learning Outcome 2: Know about personal budgets.**

2.1    Outline a personal budget for a given period of time.

2.2    Give examples of how a personal budget may change over a lifetime.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# College Induction

| Unit Reference | Y/507/9890 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know how to locate facilities at college | 1.1. Identify the facilities that are available in college<br><br>1.2. State how to get to different facilities of the college |
| 2. Be able to identify members of staff and their roles | 2.1 Identify key members of staff<br><br>2.2 State a need to contact a key member of staff |
| 3. Be able to identify reasons for attending college | 3.1 State own reasons for attending college<br><br>3.2 Identify a different reason why a person might attend college |
| 4. Understand own responsibilities while at college | 4.1 State own responsibilities during the college day<br><br>4.2 State why these responsibilities are important |

| 5. Understand the differences between college and a previous place of learning | 5.1 | Identify a difference between college and the previous place of learning |
| | 5.2 | State what is preferred about college |
| 6. Be able to identify Health and Safety procedures | 6.1 | Identify hazards to look out for in college |
| | 6.2 | State Fire Evacuation procedures which must be followed |

College Induction – Y/507/9890 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know how to locate facilities at college.**

1.1    Identify the facilities that are available in college.

These may include: reception, library, student support and guidance services, ICT facilities, study rooms, breakout spaces, toilets, shops/cafes, lifts, gyms/sports areas/ leisure facilities, or any other facility offered at the college.

1.2    State how to get to different facilities of the college.

Describe how to access at least two different facilities – this might include describing which corridor, floor, room etc the facility is in.

**Learning Outcome 2: Be able to identify members of staff and their roles.**

2.1    Identify key members of staff.

These may include: Academic course tutor, personal tutor, department head, health and safety team, safeguarding team, support and guidance team, UCAS/careers team, finance team, librarian or information manager, principle of the college, any other key staff.

2.2    State a need to contact a key member of staff.

These may include: to help you get information about your course (including for rooming, timetable and course materials that you might need), to help you understand the health and safety procedures of the college, to help you understand how to access

key resources in the college, to help you access financial support, to know how to log into the college IT systems and access books and digital resources, any other valid reason.

**Learning Outcome 3: Be able to identify reasons for attending college.**

3.1    State own reasons for attending college.

This could include: to advance your own understanding of a subject/topic, to help you gain more skills/qualifications, to help you gain confidence, to help you make friends, to help you take steps towards a desired course or career, any other valid reason.

3.2    Identify a different reason why a person might attend college.

This could include: to advance own understanding of a subject/topic, to help gain more skills/qualifications, to help gain confidence, to help make friends, to help take steps towards a desired course or career, any other valid reason.

**Learning Outcome 4: Understand own responsibilities while at college.**

4.1    State own responsibilities during the college day.

These are likely to be drawn from the college's student induction guides but could include: come prepared to lessons, complete class and homework in a timely fashion, treat self, peers, staff and college resources with respect, adhere to the college's code of conduct, equality and health and safety procedures, dress appropriately, any other valid responsibility.

4.2    State why these responsibilities are important.

This may include: ensures that you are able to gain the most from lessons, ensures that you take charge of own learning progress, ensures that the learning environment is positive, safe and inclusive, any other valid response.

**Learning Outcome 5: Understand the differences between college and a previous place of learning.**

5.1    Identify a difference between college and the previous place

of learning.

This may include: college/previous place of learning requires more independent learning/ more guided learning, there are a wider/lesser choice of courses at the college/previous place of learning, there are more/lesser resources at college/previous place of learning, there are a wider selection of extra-curricular opportunities at college/previous place of learning, there are different types of students at college/previous place of learning, teaching approaches, any other valid difference.

5.2     State what is preferred about college.

This may include: a preference to have more control over own learning, a preference to be more independent, a preference to have access to wider extra-curricular activities, a preference towards a specialist subject area or teaching style, any other valid reason.

**Learning Outcome 6: Be able to identify Health and Safety procedures.**

6.1     Identify hazards to look out for in college.

This may include: items that could cause someone to slip, liquid on the floor, broken furniture or electrical equipment, blocked doorways, any other valid hazard.

6.2     State Fire Evacuation procedures which must be followed.

This response should link directly to information provided by designated induction tutor or health and safety guide but is likely to include: When the fire bell sounds, leave all items in the classroom or other college space, walk (do not run) towards the nearest fire exit, congregate in the designated fire evacuation point.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Developing Personal Hygiene Skills for Oral Health

| Unit Reference | L/504/8524 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Understand the importance of visiting the dentist regularly | 1.1.  State why it is necessary to make regular visits to the dentist |
| 2. Be able to recognise problems that can occur from poor oral hygiene | 2.1  Identify some conditions associated with poor oral hygiene |
| 3. Understand the importance of correct tooth brushing for good dental health | 3.1  State the importance of correct tooth brushing for good dental health<br><br>3.2  Demonstrate the recommended way to correctly brush your teeth |
| 4. Know of the products that are available to support strong dental hygiene | 4.1  List the products available to support strong dental hygiene |

| 5. Know what sorts of foods can cause tooth decay | 5.1 List a selection of foods that can cause tooth decay |
| --- | --- |

## Supporting Unit Information

Developing Personal Hygiene Skills for Oral Health – L/504/8524
– Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand the importance of visiting the dentist regularly.**

1.1    State why it is necessary to make regular visits to the dentist.

**Learning Outcome 2: Be able to recognise problems that can occur from poor oral hygiene.**

2.1    Identify some conditions associated with poor oral hygiene.

**Learning Outcome 3: Understand the importance of correct tooth brushing for good dental health.**

3.1    State the importance of correct tooth brushing for good dental health.

3.2    Demonstrate the recommended way to correctly brush your teeth.

**Learning Outcome 4: Know of the products that are available to support strong dental hygiene.**

4.1    List the products available to support strong dental hygiene.

**Learning Outcome 5: Know what sorts of foods can cause tooth decay.**

5.1    List a selection of foods that can cause tooth decay.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Group discussion
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Developing Skills for a Healthy Lifestyle

| Unit Reference | J/504/8490 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Understand why personal fitness is important to good health | 1.1.  State why personal fitness is important to good health |
| 2.  Be able to recognise the role that exercise plays in maintaining a healthy life style | 2.1  Outline the benefits of exercise and personal fitness in maintaining a healthy lifestyle |
| 3.  Understand the importance of a balanced diet in promoting personal good health | 3.1  Identify at least three foods which can promote good health<br><br>3.2  Plan a simple and nutritionally well-balanced healthy meal |
| 4.  Understand the importance of personal hygiene and good grooming in relation to living healthily | 4.1  State one way in which good personal hygiene can contribute to healthy living<br><br>4.2  Outline a basic daily routine for maintaining personal hygiene |

| 5. Understand the basic issues of sex education and contraception in the context of sexual health | 5.1 | Identify the main methods of contraception currently available |
| | 5.2 | Outline the key features of common sexually transmitted diseases |
| 6. Know how to take responsibility for own health and lifestyle through action planning for the future | 6.1 | Outline a personal target/goal in relation to own health |
| | 6.2 | State how this can be achieved and successfully integrated with own lifestyle |

Developing Skills for a Healthy Lifestyle – J/504/8490 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Understand why personal fitness is important to good health.

1.1    State why personal fitness is important to good health.

Answers may include: greater ability to undertake physical activity, increased body confidence, links to good mental health, can prevent illness and ward against disease, can increase quality of life, can increase life expectancy, any other valid comment.

### Learning Outcome 2: Be able to recognise the role that exercise plays in maintaining a healthy life style.

2.1    Outline the benefits of exercise and personal fitness in maintaining a healthy lifestyle.

Answers may include: exercise provide greater levels of physical fitness and increase range of movement and physical skill, exercise provides a positive outlet for stress, exercise is linked to increasing positive mindset, exercise can keep body mass at a healthy level, exercise can help to combat illness and disease, exercise can increase lifespan, any other valid comment.

### Learning Outcome 3: Understand the importance of a balanced diet in promoting personal good health.

3.1    Identify at least three foods which can promote good health.

Answers may include items from each of the five food groups: fruit/ vegetables, protein (meat, fish eggs, beans, Quorn, cheese etc), carbohydrates (rice, pasta, potatoes etc), fibre (cereals, grains, pulses, vegetables etc), good fats (avocado, nuts, and olive oil), dairy (milk,

cheese etc.).

3.2    Plan a simple and nutritionally well-balanced healthy meal.
Answers should seek to include at least three food items from different
food groups: One portion of vegetable/protein/carbohydrate for example.

**Learning Outcome 4: Understand the importance of personal
hygiene and good grooming in relation to living healthily.**

4.1    State one way in which good personal hygiene can contribute to
       healthy living.

Answers may include: washing hands before and after a meal can ensure
that remove most germs, regular baths and showers is likely to reduce
body odour, regularly brushing teeth will reduce bad breath and can
combat mouth disease, a neat appearance can improve self-confidence
and mental health, any other valid response.

4.2    Outline a basic daily routine for maintaining personal hygiene.

Answers may include: Showering, brushing teeth, grooming hair, wearing
clean clothes, washing hands after going to the toilet and before/after
eating etc.

**Learning Outcome 5: Understand the basic issues of sex education
and contraception in the context of sexual health.**

5.1    Identify the main methods of contraception currently available.

Answers may include: Condoms (male or female), various oral
contraception taken by women (The Pill), Implant, injections, coil,
vasectomy etc. (NOTE: myths relating to contraceptives should be
explained by teaching staff.)

5.2    Outline the key features of common sexually transmitted diseases.

Answers may include symptoms linked to any researched sexually
transmitted disease. General comments might include: itching, soreness,
discharge, odour, warts, infertility etc.

**Learning Outcome 6: Know how to take responsibility for own
health and lifestyle through action planning for the future.**

6.1    Outline a personal target/goal in relation to own health.

These may include: to lose a specified amount of weight, to undertake more physical activity, to be able to walk/run/swim/etc a certain distance, to eat more healthily, any other valid goal.

6.2    State how this can be achieved and successfully integrated with own lifestyle.

These may include: adopting a balanced diet for a period of two months, to always walk upstairs instead of taking the lift, to walk/run/cycle at least twice a week, any other valid plan.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Developing Skills for Gaining Employment

| Unit Reference | F/504/8519 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to identify possible employment options | 1.1. List areas of interest for future career options<br><br>1.2. State any personal limitations for possible future career options |
| 2. Be able to complete an application form | 2.1 Complete a straightforward job/training application form, providing all required information |
| 3. Be able to create a straightforward Curriculum Vitae (CV) | 3.1 Complete a prepared CV template to include essential information |
| 4. Understand how to conduct self at interview | 4.1 State how to prepare for an interview<br><br>4.2 Identify appropriate dress for given interview situations<br><br>4.3 Respond in a positive manner in a short interview |

| 5. Be able to locate job and training opportunities in a local area | 5.1 | Identify possible sources of information on jobs and training in own local area |
| --- | --- | --- |
| 6. Be able to plan for future career development | 6.1 | Produce a simple action plan with at least two short-term goals identified |

Developing Skills for Gaining Employment – F/504/8519 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to identify possible employment options.**

1.1    List areas of interest for future career options.

- 'Areas of interest for future career options' can be general unless the learner has already formed an opinion about their chosen area of work. In any case, the learner should offer more than one area of interest.
- For instance:
- 'Working with animals' is sufficient (examples of job role: veterinary nurse, vet, pet groomer)
- 'Working with children' is sufficient (examples of job role: nursery assistant, teacher, teaching assistant).

1.2    State any personal limitations for possible future career options.

'Personal limitations' could include geographical location, lack of relevant skill or qualifications, allergies or illness, personal preference, criminal record.

**Learning Outcome 2: Be able to complete an application form.**

2.1    Complete a straightforward job/training application form, providing all required information.

'Straightforward' means an application form with facts and a simple personal statement, rather than matching experience to a person specification. Job or training application forms for this exercise can be created by the teacher or obtained from employers and colleges. Templates are readily available online, including from the JobCentre and ACAS.

**Learning Outcome 3: Be able to create a straightforward Curriculum Vitae (CV).**

3.1    Complete a prepared CV template to include essential information.

AC3.1 CVs include all the information on a straightforward application form plus personal statements, areas of interest and hobbies. CV templates are readily available online, including from Monster and Reed.

**Learning Outcome 4: Understand how to conduct self at interview.**

4.1    State how to prepare for an interview.

'How to prepare for an interview' will include: re-reading a job description and own application or CV; researching the company online; thinking about the sorts of question that might be asked and preparing answers; finding out where the interview venue is and how to get there; finding any documents that are required (certificates or references, for instance. Also likely to be a Birth Certificate or a Passport for British Nationals and work permit and visa for others).

4.2    Identify appropriate dress for given interview situations.

These days, 'appropriate dress' will depend entirely on the job and the employer. As a minimum, clothes should be 'smart casual', clean and ironed and shoes should be as smart as possible and certainly clean. Avoid noisy prints and slogans or mottoes on shirts. Avoid revealing clothes – very short skirts, for instance – as these are usually considered 'unprofessional' and clothes that are fashionably ripped or torn. Encourage learners to come to class in their choice of suitable clothes in order to evidence this AC. If they don't have suitable clothes, they can describe what they would like to buy and why this would be suitable for interviews or copy pictures of clothing from a catalogue or from the Internet.

4.3    Respond in a positive manner in a short interview.

'Respond in a positive manner' means greeting the interviewer, answering questions, keeping to the point, asking for clarification if not sure what the question is about, asking a short question about the company or the role. This will be done in class, or one-to-one, through role play or simulation.

**Learning Outcome 5: Be able to locate job and training**

**opportunities in a local area.**

5.1    Identify possible sources of information on jobs and training in own local area.

'Possible sources of information' will include the Job Centre, local colleges and training providers, job clubs, Internet, newspapers.

## Learning outcome 6: Be able to plan for future career development.

6.1    Produce a simple action plan with at least two short-term goals identified.

A 'simple Action Plan' must include two short-term goals (short-term will be within the next three months) and should describe how the learner will work towards achieving them, who they will need to speak to and/or who can help them.

Suitable goals could include: create a list of courses leading to a Level 1 in Childcare; be interviewed for a job; register for a course at college.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Diversity in Society

| Unit Reference | T/504/8565 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | |
|---|---|---|
| 1.  Know the meaning of the term 'diversity' | 1.1. | Outline the meaning of the term 'diversity' |
| | 1.2. | Identify diverse groups |
| 2. Know about diverse groups and practices | 2.1 | Identify how groups may differ from one another |
| | 2.2 | List different practices in relation to these differences |
| 3. Know about similarities between groups | 3.1 | Identify a similarity between a number of groups |
| 4. Know some of the consequences of prejudice and discrimination | 4.1 | Identify a lack of tolerance of diverse groups within society |
| 5. Be able to recognise the contributions of diverse groups to society | 5.1 | Name a contribution of a group to society |
| | 5.2 | State an advantage of living in a diverse society |

Diversity in Society – T/504/8565 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know the meaning of the term 'diversity'.

1.1     Outline the meaning of the term 'diversity'.

'Diversity' is a group with variety or significant difference among its members. In Equal Opportunities, this might include differences like culture, race and religion but a diverse society implies that groups have different identifiable cultural and social norms.

1.2     Identify diverse groups.

The learner should know a range of different groups within society (see AC1.1 for a definition of groups within a diverse society) and they should choose at least three.

### Learning Outcome 2: Know about diverse groups and practices.

2.1     Identify how groups may differ from one another.

This may be addressed in one of two different ways:
For each of the identified social groups from AC1.2, outline different practices of (for instance) food and drink, clothes, festivals and relationships.
OR
Identify some differences that may exist between groups and (AC2.2) detail how these are exemplified in different practices.
Note: see Teaching Strategies and Learning Activities for guidance.

2.2     List different practices in relation to these differences.

This may be addressed in one of two different ways:
For each of the identified social groups from AC1.2, outline different

practices of (for instance) food and drink, clothes, festivals and relationships.
OR
Identify some differences that may exist between groups and (AC2.2) detail how these are exemplified in different practices.
Note: see Teaching Strategies and Learning Activities for guidance.

**Learning Outcome 3: Know about similarities between groups.**

3.1    Identify a similarity between a numbers of groups.

There are as many similarities across diverse groups as there are differences. Some of the most common similarities are: respect for parents, schooling and education, marriage norms (usually one spouse at a time). The learner should choose one feature that a number of groups have in common and briefly describe it.

**Learning Outcome 4: Know some of the consequences of prejudice and discrimination.**

4.1    Identify a lack of tolerance of diverse groups within society.

'Tolerance' means allowing others to do and say what they like, even if you don't agree with them. The learner should choose at least two examples of groups that don't have a tolerance for each other's customs or beliefs or way of life. The learner should say how they identified the 'lack of tolerance'.
Note: see Teaching Strategies and Learning Activities for guidance.

**Learning Outcome 5: Be able to recognise the contributions of diverse groups to society.**

5.1    Name a contribution of a group to society.

'Contribution' might be contemporary or historical.
Note: see Teaching Strategies and Learning Activities for guidance.

5.2    State an advantage of living in a diverse society.

A diverse society is one that has richness of talent, ideas and heritage. Learners will be able to select an 'advantage' that they experience in their own lives.

## 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.
Teachers must ensure that learners do not stereotype different groups. It would be appropriate to point out that there are individual differences within every group. Review what is required in LO2 before the learners choose their 'diverse groups' in AC1.2 as it would be sensible to combine the evidence for these three ACs.

## Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Engage in Discussion

| Unit Reference | F/503/3048 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to engage in discussion | 1.1. Demonstrate the ability to follow and understand the main points of discussions on different topics<br><br>1.2. Demonstrate the ability to make relevant contributions to discussions<br><br>1.3. Use phrases for interruption in a discussion<br><br>1.4. Listen and respond to others' points of view in a discussion<br><br>1.5. Respond to both open and closed questions about familiar topics |

Engage in Discussion – F/503/3048 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to engage in discussion.

1.1    Demonstrate the ability to follow and understand the main points of discussions on different topics.

To evidence this Assessment Criterion, the learner must show that they can follow and understand the main points of discussions on different topics.

The main thing for teachers to note is the wording 'different topics' and one discussion is unlikely to achieve the required sufficiency of evidence. If there is sufficient human resource in the learning place, teachers and collaborators might stage a discussion, the learners might be given topics to discuss or this might be accomplished using several video-ed discussions that all learners watch and then answer oral questions. Videos of discussions are readily available on YouTube and usually offer subtitles to aid understanding. The great benefit of using video is that it can be replayed to aid learning.

1.2    Demonstrate the ability to make relevant contributions to discussions.

For this Assessment Criterion, the learner must make relevant contributions to discussions. Again, note the plural 'discussions'. 'Relevant' does not carry any requirement that the contribution is judged on content, so long as it is on topic. Learners might be asked to prepare two things to say about a particular topic and then discuss it in a group. Discussions should be relevant to the learners and offer a chance to come up with different perspectives, avoiding repetition of someone else's contribution. For instance, 'Which is better, walking to class or getting the bus?' 'Should we all learn another language? If so, which language would

you learn and why?' 'Where would you go for your ideal holiday and why would you choose that destination?

1.3    Use phrases for interruption in a discussion.

This Assessment Criterion requires the learner to interrupt the discussion using appropriate phrases. Phrases might include 'Excuse me! I'd like to make a point' 'Can you say more about that, please?', 'Could you repeat that point?' 'I'm not sure I followed that. Could you go over it again?' as well as phrases designed to move the discussion forward 'We don't seem to be making much progress. Let's move on' 'In the interests of time, we should sum up our discussion' and others.
The phrases must be 'used' in order to meet the criterion, so role play or simulation might give the best opportunity for every learner to demonstrate this.

1.4    Listen and respond to others' points of view in a discussion.

This Assessment Criterion requires learners to listen to other people's points of view in a discussion and respond to them. Learners might agree or disagree with the speaker, offer further information or suggest that the point is put on hold for another time: what is important is that the learner shows that they listened to the other's point of view and responded appropriately to it.

1.5    Respond to both open and closed questions about familiar topics.

This Assessment Criterion asks the learner to answer both open and closed questions about topics that are familiar to them. This might be demonstrated through discussion, if the learner is asked about a contribution they made to the topic and it might also be done through oral question and answer about their experience on the course.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Project
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Food Safety and Storage

| Unit Reference | H/600/6211 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know basic hygiene rules | 1.1. Identify at least five hygiene procedures before handling food |
| 2. Know how to store different types of food | 2.1 Identify different food types<br><br>2.2 State foods which will perish and how to store them<br><br>2.3 State foods which are longer lasting and how to store them |
| 3. Know when food should be discarded | 3.1 Identify how to use "Use by" dates<br><br>3.2 Identify three signs that food is still fresh<br><br>3.3 Describe signs that food may not be safe to use/has "gone off"<br><br>3.4 State a possible consequence of eating food that is no longer fresh |

Food Safety and Storage – H/600/6211 – Entry Level 3

**Indicative Content**

**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know basic hygiene rules.**

1.1    Identify at least five hygiene procedures before handling food.

To include: wash and dry hands, tie back hair/use hair net, clean apron/uniform, short fingernails, remove jewellery, cover hand cuts with waterproof (blue) plasters.

**Learning Outcome 2: Know how to store different types of food.**

2.1    Identify different food types.

To include a range from: vegetables, legumes/beans, fruits, meat, fish, eggs, nuts, seeds, milk/dairy products.

2.2    State foods which will perish and how to store them.

Meat, fish, eggs and dairy will perish – store in a refrigerator at between 1 and 5 degrees Centigrade.

2.3    State foods which are longer lasting and how to store them.

All fruits, vegetables and nuts will last longer but are perishable if air temperature and humidity is high – store in a cool, dry, unlit place at approximately 10 degrees Centigrade.

**Learning Outcome 3: Know when food should be discarded.**

3.1    Identify how to use "Use by" dates.

Read date shown on food packaging labelled 'use by', identify if this date has passed and if so discard food.

3.2    Identify three signs that food is still fresh.

To include: Looks plump, is clear and even coloured, aroma of food is as expected.

3.3    Describe signs that food may not be safe to use/has "gone off".

To include: surface mould, shriveled appearance, smell is unpleasant; feel of surface may be slimey, changes colour.

3.4    State a possible consequence of eating food that is no longer fresh.

Possible consequences include: become ill/be sick, upset stomach/diarrhea, food poisoning, death.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation

- Practical demonstration
- Group discussion
- Performance/exhibition

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Grammar and Punctuation in Practical Use

| Unit Reference | T/505/4012 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use writing to communicate | 1.1 Write in complete and coherent sentences including subject/verb agreement<br><br>1.1 Produce neat and legible writing |
| 2. Be able to use grammar correctly | 2.1 Use accurate grammar that includes correct verb tense and subject-verb agreement |
| 3. Be able to use punctuation correctly | 3.1 Use the following punctuation marks to indicate the start or end of sentences:<br>a) Capital letters<br>b) Full stops<br>c) Question marks<br>d) Exclamation points |

Grammar and Punctuation in Practical Use – T/505/4012 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use writing to communicate.**

1.1    Write in complete and coherent sentences including subject/verb agreement.

Learners should be able to produce a fair copy of short texts.  The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear.  Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

1.2    Produce neat and legible writing.

Learners should be able to produce a fair copy of short texts.  The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear.  Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

**Learning Outcome 2: Be able to use grammar correctly.**

2.1   Use accurate grammar that includes correct verb tense and subject-verb agreement.

Learners should be able to produce a fair copy of short texts.  The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear.  Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

**Learning Outcome 3: Be able to use punctuation correctly.**

3.1   Use the following punctuation marks to indicate the start or end of sentences:
      a) Capital letters
      b) Full stops
      c) Question marks
      d) Exclamation marks

Learners should be able to indicate the start of a sentence by using a capital letter.

Learners should be able to indicate the end of a sentence with the use of a:
   •   Full stop to end a statement.
   •   Question mark to indicate a direct question.
   •   Exclamation mark to indicate emphasis, emotion or a command.

<span style="color:purple">**Teaching Strategies and Learning Activities**</span>

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Practical demonstration
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Grammar Skills

| Unit Reference | A/503/3050 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use grammar to aid understanding | 1.1. Identify complete and coherent sentences including subject/verb agreement<br><br>1.2. Indicate where meaning is made clear by using correct grammar<br><br>1.3. Use past tense narratives |

## Supporting Unit Information

Grammar Skills – A/503/3050 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to use grammar to aid understanding.

1.1    Identify complete and coherent sentences including subject/verb agreement.

1.2    Indicate where meaning is made clear by using correct grammar.

1.3    Use past tense narratives.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:

- Written description
- Reflective log/diary
- Practical demonstration
- Practice file
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Group and Teamwork Communication Skills

| Unit Reference | K/505/0393 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has four learning outcomes. |

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

## Supporting Unit Information

Group and Teamwork Communications Skills – K/505/0393 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand methods of group and team communication.**

1.1    Identify two methods of group and team communication.

Consider smaller organisations that may be located in one building and are able to use more informal methods of communication such as verbal communication, team meetings or written documents. Also consider larger companies that may have teams located in different countries and would tend to use digital methods of communication such as video conference calls, emails, forums and online networking.

1.2    State at least two ways of ensuring group and team communication is as effective as possible.

Effective communication has to be measured in some way, this may be by the team members completing a task, achieving a deadline or acknowledging receipt of the communication. It may also be useful to use several different methods of communication to repeat the information and ensure maximum exposure. A review of communication could also be considered to assess the preferred method of communication by the team and find out if they feel the information they receive is clear and accurate.

**Learning Outcome 2: Be able to communicate verbally with group and team members in structured contexts.**

2.1    Convey specified information to group and team members in structured contexts.

An agenda is a good way to consider the purpose of the meeting and

break down the key items for discussion. The agenda should consider the overall aim of the meeting, introductions, updates, key areas for discussion, questions and answers (Q&A), a summary of any targets/deadlines, important dates of additional meetings and any other business (AOB). It would also be useful to consider the number of people attending, location of the meeting and any other resources that may be required.

2.2    Listen and respond to information from group and team members in structured contexts.

Ensuring sufficient time to listen to questions and allow for further discussion is important to understanding information or feedback from the team. Effective note taking, minutes of meetings, a list of actions points to follow up (and who is responsible for each action point) and timely feedback to the team are indicators of an effective response.

**Learning Outcome 3: Understand the role of the team leader.**

3.1    Identify how to respond to requests and feedback from team leader.

Does the communication from the team leader give details of how to respond? Is there a standard way to respond to this form of communication? Consider if the communication is addressed specifically to you or the team. Ask further questions if unsure about specific details of the request or feedback. The use of SMART targets (Specific, Measurable, Attainable, Relevant and Timely) are a good way to communicate an effective response to requests for specific tasks, projects or documentation.

3.2    State the meaning of constructive criticism.

It is important to understand everybody has different strengths and weaknesses, but praise and positivity are key factors to good staff morale. Highlighting strengths, identifying areas for improvement, supporting additional training and skills development ensures that teams feel supported and appreciated. Too much focus on weaknesses or problems can de-motivate the team.

**Learning Outcome 4: Be able to follow instructions from team leader.**

4.1    Act on instructions from team leader.

Ensure that requests or instructions from a team leader (or more senior member of staff) are carried out in a timely and professional manner. Consider how this will be done, when it will be done and how it will be evidenced. Remember to inform the team leader when and how this was/will be achieved. SMART targets may also be useful.

4.2 Identify what is required from instructions given.

If the instructions do not provide much detail, further questions may need to be asked to ensure greater understanding. Consider any resources needed, time, location, knowledge/skills and any support required. Larger projects could be broken down in to more manageable sections. The use of a calendar, diary or checklist is a good way of organising tasks and managing time.

## 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.

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.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

## Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Health and Hygiene

| Unit Reference | R/504/8220 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know how to maintain a clean home | 1.1. State why it is important to keep a kitchen and bathroom clean<br><br>1.2. Identify cleaning materials<br><br>1.3. Identify different floor surfaces<br><br>1.4. State how to clean different floor surfaces |
| 2. Know how to care for clothing | 2.1 Identify a sign that an item of clothing needs to be washed<br><br>2.2 Identify different ways to keep clothing in good condition |
| 3. Know how to maintain personal hygiene | 3.1 Identify occasions when it is important to wash hands<br><br>3.2 Identify toiletry products that could be used as part of a full body washing routine<br><br>3.3 State the recommended interval between dental checkups for self<br><br>3.4 Demonstrate a good dental brushing technique |

| 4. Know how to maintain a healthy body | 4.1 Identify requirements for a healthy body |
|---|---|
| | 4.2 Identify foods which are good for maintaining a healthy body |
| 5. Understand the importance of regular sight tests | 5.1 State reasons for having a regular sight test |
| | 5.2 State the recommended interval between eye tests for self |

Health and Hygiene – R/504/8220 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know how to maintain a clean home.**

1.1    State why it is important to keep a kitchen and bathroom clean.

1.2    Identify cleaning materials.

1.3    Identify different floor surfaces.

1.4    State how to clean different floor surfaces.

**Learning Outcome 2: Know how to care for clothing.**

2.1    Identify a sign that an item of clothing needs to be washed.

2.2    Identify different ways to keep clothing in good condition.

**Learning Outcome 3: Know how to maintain personal hygiene.**

3.1    Identify occasions when it is important to wash hands.

3.2    Identify toiletry products that could be used as part of a full body washing routine.

3.3    State the recommended interval between dental check-ups for self.

3.4    Demonstrate a good dental brushing technique.

**Learning Outcome 4: Know how to maintain a healthy body.**

4.1    Identify requirements for a healthy body.

4.2    Identify foods which are good for maintaining a healthy body.

**Learning Outcome 5: Understand the importance of regular sight tests.**

5.1 State reasons for having a regular sight test.

5.2 State the recommended interval between eye tests for self.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Health and Safety Awareness in the Workplace

| Unit Reference | R/504/8489 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand how to respond in the event of accidents and emergencies in the workplace | 1.1. State what action to take in the event of an accident or emergency in the workplace<br><br>1.2. Identify simple safety signs on display in the workplace and say what they mean |
| 2. Understand the potential causes of accidents or ill health in the work environment | 2.1 List how accidents can happen in a particular workplace and how they could be prevented<br><br>2.2 State two examples of possible hazards to health in a work environment |
| 3. Understand the main responsibilities of both employer and employee in relation to safe working practices | 3.1 Give an example that illustrates one aspect of an employer's responsibility for health and safety in the workplace.<br><br>3.2 Identify how an employee can take responsibility for own safe working practices |

## Supporting Unit Information

Health and Safety Awareness in the Workplace – R/504/8489 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand how to respond in the event of accidents and emergencies in the workplace.**

1.1 State what action to take in the event of an accident or emergency in the workplace.

1.2 Identify simple safety signs on display in the workplace and say what they mean.

**Learning Outcome 2: Understand the potential causes of accidents or ill health in the work environment.**

2.1 List how accidents can happen in a particular workplace and how they could be prevented.

2.2 State two examples of possible hazards to health in a work environment.

**Learning Outcome 3: Understand the main responsibilities of both employer and employee in relation to safe working practices.**

3.1 Give an example that illustrates one aspect of an employer's responsibility for health and safety in the workplace.

3.2 Identify how an employee can take responsibility for own safe working practices.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Improving own Spelling

| Unit Reference | F/503/3051 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand own spelling strengths and Weaknesses | 1.1. Identify which words they know<br><br>1.2. State when to seek help<br><br>1.3. Give examples of words to learn from own errors<br><br>1.4. Indicate which words are most important to learn |
| 2. Be able to maintain a personal spelling Programme | 2.1 Use their knowledge of sound-symbol relationships to help work out correct spellings of familiar words<br><br>2.2 Use their knowledge of phonological patterns to help work out correct spellings of familiar words<br><br>2.3 Use a variety of reading strategies to decode unfamiliar words<br><br>2.4 Use spelling records over an identified time span |

Improving own Spelling – F/503/3051 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand own spelling strengths and Weaknesses.**

1.1    Identify which words they know.

From a list of high-frequency (Dolch list) words or words familiar to the learner from a personal or work context, learners should select 5 words for each of the following categories: can spell confidently; could spell with some revision; completely unfamiliar spelling.  Learners could then order the words in the unfamiliar spelling category in order of priority to learn.

1.2    State when to seek help.

Learners should be able to recognise that correct spelling is more important in some situations than others, for example, correspondence with child's school; job applications; work e-mails, and that on these occasions help should be obtained to ensure the correct spelling.

1.3    Give examples of words to learn from own errors.

Learners should review a piece of completed writing with the spelling errors identified then discuss with their tutor the types of errors, e.g. missing letters, repeated letters, wrong homophone used.  Learners should then select 5 key words to work on and explain why these have been chosen, e.g. most common error, commonly used word, key word for work or studies.

1.4    Indicate which words are most important to learn.

From a list of high-frequency (Dolch list) words or words familiar to the learner from a personal or work context, learners should select 5 words

for each of the following categories: can spell confidently; could spell with some revision; completely unfamiliar spelling.

**Learning Outcome 2: Be able to maintain a personal spelling Programme.**

2.1   Use their knowledge of sound-symbol relationships to help work out correct spellings of familiar words.

2.2   Use their knowledge of phonological patterns to help work out correct spellings of familiar words.

For both 2.1 and 2.2., learners should be able to understand that sounds are associated with letters and that the particular letter or combination of letters produces the correct spelling of a word.

Learners should know that the 26 letters of the English alphabet cannot represent all sounds when used individually and are therefore combined to create common sounds.

Learners should be able to sort the letters of the alphabet into vowels and consonants.

Learners should be able to recognise the common vowel combinations and draw on this knowledge to attempt spellings of familiar words.  For example, demonstrating an understanding of the variety of ways to make a long vowel sound such as the long 'a': a_e; ai; ay; ei.

Learners should be aware of consonant clusters, e.g. bl, chr, mp, nd, sk, spr and be able to identify if these are likely to occur at the beginning or end of a word.  For example, recognising that consonant clusters such as bl- and chr- are likely to occur at the beginning of a word, whereas consonant clusters such as −mp and −nd are likely to occur at the end of a word.

Learners should be aware of common letter patterns such as −eigh, −ight, -ough, and draw on this knowledge to attempt spellings of familiar words.

Learners should be aware of common silent letters such as 'k', 'w' and draw on this knowledge to attempt spellings of familiar words.

2.3   Use a variety of reading strategies to decode unfamiliar words.

Learners should be able to use some, or all, of the following decoding strategies:

- Prediction strategies, e.g. use of context or images to predict the unfamiliar word.
- Breaking words into syllables or chunks.
- Identifying common prefixes e.g. un-, dis- and suffixes e.g. –able, -less in order to decode the whole word.
- Using knowledge of the root word to decode the whole word.  For example, using 'bake' as the starting point to read baker, bakery, baking.
- Using awareness of compound words such as birthday, haircut to break down unfamiliar words into known parts.

2.4   Use spelling records over an identified time span.

Learners could use the words selected for LO1.4 to work on for a period of 2-4 weeks.  Progress can be tracked using a personal spelling diary; revision cards or 'look, say, cover, write, check' spelling sheets.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Project
- Practical demonstration
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Individual Rights and Responsibilities

| Unit Reference | A/502/0458 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

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

Individual Rights and Responsibilities – A/502/0458 – Entry Level 3

### Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 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 or responsibilities.

1.3    Describe a responsibility that they have for themselves.

1.4    Describe a responsibility that they have to 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to a Training Course

| Unit Reference | K/505/1771 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has seven learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1.  Understand the requirements of taking part in the training course | 1.1.  Complete application or information forms<br><br>1.2.   State the days and times of a course<br><br>1.3.   State whether a course is part or full time<br><br>1.4.   State whether it is possible to gain a certificate from a specific course |
| 2. Understand the content and relevance of a course | 2.1   Outline the content of a training course<br><br>2.2   Give a reason why a specific learner may be interested in it |
| 3. Understand the organisation's need for rules and boundaries | 3.1   Identify the main rules and boundaries set by a training organisation.<br><br>3.2   Say why these are needed |
| 4. Be able to take part in team-building activities | 4.1   State the purpose of team building activities<br><br>4.2   Take part in team building activities |

| 5. Be able to take part in an initial assessment | 5.1 | State the purpose of initial assessment. |
| | 5.2 | Complete an initial assessment |
| 6. Be aware of the importance of maintaining a safe working environment | 6.1 | Identify Health and Safety requirements for learners while on a specific course |
| | 6.2 | State why it is important to observe Health and Safety Regulations |
| 7. Understand the importance of commitment and regular attendance on a training course | 7.1 | State why it is important to attend all sessions |
| | 7.2 | Participate constructively in directed activities |

Introduction to a Training Course – K/505/1771 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand the requirements of taking part in the training course.**

1.1    Complete application or information forms.

1.2    State the days and times of a course.

1.3    State whether a course is part or full time.

1.4    State whether it is possible to gain a certificate from a specific course.

**Learning Outcome 2: Understand the content and relevance of a course.**

2.1    Outline the content of a training course.

2.2    Give a reason why a specific learner may be interested in it.

**Learning Outcome 3: Understand the organisation's need for rules and boundaries.**

3.1    Identify the main rules and boundaries set by a training organisation.

3.2    Say why these are needed.

**Learning Outcome 4: Be able to take part in team-building activities.**

4.1    State the purpose of team-building activities.

4.2    Take part in team-building activities.

**Learning Outcome 5: Be able to take part in an initial assessment.**

5.1    State the purpose of initial assessment.

5.2    Complete an initial assessment.

**Learning Outcome 6: Be aware of the importance of maintaining a safe working environment.**

6.1    Identify Health and Safety requirements for learners while on a specific training course.

6.2    State why it is important to observe Health and Safety Regulations.

**Learning Outcome 7: Understand the importance of commitment and regular attendance.**

7.1    State why it is important to attend all sessions.

7.2    Participate constructively in directed activities.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Building and Construction

| Unit Reference | L/504/9883 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Know the structure and working patterns of the building and construction industry | 1.1. Identify types of organisations operating in the building and construction industry<br><br>1.2. Identify key job roles in the building and construction industry<br><br>1.3. Outline the working patterns in the building and construction industry |
| 2. Know about different types of career opportunities available in the building and construction industry | 2.1 Outline different types of career opportunities in the building and construction industry<br><br>2.2 Identify the skills needed to work in the building and construction industry |
| 3. Be able to develop and demonstrate an appropriate skill in the building and construction industry | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Building and Construction – L/504/9883 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the building and construction industry.**

1.1 Identify types of organisations operating in the building and construction industry.

1.2 Identify key job roles in the building and construction industry.

1.3 Outline the working patterns in the building and construction industry.

**Learning Outcome 2: Know about different types of career opportunities available in the building and construction industry.**

2.1 Outline different types of career opportunities in the building and construction industry.

2.2 Identify the skills needed to work in the building and construction industry.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the building and construction industry.**

3.1 Identify a skill to develop.

3.2 Follow instructions to demonstrate the skill appropriately.

3.3 Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Case study
- Written question & answer/test/exam
- Report
- Oral question & answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Business Administration

| Unit Reference | K/504/9874 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the business and administration sector | 1.1. Identify types of organisations operating in the business and administration sector<br><br>1.2. Identify key job roles in the business and administration sector<br><br>1.3. Outline the working patterns in the business and administration sector |
| 2. Know about different types of career opportunities available in the business and administration sector | 2.1 Outline different types of career opportunities in the business and administration sector<br><br>2.2 Identify the skills needed to work in the business and administration sector |
| 3. Be able to develop and demonstrate an appropriate skill in the business and administration sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Business Administration – K/504/9874 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the business and administration sector.**

1.1    Identify types of organisations operating in the business and administration sector.

1.2    Identify key job roles in the business and administration sector.

1.3    Outline the working patterns in the business and administration sector.

**Learning Outcome 2: Know about different types of career opportunities in the business and administration sector.**

2.1    Outline different types of career opportunities in the business and administration sector.

2.2    Identify the skills needed to work in the business and administration sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the business and administration sector.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Case study
- Report
- Oral question and answer
- Project
- Practical demonstration
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Career Preparation

| Unit Reference | M/504/8497 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to recognise own qualities, skills, interests and achievements | 1.1. Identify one of own:<br>• qualities<br>• skills<br>• interests<br>• achievements<br><br>1.2. State how qualities, skills interests and achievements may be relevant in two different careers |
| 2. Know where to locate careers information | 2.1 Identify one resource that could be used to find out information about careers |

Introduction to Career Preparation – M/504/8497 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to recognise own qualities, skills, interests and achievements.**

1.1   Identify one of own:
* qualities
* skills
* interests
* achievements

1.2   State how qualities, skills interests and achievements may be relevant in two different careers.

**Learning Outcome 2: Know where to locate careers information.**

2.1   Identify one resource that could be used to find out information about careers.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Catering

| Unit Reference | T/504/9876 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the catering sector | 1.1. Identify types of organisations operating in the catering sector<br><br>1.2. Identify key job roles in the catering sector<br><br>1.3. Outline the working patterns in the catering sector |
| 2. Know about different types of career opportunities available in the catering sector | 2.1 Outline different types of career opportunities in the catering sector<br><br>2.2 Identify the skills needed to work in the catering sector |
| 3. Be able to develop and demonstrate an appropriate skill in the catering sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

## Supporting Unit Information

Introduction to Catering – T/504/9876 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the catering sector.**

1.1 Identify types of organisations operating in the catering sector.

1.2 Identify key job roles in the catering sector.

1.3 Outline the working patterns in the catering sector.

**Learning Outcome 2: Know about different types of career opportunities available in the catering sector.**

2.1 Outline different types of career opportunities in the catering sector.

2.2 Identify the skills needed to work in the catering sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the catering sector.**

3.1 Identify a skill to develop.

3.2 Follow instructions to demonstrate the skill appropriately.

3.3 Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Case study
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Customer Service Skills

| Unit Reference | F/505/3655 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1.  Understand the benefits to the organisation of good customer service | 1.1.  Give examples of good practice in customer service<br><br>1.2.  List reasons why good customer service is important for an organisation |
| 2. Understand the possible consequences of poor customer service | 2.1  Give an example for each of how poor customer service can affect:<br>　　a) customers<br>　　b) the organisation<br>　　c) staff |
| 3. Understand the value of first impressions | 3.1  State why it is important to make a good first impression<br><br>3.2  Give examples for each of how to make a good first impression:<br>　　a) face to face<br>　　b) on the telephone |
| 4. Understand positive verbal and non-verbal interaction with customers | 4.1  Demonstrate appropriate ways of communicating with customers verbally<br><br>4.2  Give examples of non-verbal communication |

| | 4.3 | Show how non-verbal communication can be used positively in a face-to face situation |
|---|---|---|
| 5. Understand that respect for the individual is at the heart of good customer service | 5.1 | State why it is important to maintain customer confidentiality |
| | 5.2 | State why it is important to respect the needs of customers from different cultures and backgrounds |
| 6. Understand own role in dealing with complaints from customers | 6.1 | State how to report a complaint made by a customer |

Introduction to Customer Service Skills – F/505/3655 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand the benefits to the organisation of good customer service.**

1.1 Give examples of good practice in customer service.

1.2 List reasons why good customer service is important for an organisation.

**Learning Outcome 2: Understand the possible consequences of poor customer service.**

2.1 Give an example for each of how poor customer service can affect:
   a) customers
   b) the organisation
   c) staff

**Learning Outcome 3: Understand the value of first impressions.**

3.1 State why it is important to make a good first impression.

3.2 Give examples for each of how to make a good impression:
   a) face to face
   b) on the telephone

**Learning Outcome 4: Understand positive verbal and non-verbal interaction with customers.**

4.1 Demonstrate appropriate ways of communicating with customers verbally.

4.2 Give examples of non-verbal communication.

4.3    Show how non-verbal communication can be used positively in a face to face situation.

**Learning Outcome 5: Understand that respect for the individual is at the heart of good customer service.**

5.1    State why it is important to maintain customer confidentiality.

5.2    State why it is important to respect the needs of customers from different cultures and backgrounds.

**Learning Outcome 6: Understand own role in dealing with complaints from customers.**

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

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**

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

**Evidence of Achievement**

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
• Written question and answer/test/exam
• Oral question and answer

- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Developing a Personal Learning Programme

| Unit Reference | T/504/8498 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to consider own skills and experience when planning for further learning | 1.1. State favorite areas of learning<br><br>1.2. List own skills in those areas<br><br>1.3. Identify a preferred area for further learning. |
| 2. Be able to seek advice and guidance in respect of own learning needs | 2.1 Identify an appropriate person who can provide advice and guidance<br><br>2.2 Consider further available learning opportunities with an appropriate person<br><br>2.3 Agree possible learning options |
| 3. Understand the purpose and value of discussing own learning programme | 3.1 State a reason why it is important to talk about own learning programme with an appropriate person<br><br>3.2 Identify what is most important about own learning programme<br><br>3.3 Agree a suitable learning programme with an appropriate other person |

| 4. Be able to review progress on personal learning programme | 4.1 Identify learning goal(s) |
| | 4.2 State progress made towards achieving goal(s) at regular intervals |
| | 4.3 Identify appropriate person(s) who can provide on-going guidance and advice |

Introduction to Developing a Personal Learning Programme – T/504/8498 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to consider own skills and experience when planning for further learning.**

1.1 State favourite areas of learning.

1.2 List own skills in those areas.

1.3 Identify a preferred area for further learning.

**Learning Outcome 2: Be able to seek advice and guidance in respect of own learning needs.**

2.1 Identify an appropriate person who can provide advice and guidance.

2.2 Consider further available learning opportunities with an appropriate person.

2.3 Agree possible learning options.

**Learning Outcome 3: Understand the purpose and value of discussing own learning programme.**

3.1 State a reason why it is important to talk about own learning programme with an appropriate person.

3.2 Identify what is most important about own learning programme.

3.3 Agree a suitable learning programme with an appropriate other person.

**Learning Outcome 4: Be able to review progress on personal learning programme.**

4.1    Identify learning goal(s).

4.2    State progress made towards achieving goal(s) at regular intervals.

4.3    Identify appropriate person(s) who can provide on-going guidance and advice.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Engineering

| Unit Reference | F/504/9878 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the engineering sector | 1.1. Identify types of organisations operating in the engineering sector<br><br>1.2. Identify key job roles in the engineering sector<br><br>1.3. Outline the working patterns in the engineering sector |
| 2. Know about different types of career opportunities available in the engineering sector | 2.1 Outline different types of career opportunities in the engineering sector<br><br>2.2 Identify the skills needed to work in the engineering sector |
| 3. Be able to develop and demonstrate an appropriate skill in the engineering sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Engineering – F/504/9878 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the engineering sector.**

1.1    Identify types of organisations operating in the engineering sector.

1.2    Identify key job roles in the engineering sector.

1.3    Outline the working patterns in the engineering sector.

**Learning Outcome 2: Know about different types of career opportunities available in the engineering sector.**

2.1    Outline the different types of career opportunities in the engineering sector.

2.2    Identify the skills needed to work in the engineering sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the engineering sector.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Case study
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Food, Drink and Cooking

| Unit Reference | Y/504/8509 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| --- | --- |
| 1. Know different kitchen utensils and equipment | 1.1. Identify and use small basic items of equipment used in a kitchen<br><br>1.2. Identify which items of electrical equipment may be used and their purpose<br><br>1.3. Safely use a/an:<br>a) Hob<br>b) Grill<br>c) Oven<br>d) Microwave |
| 2. Understand the importance of preparing balanced nutritious meals | 2.1 Select foods to make a simple balanced meal or snack<br><br>2.2 State why it is important to eat balanced nutritious meals |
| 3. Be able to prepare hot and cold drinks | 3.1 Identify the range of hot and cold drinks available<br><br>3.2 Prepare a range of basic hot and cold drinks |

| 4. Be able to recognise food that does not need to be cooked | 4.1 | Identify different fresh foods that do not need to be cooked |
| | 4.2 | State the types of cold snacks available that do not need cooking or heating |
| 5. Be able to prepare simple hot and cold snacks | 5.1 | List different fresh foods that can form a cooked snack |
| | 5.2 | Identify a range of simple hot snacks using basic ingredients |
| | 5.3 | Prepare a selection of hot and cold snacks from an agreed list for self and others |

Introduction to Food, Drink and Cooking – Y/504/8509 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know different kitchen utensils and equipment.**

1.1    Identify and use small basic items of equipment used in a kitchen.

Small basic items to include: knives, chopping boards, weighing scales, potato peeler, kitchen scissors, whisk, rolling pin, wooden spoon, measuring spoons, tin opener.

1.2    Identify which items of electrical equipment may be used and their purpose.

Electrical items to include:
- hob/oven/microwave: to cook items through using baking/steam etc
- kettle: to pre-heat/boil water
- electric whisk/blender: to whisk or blend foods
- electrical scales: to weigh ingredients

1.3    Safely use a/an: Hob, Grill, Oven, Microwave.

Use items using appropriate equipment e.g. no metal containers within a microwave.
Chose equipment that is safe to use with the heat intensity e.g. no plastic containers under a grill.

**Learning Outcome 2: Understand the importance of preparing balanced nutritious meals.**

2.1    Select foods to make a simple balanced meal or snack.

Select food ingredients appropriate to the snack that are from a range of food types e.g. vegetables with a cheese topping, protein with a mix of vegetable or salad.

2.2    State why it is important to eat balanced nutritious meals.

Answers to include: maintain health of our bodies, give ourselves strength and stamina, fight off diseases and infections.

**Learning Outcome 3: Be able to prepare hot and cold drinks.**

3.1    Identify the range of hot and cold drinks available.

Hot drinks to include: tea, coffee, hot chocolate, soup
Cold drinks to include: fruit squashes/cordials/juice, unflavoured/flavoured milk/yoghurt

3.2    Prepare a range of basic hot and cold drinks.

It is expected that the learner will prepare at least three different drinks, one of which must be either hot or cold, in a safe and hygienic manner using appropriate equipment.

**Learning Outcome 4: Be able to recognise food that does not need to be cooked.**

4.1    Identify different fresh foods that do not need to be cooked.

Fresh foods that do not need to be cooked to include: fruits, some vegetables, nuts, seeds and salad leaves. May also include eggs if freshness is taken into account.

4.2    State the types of cold snacks available that do not need cooking or heating.

To include: raw or dried fruits and vegetables, yoghurts or cheeses, bread and crackers, nuts, sweet biscuits, cold cooked meats.

**Learning Outcome 5: Be able to prepare simple hot and cold snacks.**

5.1    List different fresh foods that can form a cooked snack.

Fresh food combinations could include: vegetables, fruits, eggs, milk, nuts.

5.2    Identify a range of simple hot snacks using basic ingredients.

Example simple hot snacks to include: cheese on toast, scrambled/boiled eggs, toasted bread with or without fillings, warm salads, simple pasta dishes.

5.3    Prepare a selection of hot and cold snacks from an agreed list for self and others.

Selection must include at least one hot and one cold snack item.
The agreed list can be prepared to include items that the assessors feel will be suitable and appropriate for learners.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
• Practical demonstration

Additional evidence for this unit may include, but is not limited to:
• Written question and answer/test/exam
• Oral question and answer
• Written description

- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to General Skills for Independent Living

| Unit Reference | L/504/2884 |
|---|---|
| Level | Entry 3 |
| Credit Value | 4 |
| Guided Learning | 40 |
| Unit Summary | This unit has 6 learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Demonstrate an awareness of the responsibilities of caring for their accommodation | 1.1. Identify the responsibilities involved in caring for living accommodation<br><br>1.2. State why it is important to keep the following clean:<br>    a) kitchen<br>    b) bathroom/toilet<br>    c) bedroom<br>    d) lounge/eating area |
| 2. Recognise the importance of personal hygiene and of having clean clothes | 2.1 State reasons why it is important to have clean clothes<br><br>2.2. Give reasons why personal hygiene and clean living are necessary |
| 3. Understand the importance of a balanced diet and planned meals | 3.1 State reasons why it is important to have a balanced diet and planned meals<br><br>3.2 List foods that provide a balanced diet |
| 4. Develop an awareness of the care required to look after people | 4.1 Outline the basic care needs for each of the following: babies, toddlers, young children, adolescents and old people |

| 5. Understand the importance of budgeting | 5.1 | Identify the items that need to be budgeted for |
| | 5.2 | Make out a basic budget sheet and list headings |
| 6. Recognise the importance of leisure time and suitable activities | 6.1 | State why it is important to have some leisure time |
| | 6.2. | Identify a range of leisure activities |
| | 6.3 | Select a leisure activity outside the home and comment on why he/she takes part in it |

Introduction to General Skills for Independent Living – L/504/2884
– Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Demonstrate an awareness of the responsibilities of caring for their accommodation.**

1.1   Identify the responsibilities involved in caring for living accommodation.

1.2   State why it is important to keep the following clean:
    a) kitchen
    b) bathroom/toilet
    c) bedroom
    d) lounge/eating area

**Learning Outcome 2: Recognise the importance of personal hygiene and of having clean clothes.**

2.1   State reasons why it is important to have clean clothes.

2.2   Give reasons why personal hygiene and clean living are necessary.

**Learning Outcome 3: Understand the importance of a balanced diet and planned meals.**

3.1   State reasons why it is important to have a balanced diet and planned meals.

3.2   List foods that provide a balanced diet.

**Learning Outcome 4: Develop an awareness of the care required to look after people.**

4.1   Outline the basic care needs for each of the following: babies,

toddlers, young children, adolescents and old people.

**Learning Outcome 5: Understand the importance of budgeting.**
5.1.   Identify the items that need to be budgeted for.

5.2.   Make out a basic budget sheet and list headings.

**Learning Outcome 6: Recognise the importance of leisure time and suitable activities.**

6.1.   State why it is important to have some leisure time.

6.2.   Identify a range of leisure activities.

6.3    Select a leisure activity outside the home and comment on why he/she takes part in it.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer

- Written description
- Professional discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Hairdressing and Beauty

| Unit Reference | R/505/6379 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Know the structure and working patterns of the hairdressing and beauty sector | 1.1.  Identify types of organisations operating in the hairdressing and beauty sector<br><br>1.2.  Identify key job roles in the hairdressing and beauty sector<br><br>1.3.  Outline the working patterns in the hairdressing and beauty sector |
| 2. Know about the different types of career opportunities available in the hairdressing and beauty sector | 2.1  Outline different types of career opportunities in the hairdressing and beauty sector<br><br>2.2  Identify the skills needed to work in the hairdressing and beauty sector |
| 3. Be able to develop and demonstrate an appropriate skill in the hairdressing and beauty sector | 3.1  Identify a skill to develop<br><br>3.2  Follow instructions to demonstrate the skill appropriately<br><br>3.3  Identify what went well and what could be improved |

Introduction to Hair and Beauty – R/505/6379 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the hairdressing and beauty sector.**

1.1    Identify types of organisations operating in the hairdressing and beauty sector.

1.2    Identify key job roles in the hairdressing and beauty sector.

1.3    Outline the working patterns in the hairdressing and beauty sector.

**Learning Outcome 2: Know about the different types of career opportunities available in the hairdressing and beauty sector.**

2.1    Outline different types of career opportunities in the hairdressing and beauty sector.

2.2    Identify the skills needed to work in the hairdressing and beauty sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the hairdressing and beauty sector.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Case study
- Report
- Written description
- Role play/simulation
- Project
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Health and Social Care

| Unit Reference | F/504/9881 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the structure and working patterns of the health and social care sector | 1.1. Identify types of organisations operating in health and social care<br><br>1.2. Identify key job roles in health and social care<br><br>1.3. Outline the working patterns in health and social care |
| 2. Know about different types of career opportunities available in health and social care | 2.1 Outline different types of career opportunities in health and social care<br><br>2.2 Identify the skills needed to work in health and social care |
| 3. Be able to develop and demonstrate an appropriate skill in health and social care | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

## Supporting Unit Information

Introduction to Health and Social Care – F/504/9881 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know about the structure and working patterns of the health and social care sector.

1.1 Identify types of organisations operating in health and social care.

1.2 Identify key job roles in health and social care.

1.3 Outline the working patterns in health and social care.

### Learning Outcome 2: Know about different types of career opportunities available in health and social care.

2.1 Outline different types of career opportunities in health and social care.

2.2 Identify the skills needed to work in health and social care.

### Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in health and social care.

3.1 Identify a skill to develop.

3.2 Follow instructions to demonstrate the skill appropriately.

3.3 Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Hospitality

| Unit Reference | R/504/9884 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the hospitality sector | 1.1. Identify types of organisations operating in the hospitality sector<br><br>1.2. Identify key job roles in the hospitality sector<br><br>1.3. Outline the working patterns in the hospitality sector |
| 2. Know about different types of career opportunities available in the hospitality sector | 2.1 Outline different types of career opportunities in the hospitality sector<br><br>2.2 Identify the skills needed to work in the hospitality sector |
| 3. Be able to develop and demonstrate an appropriate skill in the hospitality sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Hospitality – R/504/9884 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the hospitality sector.**

1.1    Identify types of organisations operating in the hospitality sector.

1.2    Identify key job roles in the hospitality sector.

1.3    Outline the working patterns in the hospitality sector.

**Learning Outcome 2: Know about different types of career opportunities available in the hospitality sector.**

2.1    Outline different types of career opportunities in the hospitality sector.

2.2    Identify the skills needed to work in the hospitality sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the hospitality sector.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Land-Based Industries

| Unit Reference | A/504/9880 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of land-based industries | 1.1. Identify types of organisations operating in land-based industries<br><br>1.2. Identify key job roles in land-based industries<br><br>1.3. Outline the working patterns in land-based industries |
| 2. Know about different types of career opportunities available in land-based industries | 2.1 Outline the different types of career opportunities in land-based industries<br><br>2.2 Identify the skills needed to work in land-based industries |
| 3. Be able to develop and demonstrate an appropriate skill in land-based industries | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Land-Based Industries – A/504/9880 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of land-based industries.**

1.1    Identify types of organisations operating in land-based industries.

1.2    Identify key job roles in land-based industries.

1.3    Outline the working patterns in land-based industries.

**Learning Outcome 2: Know about different types of career opportunities available in land-based industries.**

2.1    Outline the different types of career opportunities in land-based industries.

2.2    Identify the skills needed to work in land-based industries.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in land-based industries.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Making and Using Story Sacks for Family Learning

| Unit Reference | J/505/8548 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the purpose and content of story sacks | 1.1. Identify the components of a story sack<br><br>1.2. State the purpose of a story sack |
| 2. Know how to produce a story sack and contents | 2.1 State the main characteristics/features of a story sack<br><br>2.2 Identify a simple game and character for a story sack |

# Supporting Unit Information

Introduction to Making and Using Story Sacks for Family Learning – J/505/8548 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the purpose and content of story sacks.**

1.1    Identify the components of a story sack.

Sack, suitable story/book and related materials to support the telling of a story e.g. props, flashcards, puppets, a CD (etc.) of the story or songs.

1.2    State the purpose of a story sack.

E.g. from - engaging with (adults and) children, engaging with stories, enjoyment and fun in relation to books and stories, increasing confidence in play and literacy, a resource for a particular play area.

**Learning Outcome 2: Know how to produce a story sack and contents.**

2.1    A State the main characteristics/features of a story sack.

Enjoyable story of a suitable length and level for the identified age of the child(ren), characters or ideas to maintain interest, range of key resources to support the story telling (and also possibly) extension activities. Suitable activities for age and interests of children.

2.2    Identify a simple game and character for a story sack.

Identify one or more suitable story books or stories suitable for making or using a story sack. Simple research into possible books in library. Sharing and discussion of possible books. Identify character. Discuss and suggest linked games. (E.g. Very Hungry Caterpillar/Ten Little Pirates – counting games, Dear Zoo – games about size relationships etc. – too big, too

small etc. The Gruffalo – games about size, descriptions – even cooking Gruffalo crumble with recipe card included). Ready-made story sacks for examples include Old MacDonald had a farm.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Retail

| Unit Reference | J/504/9882 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the retail sector | 1.1. Identify types of organisation operating in the retail sector<br><br>1.2. Identify key job roles in the retail sector<br><br>1.3. Outline the working patterns in the retail sector |
| 2. Know about different types of career opportunities available in the retail sector | 2.1 Outline different types of career opportunities in the retail sector<br><br>2.2 Identify the skills needed to work in the retail sector |
| 3. Be able to develop and demonstrate an appropriate skill in the retail sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to Retail – J/504/9882 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working patterns of the retail sector.**

1.1     Identify types of organisation operating in the retail sector.

Retail offers many forms of shopping depending on the needs of the customer.  There are stores on the high street which offer a wide range of products under one roof. Stores which sell at low prices, stores that sell food and stores that sell only one thing. There are also many types of retail stores online too.

The size of organisations varies a lot too.

1.2     Identify key job roles in the retail sector.

There ae many different roles within retail.  The most known one of these is a retail assistant. However, there are many more jobs that are needed to keep a retail store running.

To identify these, think about:

- Who is responsible for the store
- Who would be responsible for staff welfare and job applications
- Who would process invoices and staff wages
- Who is responsible for finding different products
- Who deals with queries and complaints
- How do products get to the stores
- Who is responsible for how products are displayed

1.3     Outline the working patterns in the retail sector.

Working patterns will depend on the size of the store.  UK law states

when stores can open depending on the size of the actual store.

https://www.gov.uk/trading-hours-for-retailers-the-law

- Small shops
- Large shops
- Exemptions
- Special Employment Rights
- Maximum weekly working hours

**Learning Outcome 2: Know about different types of career opportunities available in the retail sector.**

2.1　Outline different types of career opportunities in the retail sector.

The roles identified in 1.2 are also career opportunities within retail. Linked to these are the specific areas within retail:

- Fashion
- Entertainment
- Food
- Health and Beauty
- General Merchandise
- Sport
- Home
- Technology

2.2　Identify the skills needed to work in the retail sector**.**

The skills needed to work in the retail industry will vary depending on the job role and specific area of retail you want to work in.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the retail sector.**

3.1　Identify a skill to develop.

From the work that has been completed in criteria 1.2, 2.1 and 2.2 you will need to identify a skill that you already have, that you can develop further.

3.2　Follow instructions to demonstrate the skill appropriately.

Having identified your skill in 3.1 you will need to use your skill in a way that shows how it would be used in that job role.

3.3 Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Road Safety

| Unit Reference | F/505/8712 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Know how to cross a road safely | 1.1. Walk along a pavement on an identified route safely<br><br>1.2. Identify a safe place to cross.<br><br>1.3. When crossing road:<br>    a) stop at the kerb<br>    b) cross when safe to do so<br>    c) look all around and listen<br>    d) walk straight across a road<br>    e) continue to look and listen when crossing |
| 2. Be able to walk to a specified destination | 2.1 Walk a set route to an identified location on a minimum of three occasions, for example to the swimming pool, shops and post office |

Introduction to Road Safety – F/505/8712 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know how to cross a road safely.

1.1   Walk along a pavement on an identified route safely.

1.2   Identify a safe place to cross.

1.3   When crossing road:
      a) stop at the kerb
      b) cross when safe to do so
      c) look all around and listen
      d) walk straight across a road
      e) continue to look and listen when crossing

### Learning Outcome 2: Be able to walk to a specified destination.

2.1   Walk a set route to an identified location on a minimum of three occasions, for example to the swimming pool, shops and post office.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

  Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Tutor testimony
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to the Information and Communication Technology Sector

| Unit Reference | M/504/9875 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the structure and working patterns of the information and communication technology sector | 1.1. Identify types of organisations operating in the information and communication technology sector<br><br>1.2. Identify key job roles in the information and communication technology sector<br><br>1.3. Outline the working patterns in the information and communication technology sector |
| 2. Know about different types of career opportunities available in the information and communication technology sector | 2.1 Outline different types of career opportunities in the information and communication technology sector<br><br>2.2 Identify the skills needed to work in the information and communication technology sector |

| 3. Be able to develop and demonstrate an appropriate skill in the information and communication technology sector | 3.1 | Identify a skill to develop |
| | 3.2 | Follow instructions to demonstrate the skill appropriately |
| | 3.3 | Identify what went well and what could be improved |

## Supporting Unit Information

Introduction to the Information and Communication Technology Sector – M/504/9875 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know the structure and working pattern of the information and communication technology sector.**

1.1    Identify types of organisations operating in the information and communication technology sector.

1.2    Identify key job roles in the information and communication technology sector.

1.3    Outline the working patterns in the information and communication technology sector.

**Learning Outcome 2: Know about different types of career opportunities available in the information and communication technology sector.**

2.1    Outline different types of career opportunities in the information and communication technology sector.

2.2    Identify the skills needed to work in the information and communication technology sector.

**Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the information and communication technology sector.**

3.1    Identify a skill to develop.

3.2    Follow instructions to demonstrate the skill appropriately.

3.3    Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Case study
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to the Leisure Sector

| Unit Reference | R/506/0691 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Know the structure and working patterns of the leisure sector | 1.1. Identify types of organisations operating in the leisure sector<br><br>1.2. Identify key job roles in the leisure sector<br><br>1.3. Outline the working patterns in the leisure sector |
| 2. Know about different types of career opportunities available in the leisure sector | 2.1 Outline different types of career opportunities in the leisure sector<br><br>2.2 Identify the skills needed to work in the leisure sector |
| 3. Be able to develop and demonstrate an appropriate skill in the leisure sector | 3.1 Identify a skill to develop<br><br>3.2 Follow instructions to demonstrate the skill appropriately<br><br>3.3 Identify what went well and what could be improved |

Introduction to the Leisure Sector – R/506/0691 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know the structure and working patterns of the leisure sector.

1.1   Identify types of organisations operating in the leisure sector.

1.2   Identify key job roles in the leisure sector.

1.3   Outline the working patterns in the leisure sector.

### Learning Outcome 2: Know about different types of career opportunities available in the leisure sector.

2.1   Outline different types of career opportunities in the career sector.

2.2   Identify the skills needed to work in the leisure sector.

### Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the leisure sector.

3.1   Identify a skill to develop.

3.2   Follow instructions to demonstrate the skill appropriately.

3.3   Identify what went well and what could be improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Report
- Project
- Role play/simulation
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Understanding Self and Others

| Unit Reference | A/507/9932 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. State own needs and wishes in a range of different contexts | 1.1. From a range of given choices, state own preferences in at least two different contexts<br><br>1.2. Express own opinions when asked<br><br>1.3. Give examples of situations where it is appropriate to 'say no', 'make mistakes' and 'ask for explanations' |
| 2. Show an awareness of personal health issues | 2.1 Identify suitable foods for a healthy diet<br><br>2.2 List at least three things, which are considered bad for your health<br><br>2.3 Identify two ways in which exercise can improve personal health |
| 3. Interact with others in an appropriate manner | 3.1 Use appropriate eye contact, and/or body language and/or voice levels when talking to others<br><br>3.2 Take turns and listen to the views of others in conversations<br><br>3.3 Introduce self to others |

| 4. Understand personal relationships | 4.1 | Name at least three types of relationships people may have |
| | 4.2 | Identify the main responsibility of self and others in one types of relationship |

Introduction to Understanding Self and Others – A/507/9932 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: State own needs and wishes in a range of different contexts.**

1.1    From a range of given choices, state own preferences in at least two different contexts.

1.2    Express own opinions when asked.

1.3    Give examples of situations where it is appropriate to 'say no', 'make mistakes' and 'ask for explanations'.

**Learning Outcome 2: Show an awareness of personal health issues.**

2.1    Identify suitable foods for a healthy diet.

2.2    List at least three things, which are considered bad for your health.

2.3    Identify two ways in which exercise can improve personal health.

**Learning Outcome 3: Interact with others in an appropriate manner.**

3.1    Use appropriate eye contact, and/or body language and/or voice levels when talking to others.

3.2    Take turns and listen to the views of others in conversations.

3.3    Introduce self to others.

**Learning Outcome 4:  Understand personal relationships.**

4.1    Name at least three types of relationships people may have.

4.2    Identify the main responsibility of self and others in one type of relationship.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Know How to Use Games to Support Your Child's Numeracy Development

| Unit Reference | M/505/0654 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to design a game to develop his/her child's numeracy skills | 1.1. Design a game to develop his/her child's numeracy skills<br><br>1.2. List the resources needed for the game<br><br>1.3. State how to play the game |
| 2. Know how the game supports his/her child's numeracy development | 2.1 Give examples of ways in which the game can encourage his/her child's numeracy development<br><br>2.2 Identify a numeracy skill used in the game |
| 3. Know whether the game has been successful | 3.1 Identify one part of the game which went well<br><br>3.2 Identify one way to improve the game |

Know How to Use Games to Support Your Child's Numeracy Development – M/505/0654 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to design a game to develop his/her child's numeracy skills.**

1.1    Design a game to develop his/her child's numeracy skills.

Games could include counting, matching, sorting, patterns, shapes and measurements. Learners need to produce their own ideas.

1.2    List the resources needed for the game.

Resources could include counters, shapes, dice, sorting bears dependent on the game chosen.

1.3    State how to play the game.

Rules of the game should be included e.g. players take turns to roll the dice and move around the board.

**Learning Outcome 2: Know how the game supports his/her child's numeracy development.**

2.1    Give examples of ways in which the game can encourage his/her child's numeracy development.

Learners will give individual answers depending on the game they have chosen an example of the type of answer is: By rolling the dice the children will have to count the number dots on the dice as well as counting the number of spaces to move.

2.2    Identify a numeracy skill used in the game.

Could encourage counting, recognising shapes, making patterns, sorting into colours or objects. This all depends on the game chosen.

**Learning Outcome 3: Know whether the game has been successful.**

3.1   Identify one part of the game which went well.

Examples could include the children enjoyed the game and it helped them with shape recognition or they can recount a sequence of numbers. Answers will vary.

3.2   Identify one way to improve the game.

Examples could be: The game was too difficult I need to make it easier for my child. The rules of the game need to be clearer, so my child doesn't get confused.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Living in the Community

| Unit Reference | H/504/8576 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know what a community is | 1.1. Identify the geographical boundaries of own community<br><br>1.2. Identify groups of people who make up own community |
| 2. Know about community facilities of interest to self | 2.1 Identify the main community facilities in own local area<br><br>2.2 State the use of the main community facilities in own local area<br><br>2.3 Identify community facilities of personal interest in own community<br><br>2.4 State how to access the facilities identified<br><br>2.5 Identify potential risks to personal safety when accessing these facilities |
| 3. Know how an individual can contribute to a community | 3.1 Identify ways in which individuals can make a positive contribution to their community<br><br>3.2 State own contribution to the community |

Living in the Community – H/504/8576 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know what a community is.**

1.1    Identify the geographical boundaries of own community.

1.2    Identify groups of people who make up own community.

**Learning Outcome 2: Know about community facilities of interest to self.**

2.1    Identify the main community facilities in own local area.

2.2    State the use of the main community facilities in own local area.

2.3    Identify community facilities of personal interest in own community.

2.4    State how to access the facilities identified.

2.5    Identify potential risks to personal safety when accessing these facilities.

**Learning Outcome 3: Know how an individual can contribute to a community.**

3.1    Identify ways in which individuals can make a positive contribution to their community.

3.2    State own contribution to the community.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Making Choices in Pursuit of Personal Goals

| Unit Reference | J/506/0574 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | |
|---|---|---|
| 1. Understand how own personal attributes have affected current situation to date | 1.1. | Give an example of a personal achievement that has affected own current situation in one aspect of life |
| | 1.2. | Give an example of a skill that has affected own current situation |
| | 1.3. | Identify a personal interest that has affected own current situation |
| 2. Know about information resources relevant to future opportunities | 2.1 | Give examples of future opportunities for self in one aspect of own life |
| | 2.2 | State where further information about future opportunities can be found |
| 3. Know how to set personal goals | 3.1 | State goals for the future |
| | 3.2 | Identify the most realistic goal and state why it was chosen |
| 4. Understand the practical implications of | 4.1 | State factors which may affect progress in achieving a goal |
| | 4.2 | Identify sources of help in achieving goals |

| | | |
|---|---|---|
| pursuing personal goals | 4.3 | Identify steps to be taken to achieve a personal goal |
| | 4.4 | Give an example of a timetable of action to achieve a personal goal |

Making Choices in Pursuit of Personal Goals – J/506/0574 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand how own personal attributes have affected current situation to date.**

1.1  Give an example of a personal achievement that has affected own current situation in one aspect of life.

1.2  Give an example of a skill that has affected own current situation.

1.3  Identify a personal interest that has affected own current situation.

**Learning Outcome 2: Know about information resources relevant to future opportunities.**

2.1  Give examples of future opportunities for self in one aspect of own life.

2.2  State where further information about future opportunities can be found.

**Learning Outcome 3: Know how to set personal goals.**

3.1  State goals for the future.

3.2  Identify the most realistic goal and state why it was chosen.

**Learning Outcome 4: Understand the practical implications of pursuing personal goals.**

4.1  State factors which may affect progress in achieving a goal.

4.2  Identify sources of help in achieving goals.

4.3    Identify steps to be taken to achieve a personal goal.

4.4    Give an example of a timetable action to achieve a personal goal.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Reflective log/diary
- Tutor testimony
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Managing Social Relationships

| Unit Reference | T/502/0457 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand how to interact with others in familiar social situations | 1.1. Identify situations in which they may need to interact with others<br><br>1.2. Identify positive behaviours which can be used when interacting with others |
| 2. Demonstrate how to interact with others in familiar social situations | 2.1 Take part in an exchange with one or more people about a topic in which they have an interest<br><br>2.2 Use appropriate positive behaviours when participating in the exchange<br><br>2.3 Make appropriate contributions<br><br>2.4 Express opinions and respect the views of others |

Managing Social Relationships – T/502/0457 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand how to interact with others in familiar social situations.**

1.1    Identify situations in which they may need to interact with others.

1.2    Identify positive behaviours which can be used when interacting with others.

**Learning Outcome 2: Demonstrate how to interact with others in familiar social situations.**

2.1    Take part in an exchange with one or more people about a topic in which they have an interest.

2.2    Use appropriate positive behaviours when participating in the exchange.

2.3    Make appropriate contributions.

2.4    Express opinions and respect the views of 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Group discussion

Additional evidence for this unit may include, but is not limited to:
- Written description
- Reflective log/diary

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Body Hygiene Awareness

| | |
|---|---|
| Unit Reference | K/505/8543 |
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand why bathing or showering is necessary for personal hygiene | 1.1. Outline why bathing or showering is part of a regular personal routine<br><br>1.2. Give examples of situations when bathing or showering is needed more often than once a day |
| 2. Know the advantages of using toiletries | 2.1 List the advantages of using toiletries<br><br>2.2 List products chosen for their personal use<br><br>2.3 Produce a price list of toiletries used regularly |
| 3. Understand the need for regular changes of clothes | 3.1 State why clothes should be changed and washed regularly<br><br>3.2 Use a chart or plan to ensure that underwear, nightwear and outer garments are changed regularly |

Personal Body Hygiene Awareness – K/505/8543 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Understand why bathing or showering is necessary for personal hygiene.

1.1    Outline why bathing or showering is part of a regular personal routine.

1.2    Give examples of situations when bathing or showering is needed more often than once a day.

### Learning Outcome 2: Know the advantages of using toiletries.

2.1    List the advantages of using toiletries.

2.2    List products chosen for their personal use.

2.3    Produce a price list of toiletries used regularly.

### Learning Outcome 3: Understand the need for regular changes of clothes.

3.1    State why clothes should be changed and washed regularly.

3.2    Use a chart or plan to ensure that underwear, nightwear and outer garments are changed regularly.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Development

| Unit Reference | D/504/8690 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to recognise own skills | 1.1. List own personal strengths<br><br>1.2. List own weaknesses<br><br>1.3. List personal skills learned in a range of situations |
| 2. Know about their role models | 2.1 Describe own current life situation<br><br>2.2 Identify important personal relationships |
| 3. Be able to make positive decisions | 3.1 Identify the reasons for making a choice in a given situation<br><br>3.2 Make simple choices in a positive and constructive manner |
| 4. Be able to identify personal goals | 4.1 Identify own personal short-term goals<br><br>4.2 State how these might be achieved |

Personal Development – D/504/8690 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to recognise own skills.**

1.1    List own personal strengths.

1.2    List own weaknesses.

For AC 1.1 and 1.2, 'Strengths and weaknesses' will be anything that the learner identifies for themselves and may include:
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

1.3    List personal skills learned in a range of situations.

'Skills' may include:
- Practical skills (baking, carpentry, bicycle maintenance, gardening)
- Academic skills (literacy and numeracy, organising notes, researching topics)
- Personal skills (supporting other learners in training, assertiveness, time management, seeking feedback and guidance)
- Independent living skills (cooking, cleaning, managing money)

Note: there is a crossover between 'strengths' and 'skills' and many examples will fit into either category.

**Learning Outcome 2: Know about their role models.**

See note on this LO under Teaching Strategies and Learning Activities

2.1    Describe own current life situation.

This is a review of the learner's own situation and should include a reflection on how satisfactory this is for them and for others.
This will include where they live, with whom and agreements or arrangements around budgeting and household tasks; employment, training and studying; mental wellbeing and health.

2.2    Identify important personal relationships.

'Personal Relationships' will mean family, significant others, friends.

**Learning Outcome 3: Be able to make positive decisions.**

See note on this LO under Teaching Strategies and Learning Activities

3.1    Identify the reasons for making a choice in a given situation.

The teacher will need to offer a range of 'given situations' and these could include: teaching environment and methods; choices around future learning, work and life.
'Reasons for making choices' may include: in order for the whole group to negotiate and agree on methods for assessment, in order to move forward with a plan for future work, learning and life.

3.2    Make simple choices in a positive and constructive manner.

'Simple choices' may include identifying areas for development and change, based on LO1 and LO2, which will lead to LO4. Alternatively, the teacher may set up a range of choices for the group, on which each learner makes a decision. To demonstrate a 'positive and constructive manner', the learner might explain how their choices will benefit them in the future, lead to a more engaging learning experience, support other people to achieve.

**Learning Outcome 4: Be able to identify personal goals.**

This LO is about choosing short-term goals that are relevant to the learner, explaining why it is relevant and producing an action plan.
'Short-term' means less than three months.

It will be useful to introduce SMART (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) to learners so that they know how to 'test' a goal to ensure that they know what 'success looks like' and that the goal is achievable for them.

4.1    Identify own personal short-term goals.

Learners should identify a range of at least two short-term goals and (AC4.2) record them. They should explain how what they identified in LO1, LO2 and LO3 relates to these goals.

4.2    State how these might be achieved.

Choose a small selection of goals to work on if the learner identifies many.  There is no inference in this Unit that the learner must actually carry out any of the actions, though this is a desirable result of the learning.

Example: Goal is to move out of the parental home. Learner identifies, based on work for LO1,  that they can manage money and time, that they have skills to maintain a household and to cook for themselves, that they are resilient when things don't go to plan and resourceful in solving problems.
The learner identifies a range of options such as shared tenancy, bedsit in a shared house, renting through private or social housing, buying own home. The learner states what each of these options would require of them and uses this to inform their action plan.

Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, and timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

| Goal | How will I know when the goal is achieved? | What I need to do | What help, support or resources do I need? | Date for review |
|------|--------------------------------------------|-------------------|--------------------------------------------|-----------------|
|      |                                            |                   |                                            |                 |

## 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.

Note that the ACs for LO2 do not specifically ask the learner to identify role models. Use AC2.2 to encourage learners to identify attributes of the people in their 'Personal Relationships' that they would like to develop. LO3 may be done at the start of the learning experience and include choices on how and when learning will be carried out, assessment methods, refreshment breaks, etc.

## Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Learning Goals

| Unit Reference | M/504/8564 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to identify learning goals with reference to own skills, interests and other personal goals | 1.1. Identify an important:<br>a) achievement<br>b) skill<br>c) interest<br><br>1.2. Communicate a possible personal goal<br><br>1.3. Choose a learning goal which will help achieve a personal goal |
| 2. Know about opportunities and practical issues involved in pursuing learning goals | 2.1 Identify an opportunity which will help to achieve a learning goal<br><br>2.2 Communicate something important about this opportunity<br><br>2.3 Communicate what additional support will be needed |
| 3. Be able to plan a programme to achieve learning goals | 3.1 Communicate something about the content of the learning programme<br><br>3.2 Identify a resource or source of help needed to complete the learning programme<br><br>3.3 Record: |

| | | a) a learning goal<br>b) a learning opportunity leading towards that goal<br>c) a date to think again about the programme |
|---|---|---|
| 4. Know about the learning environment | 4.1 | Identify what is important about the way or place in which learning takes place |
| 5. Be able to review progress as a learner | 5.1 | Communicate:<br>a) whether the learning programme has been followed<br>b) if there have been any difficulties |
| | 5.2 | Identify a learning achievement within the programme |
| 6. Know how to review the plan to achieve personal goals | 6.1 | Identify a key step that has been taken towards a personal goal |
| | 6.2 | Identify a key step to be taken towards a next personal goal |

Personal Learning Goals – M/504/8564 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to identify learning goals with reference to own skills, interests and other personal goals.**

1.1    Identify an important:
a) achievement
b) skill
c) interest

1.2    Communicate a possible personal goal.

1.3    Choose a learning goal which will help achieve a personal goal.

**Learning Outcome 2: Know about opportunities and practical issues involved in pursuing learning goals.**

2.1    Identify an opportunity which will help to achieve a learning goal.

2.2    Communicate something important about this opportunity.

2.3    Communicate what additional support will be needed.

**Learning Outcome 3: Be able to plan a programme to achieve learning goals.**

3.1    Communicate something about the content of the learning programme.

3.2    Identify a resource or source of help needed to complete the learning programme.

3.3    Record:
a) a learning goal

b) a learning opportunity leading towards that goal

c) a date to think again about the programme.

## Learning Outcome 4: Know about the learning environment.

4.1 Identify what is important about the way or place in which learning takes place.

## Learning Outcome 5: Be able to review progress as a learner.

5.1 Communicate:

a) whether the learning programme has been followed

b) if there have been any difficulties

5.2 Identify a learning achievement within the programme.

## Learning Outcome 6: Know how to review the plan to achieve personal goals.

6.1 Identify a key step that has been taken towards a personal goal.

6.2 Identify a key step to be taken towards a next personal goal.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Reflective log/diary
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Study Skills

| | |
|---|---|
| Unit Reference | A/504/8289 |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to take part in an initial screening process | 1.1. Attend an initial screening appointment<br><br>1.2. Complete the initial screening |
| 2. Be able to complete an assessment process | 2.1 Agree a time to attend the assessment process<br><br>2.2 Attend at agreed time<br><br>2.3 Complete the assessment process<br><br>2.4 Discuss the outcomes with an appropriate person |
| 3. Know about own preferred learning style | 3.1 State how they learn best<br><br>3.2 Discuss how they might use their preferred learning style to improve the ability to learn |

| | | |
|---|---|---|
| 4. Be able to develop an action plan to achieve a personal learning goal | 4.1 | Develop a realistic, achievable learning goal |
| | 4.2 | Develop an action plan to achieve a personal learning goal |
| | 4.3 | Review action plan to identify progress |
| 5. Be able to demonstrate commitment to a learning project | 5.1 | State what action they should take if unable to keep an appointment |
| | 5.2 | Attend arranged meetings on time |
| | 5.3 | Outline the value of regular commitment to a learning project |

Personal Study Skills – A/504/8289 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to take part in an initial screening process.**

1.1    Attend an initial screening appointment.

1.2    Complete the initial screening.

**Learning Outcome 2: Be able to complete an assessment process.**

2.1    Agree a time to attend the assessment process.

2.2    Attend at agreed time.

2.3    Complete the assessment process.

2.4    Discuss the outcomes with an appropriate person.

**Learning Outcome 3: Know about own preferred learning style.**

3.1    State how they learn best.

3.2    Discuss how they might use their preferred learning style to improve the ability to learn.

**Learning Outcome 4: Be able to develop an action plan to achieve a personal learning goal.**

4.1    Develop a realistic, achievable learning goal.

4.2    Develop an action plan to achieve a personal learning goal.

4.3   Review action plan to identify progress.

**Learning Outcome 5: Be able to demonstrate commitment to a learning project.**

5.1   State what action they should take if unable to keep an appointment.

5.2   Attend arranged meetings on time.

5.3   Outline the value of regular commitment to a learning project.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Preparation for a Recruitment Interview

| Unit Reference | H/504/8528 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the importance of being prepared for a recruitment interview | 1.1. State preparations before attending a recruitment interview<br><br>1.2. Identify items to be included in a portfolio of evidence for a recruitment interview<br><br>1.3. Identify people who may be involved in a recruitment interview<br><br>1.4. Give an example of appropriate dress for an interview for a specific career |
| 2. Be able to demonstrate recruitment interviewee skills | 2.1 Give answers to straightforward, open interview questions<br><br>2.2 Select questions to ask the interviewer.<br><br>2.3 Review performance in the role of interviewee<br><br>2.4 Identify something that went well<br><br>2.5 Identify something that could have been improved |

Preparation for a Recruitment Interview – H/504/8528 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the importance of being prepared for a recruitment interview.**

1.1  State preparations before attending a recruitment interview.

1.2  Identify items to be included in a portfolio of evidence for a recruitment interview.

1.3  Identify people who may be involved in a recruitment interview.

1.4  Give an example of appropriate dress for an interview for a specific career.

**Learning Outcome 2: Be able to demonstrate recruitment interviewee skills.**

2.1  Give answers to straightforward, open interview questions.

2.2  Select questions to ask the interviewer.

2.3  Review performance in the role of interviewee.

2.4  Identify something that went well.

2.5  Identify something that could have been improved.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Preparation for Work Experience

| Unit Reference | F/602/2206 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand the structure and purpose of the organisation | 1.1. State the structure of the organisation<br><br>1.2. State the main activities of the organisation |
| 2. Understand employers'/trainers' expectations | 2.1 State travel plans to ensure effective timekeeping<br><br>2.2 State three "housekeeping" issues in terms of dress code, lunch arrangements, initial contact and working hours |

Preparation for Work Experience – F/602/2206 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Understand the structure and purpose of the organisation.

1.1    State the structure of the organisation.

1.2    State the main activities of the organisation.

### Learning Outcome 2: Understand employers'/trainers' expectations.

2.1    State travel plans to ensure timekeeping.

2.2    State three "housekeeping" issues in terms of dress code, lunch arrangements, initial contact and working hours.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Reading Comprehension

| Unit Reference | D/503/3154 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to read a piece of text, gaining meaning from it | 1.1. Outline the content in a simple written narrative on a familiar subject<br><br>1.2. Answer questions on a short text |
| 2. Know how to obtain information from a written text | 2.1 Scan text or an index to locate straightforward information<br><br>2.2 Skim read title, headings and illustrations to decide if material is of interest<br><br>2.3 Obtain specific information through detailed reading |
| 3. Be able to use imagery to aid Understanding | 3.1. Use images to identify meaning which is not directly stated in the text |
| 4. Be able to identify the purpose of texts from their format | 4.1 State examples of different forms of writing<br><br>4.2. Sort simple, common texts into categories |

## Supporting Unit Information

Reading Comprehension – D/503/3154 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to read a piece of text, gaining meaning from it.**

1.1. Outline the content in a simple written narrative on a familiar subject.

Learners should be able to identify the key phrase or sentence in each paragraph of short, straightforward texts. Examples of appropriate texts are notes, letters or e-mails from friends or colleagues; articles on the learner's hobby, favourite sport or television programme.

Learners could demonstrate their understanding of the text by producing a list of the key points or with the use of images.

1.2. Answer questions on a short text.

Learners should choose one or more of the texts used for LO1.1 and respond to questions from tutors or fellow learners about the information presented. The questions can be posed verbally or in written form.

Learners should be able to use skimming skills to summarise the content of short, straightforward texts and identify if the full text would be of interest. Examples include using cinema listings to select a film of interest; holiday brochures or online descriptions of resorts and accommodation options to explore in more detail; descriptions of pets from pet adoption agencies for selection, information on college courses from brochures or online sources.

**Learning Outcome 2: Know how to obtain information from a written text.**

2.1    Scan text or an index to locate straightforward information.

Learners should be able to scan contents and index pages and short, straightforward texts such as leaflets, brochures or forms to find specific information.  Examples include identifying an article of interest from the contents page of a magazine; finding the opening times of an attraction from a tourist information leaflet; locating the contact details from a company's webpage; finding the closing date on a job application form.

2.2    Skim read title, headings and illustrations to decide if material is of interest.

Learners should be able to use skimming skills to summarise the content of short, straightforward texts and identify if the full text would be of interest.  Examples include using cinema listings to select a film of interest; holiday brochures or online descriptions of resorts and accommodation options to explore in more detail; descriptions of pets from pet adoption agencies for selection, information on college courses from brochures or online sources.

2.3    Obtain specific information through detailed reading.

Learners should be able to use skimming skills to summarise the content of short, straightforward texts and identify if the full text would be of interest.  Examples include using cinema listings to select a film of interest; holiday brochures or online descriptions of resorts and accommodation options to explore in more detail; descriptions of pets from pet adoption agencies for selection, information on college courses from brochures or online sources.

**Learning Outcome 3: Be able to use imagery to aid Understanding.**

3.1    Use images to identify meaning which is not directly stated in the text.

Learners should be aware that images may be used to provide information not explicitly stated in a text.  For example:
- The use of images in an advert to signal which group of people it is aimed at.
- Images used in property adverts showing what the property is actually like in contrast to the positive language used to describe it, e.g. the text 'an ideal investment opportunity' being used alongside the image of a property in need of total renovation.

**Learning Outcome 4: Be able to identify the purpose of texts from their format.**

4.1    State examples of different forms of writing.

Learners should be aware that there is a range of texts they may need to read, each with a different writing style and layout. Examples include notes, texts, forms, e-mails, letters, articles, web pages, and non-fiction and fiction books.

4.2    Sort simple, common texts into categories.

Learners should be able to use basic style and layout features to sort texts into different categories.  Examples include:
- Phone texts: use of abbreviations and emoticons
- Forms: use of formatting such as headings, boxes; language such as, personal details; signature
- Letters: use of date, salutation and signature

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Production of artefact
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Reading Grammar and Punctuation

| Unit Reference | H/503/3155 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand instructional texts | 1.1. Give examples of appropriate verbs in a simple, instructional passage<br><br>1.2. Use an instructional text to carry out a common task or activity in a familiar context |
| 2. Know when to use punctuation and capitalisation | 2.1 Use punctuation so that meaning is clear<br><br>2.2 Use capitalisation to aid understanding |

Reading Grammar and Punctuation – H/503/3155 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand instructional texts.**

1.1 Give examples of appropriate verbs in a simple, instructional passage.

Learners should be able to identify the key instruction words (verbs) in a range of instructive texts and recognise that the context determines the verbs used.  Examples could include:
- Recipes – cut, slice, add, stir, bake
- Directions – go, turn, take, leave
- Job application forms – state, provide, explain, account

1.2 Use an instructional text to carry out a common task or activity in a familiar context.

Learners should be able to follow a recipe to make a dish; use DIY instructions to assemble furniture, or use the Help function on a computer programme to complete a task.  The tutor should consider simplifying the instructions if necessary.

**Learning Outcome 2: Know when to use punctuation and Capitalization.**

2.1 Use punctuation so that meaning is clear.

Learners should be able to write short texts, e.g. notes, brief letters or e-mails using correct punctuation to convey meaning.  For example, use of a capital letter to indicate the start of a sentence, use of a full stop to end a statement, use of a question mark to indicate a direct question and use of an exclamation mark to indicate emotion.  Learners should be able to use full stops to avoid run-on sentences (where two complete sentences are joined with no conjunction or punctuation).

2.2    Use capitalisation to aid understanding.

Learners should be able to identify the use of capital letters to indicate the start of a sentence, titles, proper nouns and acronyms in short texts, such as, notes, brief letters, e-mails and newsletters and use these to facilitate understanding of the text.  For example, a learner could use the knowledge that titles and subtitles are usually in capital letters to identify the relevant section of a document; a learner could use the knowledge that capital letters are used for proper nouns to scan a document for the name of a place or a person.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
* Written question and answer/test/exam
* Oral question and answer
* Written description
* Project
* Production of artefact
* Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Reading Key Personal Words

| Unit Reference | K/503/3156 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to read and understand key specialist words | 1.1. Identify and read own list of key specialist words<br><br>1.2. Select words from own list to match with definitions |
| 2. Be able to complete a form | 2.1 Identify words and phrases commonly used on forms<br><br>2.2 Complete a straightforward form |

Reading Key Personal Words – K/503/3156 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to read and understand key specialist words.**

1.1   Identify and read own list of key specialist words.

Read a list of 10 course- or employment-related words.

1.2   Select words from own list to match with definitions.

Complete word match exercise.

**Learning Outcome 2: Be able to complete a form.**

2.1   Identify words and phrases commonly used on forms.

Select words and phrases used on forms in a variety of fonts in both upper and lower case.

2.2   Complete a straightforward form.

Complete a simple one-page form, e.g. for membership of a library or social club.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/text/exam
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Recognising Employment Opportunities

| Unit Reference | K/504/8529 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about different types of work | 1.1. State the key characteristic of each of the following:<br>a) Employment<br>b) Self-employment<br>c) Unemployment<br>d) Voluntary Work |
| 2. Know about the concept of the labour market | 2.1 Identify the following markets:<br>a) Local<br>b) National<br>c) European<br>d) Global<br><br>2.2 Name an employment opportunity available in the local labour market |

## Supporting Unit Information

Recognising Employment Opportunities – K/504/8529 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know about different types of work.

1.1    State the key characteristic of each of the following:
      a) Employment
      b) Self-employment
      c) Unemployment
      d) Voluntary work.

### Learning Outcome 2: Know about the concept of the labour market.

2.1    Identify the following markets:
      a) Local
      b) National
      c) European
      d) Global.

2.2    Name an employment opportunity available in the local labour market.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Rights and Responsibilities of Citizenship

| Unit Reference | J/504/8537 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about human rights | 1.1. State basic human rights |
| 2. Know about aspects of the law | 2.1 Give a reason why society needs rules<br><br>2.2 Give an example of a rule that implies to them<br><br>2.3 State how it is enforced |
| 3. Know about the democratic and electoral process | 3.1 Identify who cannot vote in a general election.<br><br>3.2 State things an elected student council representative could do for peers. |
| 4. Know about rights and responsibilities | 4.1 Give an example of rights and responsibilities as a:<br>    a) consumer<br>    b) member of a community<br><br>4.2 State a way in which each of the above rights are protected. |

Rights and Responsibilities of Citizenship – J/504/8537 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about human rights.**

1.1    State basic human rights.

**Learning Outcome 2: Know about aspects of the law.**

2.1    Give a reason why society needs rules.

2.2    Give an example of a rule that implies to them.

2.3    State how it is enforced.

**Learning Outcome 3: Know about the democratic and electoral process.**

3.1    Identify who cannot vote in a general election.

3.2    State things an elected student council representative could do for peers.

**Learning Outcome 4: Know about rights and responsibilities.**

4.1    Give an example of rights and responsibilities as a:
        a) consumer
        b) member of a community

4.2    State a way in which each of the above rights are protected.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

### Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

### Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Skills for Employability

| Unit Reference | M/505/3666 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Understand the need for Health and Safety procedures at work | 1.1. List reasons for Health and Safety procedures at work<br><br>1.2. Identify key safety signs<br><br>1.3. Identify safe clothing for different types of work<br><br>1.4. Outline how to maintain own safety at work<br><br>1.5. State how to obtain help |
| 2. Be able to participate in a task in a work-simulated environment | 2.1 Follow simple instructions<br><br>2.2 Perform a single work task<br><br>2.3 Perform short sequence of tasks<br><br>2.4 Give an example of a problem with a task<br><br>2.5 Give possible solution to problem |

| 3. Be able to work as part of a team | 3.1 | Use questions and give answers clearly |
| | 3.2 | Work with another group member to complete a work task |
| | 3.3 | Assist other team members |
| 4. Know social skills needed for work | 4.1 | Outline what is meant by time management |
| | 4.2 | Give an example of:<br>a) Reliable<br>b) Committed<br>Behaviour at work |
| | 4.3 | State key roles in a workplace |
| | 4.4 | Give an example of dealing positively with a difficult situation |

Skills for Employability – M/505/3666 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Understand the need for Health and Safety procedures at work.

1.1    List reasons for Health and Safety procedures at work.

Health and Safety procedures ensure that no one is injured while at work, that everyone can do their job safely and that risks are managed. Following Health and Safety procedures at work also saves money as less accidents, means less time off work.

1.2    Identify key safety signs.

Leaners should be able to identify the key Health and Safety signs at work.  These include: fire exits, no access signs, no smoking signs, danger signs etc.

1.3    Identify safe clothing for different types of work.

Using named examples, learners should identify safe clothing for each type of work.  For example, a hard hat, steel toe boots, high vis jacket for someone in construction or a hair net, plastic gloves for someone in catering.

1.4    Outline how to maintain own safety at work.

Learners should identify how they will stay safe at work.  For example, by following the company's Health and safety rules, by wearing the required clothing, by reporting any hazards.

1.5    State how to obtain help.

Learners should state how they would obtain help. For example, by

speaking to their line manager or a colleague.

**Learning Outcome 2: Be able to participate in a task in a work-simulated environment.**

2.1   Follow simple instructions.

Using role play, learners should listen to and follow a set of simple work-based instructions.  This could be instructions on how to help a customer who is looking for an item in a shop or instructions to complete a simple task like photocopying.

2.2   Perform a single work task.

The learner should then be observed completing a single task.

2.3   Perform short sequence of tasks.

After developing their confidence, learners should be observed completing a short sequence of tasks.  This could include helping a customer to find an item and then taking the payment for the item or photocopying some work and then filing it correctly.

2.4   Give an example of a problem with a task.

The learner should be able to identify a problem they may face when completing their task

2.5   Give possible solution to problem.

They should then identify a solution to this problem.  For example, if they do not have the item in stock that the customer would like, they could direct them to another item or to another branch that has the item in stock.

**Learning Outcome 3: Be able to work as part of a team.**

3.1   Use questions and give answers clearly.

For this outcome, leaners will need to work as a team.  They will need to show that they can ask and answer questions in order to complete the task.

3.2   Work with another group member to complete a work task.

They will need to work with their team member to complete the task. This task could be to re-organise a filing system or to work together on a stall selling items to raise money for charity.

3.3 Assist other team members.

They must demonstrate how they helped each other to complete the task successfully.

**Learning Outcome 4: Know social skills needed for work.**

4.1 Outline what is meant by time management.

Time management is the ability to plan your day effectively so that you can meet your deadlines.

4.2 Give an example of:
   a) Reliable
   b) Committed
   Behaviour at work

Reliable behaviour at work could include: arriving at work on time, being ready and prepared to start work on time. Committed behaviour at work could include: supporting others in the team to be successful, always trying your best to achieve your goals and targets.

4.3 State key roles in a workplace.

Learners should state the key roles in a workplace. This could include: managers, supervisors, workers, Human Resources, Payroll team.

4.4 Give an example of dealing positively with a difficult situation.

Learners should give an example of when they have behaved positively in a difficult situation. For example, they may have had a disagreement with a colleague or peer and been able to resolve it successfully.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Skills for Shopping

| Unit Reference | A/504/8695 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know how to plan a visit to a local shop | 1.1. Give examples of local shopping facilities<br><br>1.2. Participate in planning a trip out to local shops<br><br>1.3. List shop/shops to visit to buy different items |
| 2. Be able to buy items | 2.1 Choose items to buy<br><br>2.2 Estimate the cost of these items<br><br>2.3 Prepare to buy these items<br><br>2.4 Buy the chosen items |
| 3. Know how to conduct self when on a shopping trip | 3.1 Use appropriate communication skills<br><br>3.2 Show an awareness of others<br><br>3.3 State ways of staying safe when out |

Skills for Shopping – A/504/8695 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know how to plan a visit to a local shop.**

1.1    Give examples of local shopping facilities.

1.2    Participate in planning a trip out to local shops.

1.3    List shop/shops to visit to buy different items.

**Learning Outcome 2: Be able to buy items.**

2.1    Choose items to buy.

2.2    Estimate the cost of these items.

2.3    Prepare to buy these items.

2.4    Buy the chosen items.

**Learning Outcome 3: Know how to conduct self when on a shopping trip.**

3.1    Use appropriate communication skills.

3.2    Show an awareness of others.

3.3    State ways of staying safe when out.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Speak to Communicate

| Unit Reference | K/505/6128 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to speak to communicate information, feelings and opinions | 1.1. Speak with appropriate clarity, speed and phrasing<br><br>1.2. Use appropriate language and register in different formal and informal, familiar situations<br><br>1.3. Give short explanations, accounts and descriptions<br><br>1.4. Ask questions and make requests to obtain information |

Speak to Communicate – K/505/6128 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to speak to communicate information, feelings and opinions.**

1.1    Speak with appropriate clarity, speed and phrasing.

Learners should be able to demonstrate the ability to communicate verbally in an effective manner in a range of situations, such as, contributing to a class discussion, making telephone calls, participating in one-to-one and small group conversations.  Effective verbal communication includes speaking at a pace, style and volume which can be heard and understood by all participants.

1.2    Use appropriate language and register in different formal and informal, familiar situations.

Learners should be aware that different situations require different degrees of formality in verbal communication.  For example, participating in a job appraisal requires more formality than chatting with friends.

Learners should be aware of the conventions regarding verbal communication in specific situations.  For example, swearing or shouting when making a complaint is considered unacceptable.

Learners should be able to demonstrate the ability to adapt their verbal communication depending on the situation.  Examples include avoiding slang and colloquialisms during a job interview, and lowering one's voice when discussing confidential information.

1.3    Give short explanations, accounts and descriptions.

Learners could demonstrate achievement of this outcome by:

- Providing a brief account of a leisure activity to a fellow-learner or tutor.
- Instructing a tutor or fellow-learner(s) to complete a short task.
- Providing a brief explanation of his/her reasons for participating in a hobby or sport.
- Describing everyday objects or places to a tutor or fellow-learner(s).

1.4    Ask questions and make requests to obtain information.

Learners could demonstrate achievement of this outcome by:
- Checking the cost of an item.
- Asking for opening/closing times.
- Asking for directions in person or over the telephone.
- Telephoning to request information on a course or job vacancy.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer

- Tutor testimony
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Spelling and Handwriting Skills

| Unit Reference | A/503/3159 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to write a legible letter | 1.1. Compose a legible and neat letter on a familiar subject |
| 2. Know about different strategies for learning to spell | 2.1 Practise spelling key words relating to work routines, leisure and study |
| 3. Be able to spell common words and relevant key words | 3.1. Spell correctly key words relating to work routines, leisure and study |

Spelling and Handwriting Skills – A5033159 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to write a legible letter.

1.1   Compose a legible and neat letter on a familiar subject.

Learners should be able to write a letter of one-two short paragraphs, within a familiar context.  Examples include a thank you letter, an invitation, a response to an invitation, explanation of a child's absence from school or nursery, or a brief account of a holiday or other memorable event.

### Learning Outcome 2: Know about different strategies for learning to spell.

2.1   Practise spelling key words relating to work routines, leisure and study.

Learners should use texts they have written to identify key words to work on.  For example, work submitted for college; notes to family or friends; simple formal letters or e-mails.  Learners should select 5-10 key words to work on over a selected period.

Learners should be able to draw on a range of strategies to learn and consolidate the correct spellings.  These could include:
- Use of an adult learners' dictionary
- Linking to a word already known
- Breaking the word into chunks or syllables
- Use of existing knowledge, such as, letter patterns; silent letters

Learners could demonstrate how they practised the correct spelling of these words by using a personal spelling diary, revision cards or 'look, say, cover, write, check' spelling sheets.

**Learning Outcome 3: Be able to spell common words and relevant key words.**

3.1    Spell correctly key words relating to work routines, leisure and study.

Learners could demonstrate achievement of this learning outcome by providing evidence of the use of the correct spelling of the words learnt for LO2.1.  The evidence should include a number of texts in different formats and show more than one use of the correct spelling of each word.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written description
- Oral question and answer
- Reflective log/diary
- Practical demonstration
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Spelling in Practice

| Unit Reference | A/503/3162 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Be able to identify situations where accurate spelling is required | 1.1. List specific examples of situations where accurate spelling is important<br><br>1.2. Give a reason why each situation needs accurate spelling<br><br>1.3. List how accuracy may be achieved |
| 2. Be able to locate correct spellings | 2.1 Use the first and second place letters to find words<br><br>2.2 Use the first and second place letters to sequence words in alphabetical order<br><br>2.3 Use a personal dictionary or simplified Dictionary to find unknown spellings<br><br>2.4. Ask for help to spell words. |

Spelling in Practice – A/503/3162 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to identify situations where accurate spelling is required.**

1.1   List specific examples of situations where accurate spelling is important.

Learners should be able to provide examples of when the correct spelling is important.  For example, correspondence with child's school, job applications, work e-mails or completion of healthcare records.  Learners should be able to explain why accurate spelling is required in these situations, e.g. for clarity, to create a good impression, to ensure the correct medication or treatment is provided.

1.2   Give a reason why each situation needs accurate spelling.

Learners should be able to provide examples of when the correct spelling is important.  For example, correspondence with child's school, job applications, work e-mails or completion of healthcare records.  Learners should be able to explain why accurate spelling is required in these situations, e.g. for clarity, to create a good impression, to ensure the correct medication or treatment is provided.

1.3   List how accuracy may be achieved.

Learners should be able to provide examples of how they could ensure their spelling is correct.  These could include:
- checking the word in an adult learners' dictionary
- using the spellchecker in word-processing programmes
- using an electronic spellchecker
- dictating the word into a smartphone or web browser
- asking a friend or colleague to check their writing

**Learning Outcome 2: Be able to locate correct spellings.**

2.1    Use the first and second place letters to find words.

Learners should be aware of the concept of alphabetical order.

Learners should be aware that dictionaries, indexes and telephone directories are arranged in alphabetical order.

Learners should be aware that it is not necessary to start at the beginning of a dictionary, index or telephone directory to find an entry.  Learners should be aware of the features that will enable them to find an approximate appropriate start point, such as, guide words and dictionary quartiles (a-d, e-l, m-r, s-z).
Learners should be able to find a list of words or names starting with a different initial letter in a simplified dictionary, index or telephone directory.

Learners should be able to find a list of words or names starting with the same initial letter but with a different second letter in a simplified dictionary, index or telephone directory.

2.2.    Use the first and second place letters to sequence words in
         alphabetical order.

Learners should be able to order alphabetically a list of words or names starting with a different initial letter.

Learners should be able to order alphabetically a list of words or names starting with the same initial letter but with a different second letter.

Practical examples include filing documents or entering names and contact details into an address book.

2.3.    Use a personal dictionary or simplified dictionary to find unknown
         spellings.

Learners should be aware of the concept of alphabetical order.

Learners should be aware that dictionaries, indexes and telephone directories are arranged in alphabetical order.

Learners should be aware that it is not necessary to start at the beginning of a dictionary, index or telephone directory to find an entry.  Learners

should be aware of the features that will enable them to find an approximate appropriate start point, such as, guide words and dictionary quartiles (a-d, e-l, m-r, s-z).

Learners should be able to find a list of words or names starting with a different initial letter in a simplified dictionary, index or telephone directory.

Learners should be able to find a list of words or names starting with the same initial letter but with a different second letter in a simplified dictionary, index or telephone directory.

2.4.   Ask for help to spell words.
Learners could demonstrate how they have achieved this outcome by:

- Providing evidence of reviewing their own writing, identifying specific words that they need help to spell, then noting the correct spelling after seeking help from a tutor, support assistant or fellow-learner.
- Writing a short reflective log describing how and why they asked for help with spellings required for an important document.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer/test/exam

Additional evidence for this unit may include, but is not limited to:
- Written description
- Reflective log/diary
- Project
- Group discussion
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Supporting Your Child with Maths

| Unit Reference | A/505/0849 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Know different ways to teach maths to children. | 1.1. List ways to teach maths to children. |
| 2. Know own role in supporting his/her child's learning in maths. | 2.1 State ways a parent or carer can support his/her child in learning maths. |
| 3. Know how to support his/her child's learning in maths. | 3.1 Give examples of methods to support his/her child's learning in maths.<br><br>3.2 State how these methods can help develop mathematical skills. |
| 4. Know whether a maths activity has been successful. | 4.1 Identify one part of the maths activity which went well.<br><br>4.2 Identify one way to improve the maths activity. |

Supporting Your Child with Maths – A/505/0849 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know different ways to teach maths to children.

1.1    List ways to teach maths to children.

### Learning Outcome 2: Know own role in supporting his/her child's learning in maths.

2.1    State ways a parent or carer can support his/her child in learning maths.

### Learning Outcome 3: Know how to support his/her child's learning in maths.

3.1    Give examples of methods to support his/her child's learning in maths.

3.2    State how these methods can help develop mathematical skills.

### Learning Outcome 4: Know whether a maths activity has been successful.

4.1    Identify one part of the maths activity which went well.

4.2    Identify one way to improve the maths activity.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Take Part in an Activity

| Unit Reference | T/504/8713 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to participate in an activity. | 1.1. Identify an activity to do.<br><br>1.2. Demonstrate participation in an activity.<br><br>1.3. Identify what worked well.<br><br>1.4. Identify what has been learned or gained from taking part in the activity. |

Take Part in an Activity – T/504/8713 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to participate in an activity.**

1.1    Identify an activity to do.

You will need to take part in a practical demonstration to achieve this unit. It can be a physical activity or any other form of practical activity:
- Showing how something works to a group
- Showing a group how to do something
- Carrying out a physical activity

For example:
- Cooking
- Producing art work
- Taking part in an exercise class
- Gardening / horticulture
- Demonstrating a science project

1.2    Demonstrate participation in an activity.

Select and set up any equipment properly.

You can write about how you took part in the activity, what you did, when you did it, where you did it.  Your peers can also comment about how you completed the activity and your Assessor can also watch you and write their observation of what you did and how well you did it.

1.3    Identify what worked well.

- Did you achieve what you wanted to?
- Did you need more, or less time to complete the activity?

1.4    Identify what has been learned or gained from taking part in the activity.

- You may have learnt new skills or improved on existing skills

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Teamwork Skills

| Unit Reference | K/504/8532 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the task. | 1.1. Identify the task.<br><br>1.2. Identify what needs to be done. |
| 2. Be able to work with others towards achieving given objectives. | 2.1 Know what is meant by a group contract.<br><br>2.2 State conditions that might be included.<br><br>2.3 Carry out given tasks to meet own responsibilities.<br><br>2.4 Follow given guidelines to work safely.<br><br>2.5 Ask for help if needed.<br><br>2.6 Help others when asked. |
| 3. Know how to identify progress. | 3.1 Identify what went well.<br><br>3.2 Identify any difficulties. |
| 4. Be able to suggest ways of improving work | 4.1 Confirm what might be done differently next time. |

| | | |
|---|---|---|
| with others to help achieve given objectives. | 4.2 | Confirm personal action points for ways to improve working with others in a future shared activity. |

Teamwork Skills – K/504/8532 – Entry Level 3

**Indicative Content**

**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the task.**

1.1　Identify the task.

'The task' will be the overall objective of the activity. For instance, the teacher may set a group task to create a directory of training courses within the local area or a practical task to cook a meal. Where learners are in a work group, 'the task' will be selected from those set for their group.

1.2　Identify what needs to be done.

What needs to be done' means a breakdown of the individual elements required to complete the task in AC1.1

Examples:

- A directory of local training courses:
- Find out courses in the area
- Find out costs, availability, format, entry requirements, venue, start and end dates
- Assemble information in a logical order
- Finalise directory

Cook a meal:

- Decide on a menu
- Research costs and availability of ingredients
- Buy ingredients
- Prepare ingredients
- Cook food

**Learning Outcome 2: Be able to work with others towards achieving given objectives.**

2.1    Know what is meant by a group contract.

A 'group contract' is an agreement between members of a group that states how each will behave towards the others. It will include any behaviours that affect other members of the group. The term 'contract' implies a written and signed document, which may be a list of items on a flipchart, signed by all the members of the group. The content of group contracts should be negotiated and agreed by all members of the group.

2.2    State conditions that might be included.

The most common conditions included in group contracts are around:

- Confidentiality
- Timekeeping / punctuality
- The use of mobile phones
- Courtesy and respect towards other members of the group
- Behaviours in group discussions (not interrupting, for instance)
- Helping other people when needed

Groups may include any conditions that are important to them: for instance, they may agree not to eat smelly food in class, agree that spelling doesn't matter, that 'no question is a silly question'.

2.3    Carry out given tasks to meet own responsibilities.

The learner must complete the tasks they have been assigned to the standard agreed in setting the task.

2.4    Follow given guidelines to work safely.

'Work safely' could include electrical equipment, the use of furniture and flipcharts and so on. 'Given guidelines' implies that the teacher, or other group leader, has provided them.

2.5    Ask for help if needed.

The learner should ask for help when required. If they do not require help (and therefore do not ask for it) they should be able to explain that no help was needed.

2.6    Help others when asked.

The learner should help others in the group when asked. If no help is requested, they should be able to explain this.

**Learning Outcome 3: Know how to identify progress.**

3.1    Identify what went well.

The learner should know 'what success looks like' and be able to define what has gone well and what has gone less well, and why (difficulties). This will be for the Task in general and not only their own contribution.

3.2    Identify any difficulties.

The learner should know 'what success looks like' and be able to define what has gone well and what has gone less well, and why (difficulties). This will be for the Task in general and not only their own contribution.

**Learning Outcome 4: Be able to suggest ways of improving work with others to help achieve given objectives.**

4.1    Confirm what might be done differently next time.

The learner is asked to suggest ways to approach the task (for instance, how it was planned, how people worked together) differently. 'Confirm' may mean that the learner agrees to the results of a group discussion and adds some explanation or ideas of their own.

4.2    Confirm personal action points for ways to improve working with others in a future shared activity.

Based on a review of the group activity, the learner must say what they would do differently, in a future shared activity, which would improve the way they work with other people: for instance, they may agree that they need to listen to other people more carefully, not talk over other people, and keep on track with their assigned role.

**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**

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Time

| Unit Reference | J/504/8716 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to read and record time | 1.1. Tell the time in five minute intervals on analogue clocks<br><br>1.2. Tell the time in five minute intervals on digital clocks<br><br>1.3. Tell the time in five minute intervals using am and pm<br><br>1.4. Record the time in five minute intervals using am and pm |
| 2. Know how to record common date formats | 2.1 Recognise common date formats<br><br>2.2 Read the date on the calendar<br><br>2.3 Record the date in common formats |
| 3. Know how to use time in practical situations | 3.1 Use time and date in everyday situations |

Time – J/504/8716 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to read and record time.

1.1    Tell the time in five minute intervals on analogue clocks.

1.2    Tell the time in five minute intervals on digital clocks.

1.3    Tell the time in five minute intervals using am and pm.

1.4    Record the time in five minute intervals using am and pm.

### Learning Outcome 2: Know how to record common date formats.

2.1    Recognise common date formats.

2.2    Read the date on the calendar.

2.3    Record the date in common formats.

### Learning Outcome 3: Know how to use time in practical situations.

3.1    Use time and date in everyday situations.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Understanding a Work Experience Placement

| Unit Reference | J/506/0798 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Know about the organisation | 1.1. State the main activity of the organisation<br><br>1.2. State one of the main jobs done within the organisation |
| 2. Understand own role within organisation | 2.1 Name his/her role and identify the main task s/he will undertake<br><br>2.2 Name own supervisor and their job title |
| 3. Maintain acceptable conventions for personal presentation and behaviour in the workplace | 3.1 Keep to agreed dress code<br><br>3.2 Attend placement at agreed times<br><br>3.3 Ensure own behaviour is appropriate |
| 4. Know the safe working practices in the work environment | 4.1 Identify two major safety hazards<br><br>4.2 Follow safety procedures and use PPE as instructed<br><br>4.3 Locate the First Aid Box |

| | | |
|---|---|---|
| | 4.4 | Identify and locate the assembly point to be used during emergency procedures |
| | 4.5 | Name the person(s) to tell if there is an emergency or accident |
| 5. Be able to carry out tasks using appropriate work related skills | 5.1 | Follow instructions to complete a given task |
| | 5.2 | Name one skill used to complete the task |

## Supporting Unit Information

Understanding a Work Experience Placement – J/506/0798 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the organisation.**

1.1    State the main activity of the organisation.

1.2    State one of the main jobs done within the organisation.

**Learning Outcome 2: Understand own role within organisation.**

2.1    Name his/her role and identify the main task s/he will undertake.

2.2    Name own supervisor and their job title.

**Learning Outcome 3: Maintain acceptable conventions for personal presentation and behaviour in the workplace.**

3.1    Keep to agreed dress code.

3.2    Attend placement at agreed times.

3.3    Ensure own behaviour is appropriate.

**Learning Outcome 4: Know the safe working practices in the work environment.**

4.1    Identify two major safety hazards.

4.2    Follow safety procedures and use PPE as instructed.

4.3    Locate the First Aid Box.

4.4 Identify and locate the assembly point to be used during emergency procedures.

4.5 Name the person(s) to tell if there is an emergency or accident.

**Learning Outcome 5: Be able to carry out tasks using appropriate work related skills.**

5.1 Follow instructions to complete a given task.

5.2 Name one skill used to complete the task.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Practical demonstration
- Group discussion
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Undertaking an Enterprise Project

| Unit Reference | F/504/8570 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 6 |
| Guided Learning | 60 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Be able to select a product to sell to a particular target market | 1.1. Ask people which product they might like to buy<br><br>1.2. Select the most popular product from the list<br><br>1.3. State who their target market is |
| 2. Be able to select a suitable venue to sell the product | 2.1 Identify a venue to hold the sale<br><br>2.2 State why the venue is suitable |
| 3. Know how to advertise the sale | 3.1 Identify ways in which the sale could be advertised<br><br>3.2 Advertise the sale |
| 4. Know how to set up a point of sale and sell products | 4.1 Identify the equipment/resources needed to sell the product<br><br>4.2 Set up the stall<br><br>4.3 Sell the product |

| | | |
|---|---|---|
| 5. Know about the costs involved in the enterprise project | 5.1 | Identify the costs involved in: <br> a) selecting <br> b) marketing <br> c) selling the product |
| 6. Know about own involvement with enterprise project | 6.1 | Identify own involvement with the enterprise project |

Undertaking an Enterprise Project – F/504/8570 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to select a product to sell to a particular target market.**

1.1    Ask people which product they might like to buy.

1.2    Select the most popular product from the list.

1.3    State who their target market is.

**Learning Outcome 2: Be able to select a suitable venue to sell the product.**

2.1    Identify a venue to hold the sale.

2.2    State why the venue is suitable.

**Learning Outcome 3: Know how to advertise the sale.**

3.1    Identify ways in which the sale could be advertised.

3.2    Advertise the sale.

**Learning Outcome 4: Know how to set up a point of sale and sell products.**

4.1    Identify the equipment/resources needed to sell the product.

4.2    Set up the stall.

4.3    Sell the product.

**Learning Outcome 5: Know about the costs involved with enterprise project.**

5.1    Identify the costs involved in:
          a) selecting
          b) marketing
          c) selling the product

**Learning Outcome 6: Know about own involvement with enterprise project.**

6.1 Identify own involvement with the enterprise project.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description

- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Addition and Subtraction

| | |
|---|---|
| Unit Reference | F/503/3275 |
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Be able to add whole numbers of up to three digits to give totals up to 1000 | 1.1. Recall addition facts to 20<br><br>1.2. Add positive whole numbers to give totals up to 1000 showing the working out<br><br>1.3. Add positive whole numbers to give totals up to 1000 using a calculator |
| 2. Be able to carry out subtraction calculations involving whole numbers of up to three digits | 2.1 Recall subtraction facts to 20<br><br>2.2 Subtract positive whole numbers showing the working out<br><br>2.3 Subtract positive whole numbers using a calculator |

Using Addition and Subtraction – F/503/3275 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to add whole numbers of up to three digits to give totals up to 1000.**

1.1    Recall addition facts to 20.

1.2    Add positive whole numbers to give totals up to 1000 showing the working out.

1.3    Add positive whole numbers to give totals up to 1000 using a calculator.

**Learning Outcome 2: Be able to carry out subtraction calculations involving whole numbers of up to three digits.**

2.1    Recall subtraction facts to 20.

2.2    Subtract positive whole numbers showing the working out**.**

2.3    Subtract positive whole numbers using a calculator.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Listening and Responding Skills

| Unit Reference | T/503/3287 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to obtain information from others | 1.1. Demonstrate the ability to follow a verbal explanation in different contexts<br><br>1.2. Demonstrate the ability to listen for a narrative in different contexts<br><br>1.3. Identify new and relevant information from discussions and explanations<br><br>1.4. Use verbal and non-verbal communication in order to confirm understanding |
| 2. Know how to use information gained from others | 2.1 Follow a straightforward set of instructions and directions by listening<br><br>2.2 Respond to questions |

## Supporting Unit Information

Using Listening and Responding Skills – T/503/3287 – Entry Level 3

### Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to obtain information from others.**

1.1   Demonstrate the ability to follow a verbal explanation in different contexts.

1.2   Demonstrate the ability to listen for a narrative in different contexts.

1.3   Identify new and relevant information from discussions and explanations.

1.4   Use verbal and non-verbal communication in order to confirm understanding.

**Learning Outcome 2: Know how to use information gained from others.**

2.1   Follow a straightforward set of instructions and directions by listening.

2.2   Respond to questions.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Punctuation

| Unit Reference | F/503/3289 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use punctuation to aid Understanding | 1.1. Use punctuation correctly in a short passage of own writing<br><br>1.2. Use conjunctions to combine compound sentences<br><br>1.3. Use punctuation to aid expression when reading aloud |

Using Punctuation – F/503/3289 – Entry Level 3

**Indicative Content**

**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use punctuation to aid Understanding.**

1.1 Use punctuation correctly in a short passage of own writing.

Learners should be able to write short texts, e.g. notes, brief letters or e-mails using correct punctuation to convey meaning. Sample texts include thank you letters, invitations, responses to an invitation, explanation of a child's absence from school or nursery, or brief accounts of a holiday or other memorable event

At Entry Level 3, correct use of capital letters and end of sentence punctuation is required. Learners should be able to use capital letters to indicate the start of a sentence, personal pronoun 'I', proper nouns, titles and acronyms.

Learners should be able to use of a full stop to indicate the end a statement.

Learners should be able to use a question mark to indicate a direct question.

Learners should be able to use an exclamation mark to indicate emotion or for emphasis.

1.2 Use conjunctions to combine compound sentences.

Learners should be able to recognise simple sentences and be aware that these can be combined using conjunctions. For example:

I bought food. I needed to eat.

These two simple sentences can be joined by a conjunction:

I bought food because I needed to eat.

Common conjunctions that learners should be aware of include and, because, but, or, so.

1.3    Use punctuation to aid expression when reading aloud.

Learners should be aware that punctuation can be used as a guide to using the correct intonation and phrasing when reading aloud. For example, punctuation can indicate tone and emotion. For instance, the sentence 'Everything's alright here?' expresses doubt that everything is, actually alright, whereas 'Everything's alright here!' emphasises that everything is under control.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written description
- Reflective log/diary
- Practical demonstration
- Production of artefact

- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Volunteering

| Unit Reference | K/600/6520 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know what voluntary organisations are | 1.1. Outline what a voluntary organisation is<br><br>1.2. Identify three voluntary organisations<br><br>1.3. State the main aim of the organisations |
| 2. Understand the role of a volunteer in an organisation | 2.1 State three roles of volunteers in a specific organisation |
| 3. Know how to identify current voluntary positions available | 3.1 Identify three voluntary organisations operating in the local community<br><br>3.2 Identify a way of finding out any current volunteering opportunities |
| 4. Know how to identify the steps/processes necessary to become a volunteer | 4.1 Identify three personal actions necessary to become a volunteer.<br><br>4.2 Contribute to an action plan to obtain a specific volunteer role |

| 5. Understand how to apply for a voluntary position | 5.1 | Identify a way of applying for a voluntary position |
| | 5.2 | Contribute to a letter of application for a specific voluntary position or a speculative letter to a voluntary organisation |

Volunteering – K/600/6520 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know what voluntary organisations are.**

1.1    Outline what a voluntary organisation is.

1.2    Identify three voluntary organisations.

1.3    State the main aim of the organisations.

**Learning Outcome 2: Understand the role of a volunteer in an organisation.**

2.1    State three roles of volunteers in a specific organisation.

**Learning Outcome 3: Know how to identify current voluntary positions available.**

3.1    Identify three voluntary organisations operating in the local community.

3.2    Identify a way of finding out any current volunteering opportunities.

**Learning Outcome 4: Know how to identify the steps/processes necessary to become a volunteer.**

4.1    Identify three personal actions necessary to become a volunteer.

4.2    Contribute to an action plan to obtain a specific volunteer role.

**Learning Outcome 5: Understand how to apply for a voluntary position.**

5.1    Identify a way of applying for a voluntary position.

5.2    Contribute to a letter of application for a specific voluntary
       position or a speculative letter to a voluntary organisation.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Writing Composition Skills

| Unit Reference | Y/505/4021 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to plan written work | 1.1. Make a simple plan using a few key words<br><br>1.2. Demonstrate the use of the plan as part of preparation for writing |
| 2. Be able to use writing to present information with purpose | 2.1 Compose a variety of short texts<br><br>2.2 Compile drafts of writing<br><br>2.3 Apply layout to the text for a given purpose<br><br>2.4 Demonstrate how to use a specific style for a context, audience and purpose<br><br>2.5 Demonstrate how to organise own writing into short paragraphs in a logical sequence |
| 3. Be able to revise written work | 3.1 Check and amend rough draft<br><br>3.2 Indicate errors when proof reading for spelling and grammar<br><br>3.3 Demonstrate how to produce a final draft |

Writing Composition Skills – Y/505/4021 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to plan written work.**

1.1    Make a simple plan using a few key words.

'Simple Plan' will be a list of key points or words to guide the draft of a final piece of work.

1.2    Demonstrate the use of the plan as part of preparation for writing.

'Demonstrate the use of the plan' indicates that this part of the evidence will form a Practical Demonstration, a mandatory assessment method. It will be suitable for the learner to explain what points they wish to make, using the key words from AC1.1 as a guide and prompt and this may be in writing or orally.

**Learning Outcome 2: Be able to use writing to present information with purpose.**

2.1    Compose a variety of short texts.

'Short texts' might be short passages based on the plan from AC1.2, which can then be joined together to form a finished draft. Alternatively, the learner may compose a number of short texts, such as notes, memos, poster content and emails.

2.2    Compile drafts of writing.

'Compile drafts of writing' In the first example given in AC2.1, the learner will put together the short passages into a draft of a longer document. The plural of 'drafts' indicates that at least two examples are required. In

the second example in AC2.1, the learner will work from the short texts to build drafts of completed documents.

2.3    Apply layout to the text for a given purpose.

'Layout' may include: a formal letter; a short piece of creative writing; a report; instructions. Layout for a letter will include: placement of the recipient's and the sender's addresses, salutation, any indents (indented first line of paragraph on a handwritten letter but not on word-processed), subject header, sign off and signature.

Creative writing may include stories, plays or poems or a short newspaper article. The conventions for each can be explained to learners, bearing in mind the level of this qualification (see Teaching Strategies and Learning Activities, below).

A report will include a heading, a short introduction, the body of the report and a summary. Reports may also include tables or charts.

Instructions may be illustrated and will be concise and in a logical order.

2.4    Demonstrate how to use a specific style for a context, audience and purpose.

The 'specific style' may be formal or informal, narrative, descriptive, informative, persuasive, instructive. Considerations should include for whom the text is intended: for instance, a formal letter to a business or an informal note to a friend. Context may include the intended final presentation of the written work: for instance, a newspaper article will start with a short sentence summarising the content of the piece but a magazine article will have a more narrative approach. Purpose may include instructions, directions, information. Instructions and Directions will be short statements with little or no description, whereas Information may use more complex sentences.

2.5    Demonstrate how to organise own writing into short paragraphs in a logical sequence.

'Short paragraphs' will be paragraphs of around three to four sentences. 'Logical sequence' applies to the sentences within the paragraph as well as the order of the paragraphs within the written piece.

**Learning Outcome 3: Be able to revise written work.**

3.1    Check and amend rough draft.

'Check and amend' will include: spelling, grammar and punctuation as well as clarity of meaning.

3.2    Indicate errors when proof reading for spelling and grammar.

'Indicate errors' The learner may mark up their own work (highlighter, correct spellings in margins, etc.) with changes identified through the proofreading process or they can show to the tutor/assessor where errors have been made.

3.3    Demonstrate how to produce a final draft.

'Final draft' may not have all the intended elements of presentation. For instance, this may be all the text intended for a poster but not the completed poster. However, the text should be correct in spelling, punctuation and grammar and have clarity of meaning.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Writing for Meaning

| Unit Reference | T/506/4653 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | |
|---|---|---|
| 1. Be able to use writing to communicate clearly and effectively | 1.1. | Identify a layout for a given piece of writing |
| | 1.2. | Produce information in a logical sequence in the given piece of writing |
| 2. Understand the need to present and format writing | 2.1 | Identify different formats for a piece of writing |
| | 2.2 | Identify different styles of presentation for a piece of writing |
| 3. Be able to plan written work | 3.1 | Outline a plan for a piece of own writing |
| | 3.2 | Outline a rough draft from the plan |
| 4. Be able to revise written work | 4.1 | Demonstrate how to proof read a piece of writing |
| | 4.2 | Identify changes to be made to the piece of writing |
| | 4.3 | Demonstrate ways to revise the piece of writing |

| 5. Be able to present writing | 5.1 | Demonstrate how to produce a final text for own piece of writing. |
| | 5.2 | Use presentation tools for the piece of writing |

Writing for Meaning – T/506/4653 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use writing to communicate clearly and effectively.**

1.1    Identify a layout for a given piece of writing.

'Layout' may include: a formal letter; a short piece of creative writing; a report; instructions. Layout for a letter will include: placement of the recipient's and the sender's addresses, salutation, any indents (indented first line of paragraph on a handwritten letter but not on word-processed), subject header, sign off and signature.

Creative writing may include stories, plays or poems or a short newspaper article. The conventions for each can be explained to learners, bearing in mind the level of this qualification (see Teaching Strategies and Learning Activities, below).

A report will include a heading, a short introduction, the body of the report and a summary. Reports may also include tables or charts. Instructions may be illustrated and will be concise and in a logical order.

1.2    Produce information in a logical sequence in the given piece of writing.

'Logical sequence' will depend on the piece of writing. The intention is that the learner is encouraged to plan the content. Most non-fiction pieces will include a brief introduction, the content divided up into paragraphs, and a summary.

**Learning Outcome 2: Understand the need to present and format writing.**

2.1    Identify different formats for a piece of writing.

'Formats' should include the different conventions for handwriting and word-processing (see AC1.1), formal and informal writing, narrative, descriptive, informative, persuasive, instructive.

2.2     Identify different styles of presentation for a piece of writing.

'Presentation' may include handwritten, word-processed, illustrated. It should include options for line spacing, font and layout as well as whether the writing should be bound or stapled.

**Learning Outcome 3: Be able to plan written work.**

3.1     Outline a plan for a piece of own writing.

'Plan' will be a scaffold for the learner's writing.
Example: A guide to Sheffield
- Introduction – around 20 words to say what the writing is about
- Body – two paragraphs. The first paragraph gives some brief details about the history of the city. The second paragraph lists some places of interest, with an overview of each
- Summary – how to get to Sheffield, events at different times of the year, where to stay

3.2     Outline a rough draft from the plan.

'Rough draft' will be notes to guide the final piece
Example: A guide to Sheffield
- Introduction: Sheffield is a city. Two universities, lots of students. Interesting history. Many places of interest.
- First paragraph: History shaped by rivers and hills. Pre-historic iron working, Tudor times, industrial legacy, cutlery, modern times – universities, music and theatre, green city.
- Second paragraph: Museums (Kelham Island, Millenium Gallery, Graves, Weston Park, Bishop's House). Places to visit (Winter Garden, Peak District, Cathedral, Chatsworth, Botanical Gardens, Tropical Butterfly House). Things to do (theatres, dance and music venues, Norfolk Park)
- Summary: Transport (Train network, coaches, buses, car) Events (summer festivals, Tramlines, Fright night, Christmas Fayres) Where to stay (range of hotels and guesthouses, Air B and B, http://www.welcometosheffield.co.uk)

**Learning Outcome 4: Be able to revise written work.**

Note: The learner will produce a written work of their own before demonstrating this LO.

ACs 4.1 and 4.2 will be done together.

4.1    Demonstrate how to proof read a piece of writing.

'Proofread' will include: spelling, grammar and punctuation as well as clarity of meaning.

4.2    Identify changes to be made to the piece of writing.

'Identify changes' the learner must mark up their own work with changes identified through the proofreading process. This can be done in any convenient way that demonstrates the AC (highlighter, correct spellings in margins, etc.)

4.3    Demonstrate ways to revise the piece of writing.

'Ways to revise' means that the learner will correct their original piece of work, based on AC4.1 and AC4.2 and including different choices of layout or text (e.g., different adjectives).

**Learning Outcome 5: Be able to present writing.**

5.1    Demonstrate how to produce a final text for own piece of writing.

'Final text' means that the learner will make a final choice, based on options identified in AC4.3 and write up the completed work.

5.2    Use presentation tools for the piece of writing.

'Presentation tools' might include word-processing, illustrations, paper and binding. For instance: the work might be created using a DTP package, as a poster or as a leaflet.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Report
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Young Parenthood

| Unit Reference | K/504/8899 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the role of a young parent | 1.1. State the key responsibilities of being a young parent<br><br>1.2. State a difficulty and/or pressure that a young parent might experience<br><br>1.3. List the benefits of being a young parent |
| 2. Know about the limitations and opportunities that young parenthood presents | 2.1 Give an example of how being a young parent can change:<br>    a) lifestyle<br>    b) plans<br><br>2.2 Identify an opportunity that parenthood can present<br><br>2.3 Identify sources of help provided for new parents |
| 3. Know how to make an action plan for being a young parent | 3.1 Give an example of the possible needs of a young parent<br><br>3.2 Identify a short term and a longer term goal to prepare for parenthood<br><br>3.3 Give an example of the support that family |

| | |
|---|---|
| | and friends could offer a young parent |

Young Parenthood – K/504/8899 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the role of a young parent.**

1.1     State the key responsibilities of being a young parent.

1.2     State a difficulty and/or pressure that a young parent might experience.

1.3    List the benefits of being a young parent.

**Learning Outcome 2: Know about the limitations and opportunities that young parenthood presents.**

2.1     Give an example of how being a young parent can change:
      a) lifestyle
      b) plans

2.2     Identify an opportunity that parenthood can present.

2.3     Identify sources of help provided for new parents.

**Learning Outcome 3: Know how to make an action plan for being a young parent.**

3.1     Give an example of the possible needs of a young parent.

3.2     Identify a short term and a longer term goal to prepare for parenthood.

3.3     Give an example of the support that family and friends could offer a

young parent.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor Testimony
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Young People, Law and Order

| Unit Reference | K/505/3679 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | |
|---|---|---|
| 1. Understand why young people become involved in crime | 1.1. | Give reasons why young people become involved in crime |
| 2. Understand the consequences of crime on different people | 2.1 | State consequences of a crime for:<br>a) the victim<br>b) the offender |
| 3. Know about the justice system for young offenders | 3.1 | List the stages of the justice system for young offenders from reporting through to sentencing |
| | 3.2 | Name one person involved at each stage |
| 4. Know about custodial and alternative forms of sentences | 4.1 | State what a custodial sentence is |
| | 4.2 | Identify alternative forms of sentence |
| 5. Know about the role of local agencies | 5.1 | State one form of support given to the young offender by a local agency |

Young People, Law and Order – K/505/3679 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand why young people become involved in crime.**

1.1   Give reasons why young people become involved in crime.

**Learning Outcome 2: Understand the consequences of crime on different people.**

2.1   State the consequences of a crime for:
      a) the victim
      b) the offender.

**Learning Outcome 3: Know about the justice system for young offenders.**

3.1   List the stages of the justice system for young offenders from reporting through to sentencing.

3.2   Name one person involved at each stage.

**Learning Outcome 4: Know about custodial and alternative forms of sentences.**

4.1   State what a custodial service is.

4.2   Identify alternative forms of sentence.

**Learning Outcome 5: Know about the role of local agencies.**

5.1   State one form of support given to the young offender by a local agency.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

## Units from the IT Group

# Audio and Video Software

| Unit Reference | H/502/0177 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Use audio and/or video hardware and software to capture sequences | 1.1. Identify what input device and associated software to use<br><br>1.2. Use input devices and built-in audio and/or video software to record information |
| 2. Use audio and /or video software tools to edit sequences | 2.1 Identify what audio and/or video editing software to use<br><br>2.2 Cut and paste short sequences to meet needs<br><br>2.3 Respond to common problems with audio and/or video sequences<br><br>2.4 Identify copyright constraints on using others' information |
| 3. Play and present audio and/or video sequences | 3.1 Select audio and/or video software to playback and display audio and/or video sequences<br><br>3.2 Use an appropriate device to playback and display audio and/or video sequences |

Audio and video software – H/502/0177 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Use audio and/or video hardware and software to capture sequences.**

1.1   Identify what input device and associated software to use.

1.2   Use input devices and built-in audio and/or video software to record information.

**Learning Outcome 2: Use audio and/or video software tools to edit sequences.**

2.1   Identify what audio and/or video editing software to use.

2.2   Cut and paste short sequences to meet needs.

2.3   Respond to common problems with audio and/or video sequences.

2.4   Identify copyright constraints on using others' information.

**Learning Outcome 3: Play and present audio and/or video sequences.**

3.1   Select audio and/or video software to playback and display audio and/or video sequences.

3.2   Use an appropriate device to playback and display audio and/or video preferences.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Database Software

| Unit Reference | K/505/6369 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has two learning outcomes. |

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

Database Software – K/505/6369 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to enter, edit and organise structured information in a database.**

1.1    List the main components of a database.

They should be able to identify the main components e.g. tables, forms, queries and reports.

1.2    Follow instructions to create a database table for a purpose using specified fields.

Learners should create a simple database structure for a specified purpose. They should be able to open and close a database. Create a database table with a specified number of fields that will be common to each record. At this level the database may be simple and may only a limited number of records and fields.

1.3    Enter structured data into records to meet requirements.

Learners should demonstrate that they can add data. Learners should have some basic knowledge of specific type of data such as; text, number, date/time, yes or no. Learners may use a data entry form

1.4    Locate and amend data records.

Learners should be able to search a database for a record, be able to edit its contents and check records for accuracy. Learners may use; Sort and filter by ascending, descending, alphabetical and numerical order and find. Learners must amend data records to ensure data is correct and up to date.

1.5    Respond appropriately to data entry error messages.

Learners should be able to adjust data to fit validation checks such as data type and field size. Learners my seek help from built in assistance, online help or by referring to peers/ tutors for help and guidance.

1.6    Check data meets needs, making corrections as appropriate.

Learners should make simple checks on data prior to entering it or in cases where data is already entered, checking in situ. Learners should also check for consistency and accuracy in formats e.g. figures, font sizes and font type. At this level data may have some spelling mistakes.

**Learning Outcome 2: Be able to use database software tools to produce reports.**

2.1    State the type of information that may be required in a report.

Learners should be able to state at least 2 types of information that may be required in reports. They should consider if this information is useful for its purpose.

2.2    Generate and print pre-defined database reports.

Learners should be able to generate and print pre-defined database reports. Learners should be able to generate reports using menus, wizards or other automated approaches and print the reports.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question/answer/test/exam
- Oral question and answer
- Project
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Design and Imaging Software

| Unit Reference | L/502/0173 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Obtain and insert information for designs or images | 1.1 Identify what designs or images are needed<br><br>1.2 Obtain, input and prepare images to meet needs<br><br>1.3 Identify what copyright constraints apply to selected images<br><br>1.4 Use an appropriate file format to save design or image files |
| 2. Use design and imaging software tools to manipulate and edit drawings or images | 2.1 Identify which manipulation and editing tools and techniques to use<br><br>2.2 Use suitable tools and techniques to create drawings and images<br><br>2.3 Use appropriate tools and techniques to manipulate and edit designs or images<br><br>2.4 Check designs or images meets needs, using IT tools and making corrections as necessary |

Design and Imaging Software – L/502/0173 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Obtain and insert information for designs or images.**

1.1   Identify what designs or images are needed.

Learners should be able to identify what designs or images are needed to produce a given task. Learners may benefit from a set task or a brief e.g. to create a new logo for a new business.

1.2   Obtain, input and prepare images to meet needs.

Learners should be able to find the elements they need and obtain them ready for use. They should be encouraged to check the quality of the images and that it meets the requirements of content, size (resizing it and compressing the file) or colour.

1.3   Identify what copyright constraints apply to selected images.

Learners should be able to identify any constrains on the image(s) they have selected such as copyright © and legal any issues that may apply.

1.4   Use an appropriate file format to save design or image files.

Learners must save their work in an appropriate format required for the task. Common images file formats include; GIF, TIFF, JPEG or PNG.

**Learning Outcome 2: Use design and imaging software tools to manipulate and edit drawings or images.**

2.1   Identify which manipulation and editing tools and techniques to use.

Learners must be able to identify appropriate manipulation and editing tools to use. Each graphics package will vary in their user interface and complexities, they will however share a general set of tools that can be used to manipulate images. At this level, learners should show they can identify at least 2 basic tools to achieve the desired effects.

2.2    Use suitable tools and techniques to create drawings and images.

Learners should be able to use basic tools and techniques to create drawings or images. The exact tools will depend on the software packages available to them.

2.3    Use appropriate tools and techniques to manipulate and edit designs or images.

Learners should be able to use basic tools and techniques to manipulate and edit designs or images.  Learners should be able to edit images, crop, scale and add transparency.

2.4    Check designs or images meets needs, using IT tools and making corrections as necessary.

Learners should be able to make sure an image meet its intended needs. If using a centre set assignment task, it might be useful to build in some aspect of adjustment, perhaps simulating a request for a change on some fundamental aspects of colour or positioning to give candidates the opportunity to amend the designs to suit. Learners should be encouraged to save files using version control to show progress over time.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Desktop Publishing Software Skills

| Unit Reference | F/505/1663 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Be able to select information and page layouts for a publication | 1.1. Identify what types of information can be used in a publication for a specific purpose<br><br>1.2. Identify page layouts that could be used for a publication<br><br>1.3. Identify copyright constraints on using others' information |
| 2. Be able to input text and information into a publication | 2.1 Use desktop publishing software to input information into a publication ready for editing and formatting<br><br>2.2 Combine information from different sources in line with any copyright constraints<br><br>2.3 Store desktop publishing files using an agreed naming convention |
| 3. Be able to use desktop publishing software to edit and format a publication | 3.1 Use desktop publishing software to edit publications<br><br>3.2 Use desktop publishing software to format a publication |

| | |
|---|---|
| | 3.3 Manipulate images and graphic elements in a publication<br><br>3.4 Check the publication meets needs, making corrections as required |

Desktop Publishing Software Skills – F/505/1663 – Entry Level 3

**Indicative Content**

**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**LO1 and LO2 are the key area of achievement and knowledge for this unit.**

**Learning Outcome 1: Be able to select information and page layouts for a publication**

1.1    Identify what types of information can be used in a publication for a specific purpose.

Learners must be able to identify what types of information can be used in a publication for a specific purpose. Types of information may include text, numbers and/or graphic sources (images, charts and graphs), information that is free to use (copyright © free).

1.2    Identify page layouts that could be used for a publication.

Learners should identify appropriate page layout that could be used for a publication. Learners should be familiar with the basic need for margins, orientation and headers and footers where appropriate.

1.3    Identify copyright constraints on using others' information.

Learners should have a basic awareness of copyright © and its meaning e.g. they cannot just use any image they find.

**Learning Outcome 2: Be able to input text and information into a publication**

2.1    Use desktop publishing software to input information into a publication ready for editing and formatting.

Learners should be able to input information into a publication ready for editing and formatting. They may input text by direct typing or insert/ import images using the insert option or by using cut, copy and paste functions.

2.2    Combine information from different sources in line with any copyright constraints.

Learners should be able to combine information from different sources taking into consideration any copyright constraints. Learners should demonstrate simple layout competences to combine text and images or graphics appropriately. They should be able to add acknowledge their source and reference text.  Learners may seek guidance for their tutors or use build in help facilities when combining more complex information.

2.3    Store desktop publishing files using an agreed naming convention.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *.PUB and in an appropriate location.

**Learning Outcome 3: Be able to use desktop publishing software to edit and format a publication**

3.1    Use desktop publishing software to edit publications.

Learners should be able to demonstrate basic skills in simple editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.

3.2    Use desktop publishing software to format a publication.

Learners should be able to format a publication, including but not limited to; paragraph layout (clear structure) and starting sentences with a capital letter and end with a full stop. Candidates should know how to get commonly used special characters such as @ and © if required.

3.3    Manipulate images and graphic elements in a publication.

Learners should be able to position and use scale with images and graphics, and set simple margins and borders. Learners may seek guidance for their tutors or use build in help facilities when combining more complex images/ graphics with different file formats.

3.4    Check the publication meets needs, making corrections as required

Learners need to check their documents meet needs and should be encouraged to check for any errors. Learners should demonstrate some basic checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent. Learners may benefit from seeking feedback from peers and/or tutors.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has two prescribed assessment method:
- Practical demonstration
- Product evidence

Additional evidence for this unit may include, but is not limited to:
- Observation reports
- Oral/written questions and answers
- Project
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# IT User Fundamentals

| Unit Reference | T/502/0166 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Interact with and use IT system to meet needs | 1.1. Use correct procedures to start and shut down an IT system<br><br>1.2. Use IT systems and interface features effectively to meet needs<br><br>1.3. Use appropriate terminology when describing IT systems |
| 2. Organise, store and retrieve appropriately | 2.1. Work with files and folders so that it is easy to find and retrieve information<br><br>2.2. Identify types of storage media that can be used to store information |
| 3. Understand the need for safety and security practices | 3.1 Follow guidelines and procedures for the safe and secure use of IT<br><br>3.2 Understand the need to keep information secure<br><br>3.3 Keep information secure and manage access to information sources securely<br><br>3.4 Identify why it is important to control access to hardware, software and data. |

| 4. Maintain system and respond to common IT system problems | 4.1 | Respond to IT problems and take appropriate action |
| | 4.2 | Identify where to get expert advice and help to solve problems |

IT User Fundamentals – T/502/0166 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Interact with and use IT system to meet Needs.**

1.1    Use correct procedures to start and shut down an IT system.

1.2    Use IT systems and interface features effectively to meet needs.

1.3    Use appropriate terminology when describing IT systems.

**Learning Outcome 2: Organise, store and retrieve appropriately.**

2.1    Work with files and folders so that it is easy to find and retrieve information.

2.2    Identify types of storage media that can be used to store information.

**Learning Outcome 3: Understand the need for safety and security practices.**

3.1    Follow guidelines and procedures for the safe and secure use of IT.

3.2    Understand the need to keep information secure.

3.3    Keep information secure and manage access to information sources securely.

3.4    Identify why it is important to control access to hardware, software and data.

**Learning Outcome 4: Maintain system and respond to common IT system problems.**

4.1    Respond to IT problems and take appropriate action.

4.2    Identify where to get expert advice and help to solve problems.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Digital Photograph Processing

| Unit Reference | F/505/1677 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use a software package to process digital photographs | 1.1. Connect a digital camera to a computer<br><br>1.2. Download photographs from a digital camera<br><br>1.3. Load photograph files<br><br>1.4. Save photograph files<br><br>1.5. Resize a photograph to meet agreed purpose<br><br>1.6. Position a photograph on a page to meet agreed purpose<br><br>1.7. Print photographs |

Personal Digital Photograph Processing – F/505/1677 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to use a software package to process digital photographs

1.1    Connect a digital camera to a computer.

Learners must be able to connect a digital camera to a computer via a wired connection, using an SD card or a wireless connection such as Bluetooth connectivity. Learners should be able to compete this task independently however they may refer to camera instruction manual or seek guidance from staff if required.

1.2    Download photographs from a digital camera.

Learners must be able to download photographs from a digital camera, this may be achieved using a variety of techniques e.g. navigating a computer to locate folders containing photographs.

1.3    Load photograph files.

Learners must be able to load selected photograph files.

1.4    Save photograph files.

Learners must be able to save photograph files demonstrating basic file management techniques e.g. saving files with appropriate file names and in an appropriate location.

1.5    Resize a photograph to meet agreed purpose.

Learners must be able to resize at least 1 image to meet needs. Preparations could include checking the file sizes, opening an image in a

editing software package and compressing the photograph to an appropriate size.

1.6    Position a photograph on a page to meet agreed purpose.
Learners must be able to position a photograph on a page to meet agreed purpose e.g. on a letter headed document a photograph maybe placed in the top right hand corner of the document. Learners may use a variety of tools to achieve this such as format picture – position options.

1.7    Print photographs.

Learners must be able to print at least 2 photographs, selecting basic printer options such as orientation, fit to page, colour settings.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has non-prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Project
- Practical demonstration
- Practice file
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Presentation Software Skills

| Unit Reference | M/505/1691 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use information to create presentation slides | 1.1. Identify the types of information needed for an identified presentation<br><br>1.2. Create presentation slides<br><br>1.3. Identify copyright constraints on using others' information<br><br>1.4. Combine information for presentations in line with any copyright constraints<br><br>1.5. Store presentation files<br><br>1.6. Retrieve presentation files |
| 2. Be able to use presentation software tools | 2.1 Select a template and theme for slides<br><br>2.2 Use appropriate techniques to edit slides<br><br>2.3 Apply formatting techniques to slides |
| 3. Be able to prepare slides for presentation | 3.1 Identify how the slides should be presented<br><br>3.2 Check presentation using IT tools making corrections as appropriate |

| | 3.3    Present slides |
|---|---|

Presentation Software Skills – M/505/1691 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use information to create presentation slides.**

1.1   Identify the types of information needed for an identified presentation.

Learner should identify the information required to create their presentation. Learners must identify a minimum of 2 different types of information. Types of information may include text, numbers and images.

1.2   Create presentation slides.

Learners must be able to navigate to and open appropriate software to create a presentation either from a template or a blank presentation.

1.3   Identify copyright constraints on using others' information.

Learners should show understanding of legal issues and constraints. Learners need to show some basic knowledge of copyright ©. To use information that is subject to copyright constraints learners will to contact the owner for permission to use it. Other constraints and legal protection include trademarks ™. It is good practice for learners to acknowledging sources when using information from a variety of sources.

1.4   Combine information for presentations in line with any copyright constraints.

Learner's presentations should involve at least 2 different types of information and they should be able to source information from different web sites keeping in mind copyright constraints.

1.5   Store presentation files.

Learners should demonstrate good file management techniques, such as using appropriate file names and saving them in an appropriate format and in an appropriate location.

1.6    Retrieve presentation files.

Learners should be able to locate their files and open them routinely.

**Learning Outcome 2: Be able to use presentation software tools.**

2.1    Select a template and theme for slides.

Learners should be able to select a template and theme for their presentation slides. Most presentation software packages have an array of slide templates and themes to choose from. Learners should be encouraged to consider the audience and the purpose of their presentations when selecting templates and themes.

2.2    Use appropriate techniques to edit slides.

Learners should demonstrate appropriate editing techniques. At this level, learners should be able move text and images around and use basic formatting techniques, such emboldening text or adding bullet points etc.

2.3    Apply formatting techniques to slides.

Learners should be able to choose slide formats for their purpose some slides have a pre-set template for images and text.  Learners need to choose these effectively to suit their chosen information.

**Learning Outcome 3: Be able to prepare slides for presentation.**

3.1    Identify how the slides should be presented.

Learners must consider the intended audience and the content/ context of the subject matter and how this impacts on the presentation.

3.2    Check presentation using IT tools making corrections as
        appropriate.

Learners will need to check their slides for errors including spelling and grammar. Presentation software will have built in spelling and grammar checking facilities, but learners will also need to conduct a basic quality

check to make sure that images are not distorted or that other elements work as intended.

3.3    Present slides.

Present own presentation to an audience, this may be a tutor or a small group of peers.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Spreadsheet Software

| Unit Reference | L/505/3223 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Be able to enter and edit numerical and other information using spreadsheets | 1.1. Enter and edit numerical and other information in spreadsheets accurately<br><br>1.2. Store and retrieve spreadsheet files in line with local guidelines |
| 2. Be able to use appropriate formulas and tools to summarise and display spreadsheet information | 2.1 Identify how to summarise and display the required information<br><br>2.2 Use formulas and tools as needed to summarise data and process information |
| 3. Be able to use appropriate tools and techniques to present spreadsheet information | 3.1 Use appropriate tools and techniques to format spreadsheets cells, rows and columns<br><br>3.2 Identify the chart or graph type used to display information<br><br>3.3 Use appropriate tools to generate a chart or graph |

| | 3.4 Select a page layout to present and print spreadsheet information |
|---|---|
| | 3.5 Check spreadsheet information using IT tools making corrections as appropriate |

Spreadsheet Software – L/505/3223 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to enter and edit numerical and other information using spreadsheets.**

1.1    Enter and edit numerical and other information in spreadsheets accurately.

The learner should be able to enter data into an existing spreadsheet and/or create a new spreadsheet, insert information into single cells, delete information from a cell, edit cell contents.

1.2    Store and retrieve spreadsheet files in line with local guidelines.

Learners must be able to store and retrieve spreadsheet files e.g. create, name, open, save, save as and be able to retrieve files at a later date e.g. at the next session.

**Learning Outcome 2: Be able to use appropriate formulas and tools to summarise and display spreadsheet information.**

2.1    Identify how to summarise and display the required information.

Learners must be able to identify how to summarise and display the required information. Learners may identify using sorting tools to present data in a particular order, lists, tables, graphs and charts.

2.2    Use formulas and tools as needed to summarise data and process information.

Learners must be able to use simple arithmetic formulas such as; add, subtract and common functions e.g. Sum and Average. To evidence formulas learners may be assisted in printing spreadsheet in formula view.

**Learning Outcome 3: Be able to use appropriate tools and techniques to present spreadsheet information.**

3.1   Use appropriate tools and techniques to format spreadsheets cells, rows and columns.

Learners must be able to use basic tools and techniques to format a spreadsheet. This may include formatting cells to; numbers, currency, number of decimal places, formatting font and alignment and adding borders and shading to a spreadsheet.

3.2   Identify the chart or graph type used to display information.

Learners should be able to identify a chart or graph type they would use to display information. Chart types include; pie chart, bar chart and may include a title, axis titles and a legend.

3.3   Use appropriate tools to generate a chart or graph.

Learners should use appropriate tools to generate a chart or graph. Chart types include; pie chart, bar chart and may include a title, axis titles and a legend. Learners will need to select information and use tools such as insert graph/ chart and select the appropriate chart type.

3.4   Select a page layout to present and print spreadsheet information.
Learners must be able to select a page layout to present and print spreadsheet information. This may include size, orientation and page numbering.

3.5   Check spreadsheet information using IT tools making corrections as appropriate.

Learners must be able to check their spreadsheet making any corrections required. This may include, accuracy of numbers, formulas and any text, accuracy of results of e.g. formulas and function and the suitability of charts and graphs.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Email

| Unit Reference | Y/505/3225 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

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

| problems when using email | |
|---|---|

Using Email – Y/505/3255 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use email software tools to send and compose messages.**

1.1    Use software tools to compose email messages.

Learners must compose and format at least 2 email messages. Formatting may include font type, font colour, font size and spacing. Learners must ensure the composed emails also contain an appropriate subject line.

1.2    Attach a file to an email message.

Learners must attach at least 1 file to an e-mail message.

1.3    Send and receive email messages using appropriate tools.

Learners must send at least 2 email messages. Evidence may be provided by a screen print of the learners sent box and printouts of each email. This may also provide evidence for A/C 1.1 and 1.5.

1.4    Identify how to stay safe and respect others when using email.

Learners must identify how to stay safe and respect others when using e-mail e.g. using appropriate language, reporting any inappropriate or SPAM e-mails to staff or through email tools.

**Learning Outcome 2: Be able to manage incoming email.**

2.1    Follow guidelines and procedures for using email.

Learners should be able to follow given guidelines and procedures including any locally set acceptable use policy (such as college IT policies/ code of conduct). Guidelines may include not responding to "Spam", not

opening emails from unknown senders with attachments due to a risk of viruses and knowing how to report any issues e.g. to a teacher/ manager or IT department.

2.2    Identify when to respond to email messages.

The Learner should be able to identify an appropriate response to different types of message received taking into consideration the importance, content and sender of the email.

2.3    Read and respond email messages.

The learner should be capable of reading received messages and responding to emails appropriately taking into consideration both the content and sender of the email message(s).

2.4    Store email messages appropriately for future use.

Learners must be able to store e-mails, they may create folders to move and store messages appropriately and or delete unwanted emails.

**Learning Outcome 3: Be able to respond to common problems when using email.**

3.1    Respond to common email problems.

Common email problems may include a full inbox, errors in email address therefore messages either do not send or return a failed email to the sender. Common responses to email problems include checking the recipient's email address to ensure it is correct and deleting or archiving emails. This task may be simulated to enable the learner to respond to a problem if one does not occur naturally.

3.2    Identify where to get expert advice to solve a problem

Learners must identify at least one source of expert advice available to them e.g. teacher, IT department or manager/ supervisor.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Mobile IT Devices

| Unit Reference | L/505/6378 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to set up a mobile device to meet needs | 1.1. Use correct procedures to start and shutdown a mobile device<br><br>1.2. Use standard interface features and settings<br><br>1.3. Identify any specific health and safety issues associated with the use of the mobile device |
| 2. Be able to input and store data on a mobile device | 2.1 Input data into a mobile device<br><br>2.2 Store and retrieve data on a mobile device<br><br>2.3 State why it is important to stay safe, keep information secure and to respect others when using mobile devices |
| 3. Be able to transfer data between mobile devices | 3.1 Use a connection between devices<br><br>3.2 Transfer information between mobile devices<br><br>3.3 Identify common copyright constraints on the use of the information transferred |

| | 3.4 | Identify requirements for devices to connect |
|---|---|---|
| 4. Be able to maintain the performance of a mobile device | 4.3 | Identify common problems that occur with mobile devices and where to get expert advice to solve them |
| | 4.4 | Respond appropriately to common device problems |
| | 4.5 | Identify factors that can affect the performance of the mobile device |

Using Mobile IT Devices – L/505/6378 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to set up a mobile device to meet needs.**

1.1 Use correct procedures to start and shutdown a mobile device.

1.2 Use standard interface features and settings.

1.3 Identify any specific health and safety issues associated with the use of the mobile device.

**Learning Outcome 2: Be able to input and store data on a mobile device.**

2.1 Input data into a mobile device.

2.2 Store and retrieve data on a mobile device.

2.3 State why it is important to stay safe, keep information secure and to respect others when using mobile devices.

**Learning Outcome 3: Be able to transfer data between mobile devices.**

3.1 Use a connection between devices.

3.2 Transfer information between mobile devices.

3.3 Identify common copyright constraints on the use of the information transferred.

3.4    Identify requirements for devices to connect.

**Learning Outcome 4: Be able to maintain the performance of a mobile device.**

4.1    Identify common problems that occur with mobile devices and where to get expert advice to solve them.

4.2    Respond appropriately to common device problems.

4.3    Identify factors that can affect the performance of the mobile device.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Practice file
- Witness testimony
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using the Internet

| Unit Reference | F/502/0171 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | |
|---|---|---|
| 1. Connect to the internet | 1.1. | Get online with an Internet connection |
| | 1.2. | Identify at least two types of connection methods that can be used to access the Internet |
| 2. Use browser software to navigate web pages | 2.1 | Use browser tools to navigate web pages |
| | 2.2 | Use browser help facilities to solve problems |
| | 2.3 | Identify why you might need to change settings to aid navigation |
| 3. Use browser tools to search for information from the Internet and the world-wide web or an intranet | 3.1 | Use appropriate search techniques to locate information |
| | 3.2 | Use references to make it easier to find information another time |
| | 3.3 | Identify a means of saving a page for quick access in the future |
| 4. Use browser software to | 4.1 | Use tools to access and complete on-line forms |

| communicate information online | 4.2 | Identify an opportunity to interact with a website |
|---|---|---|
| 5. Follow and understand the need for safety and security practices when working online | 5.1 | Work responsibly when working online |
| | 5.2 | Identify common threats to information security |
| | 5.3 | Keep information secure |
| | 5.4 | Manage personal access to online sources securely |
| | 5.5 | Identify common threats to user safety |
| | 5.6 | Follow relevant laws, guidelines and procedures for the use of the internet |

Using the Internet – F/502/0171 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Connect to the internet.**

1.1     Get online with an Internet connection.

The learner should be able to independently access the internet or an intranet.

1.2     Identify at least two types of connection methods that can be used to access the Internet.

Learners must be able to identify and name at least 2 common types of connection methods these may include; LAN, VPN, modem, router, wireless, broadband, cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd / 4th Generation (3G & 4G) technology. At this level learners are not expected to know and recall the complexities of how these work just that they exist and are available.

**Learning Outcome 2: Use browser software to navigate web pages.**

2.1     Use browser tools to navigate web pages.

Learners should be able to use common browser tools to navigate web pages such as the forward and back icons, new window and/or new tab. They may know about browser history, bookmarks and favorites.

2.2     Use browser help facilities to solve problems.

Learners should be able to use browser help facilities to solve simple problems. They should be encouraged to use help facilities to aid their own problem solving before seeking additional help or guidance from tutors or peers.

2.3    Identify why you might need to change settings to aid navigation.

Learners may identify a reason why they may need to change settings to aid navigation such as; text size being too large or too small.

**Learning Outcome 3: Use browser tools to search for information from the Internet and the world-wide web or an intranet.**

3.1    Use appropriate search techniques to locate information.

Learners should use appropriate search techniques to locate information. At this level it is sufficient for learners to use basic search techniques e.g. using single word searches or a combination of words or phrases to obtain results.

3.2    Use references to make it easier to find information another time.

Learners should be able to use references to make it easier to find information at another point in time. This may include; bookmark their favourite search engine and adding website to their favourites or reading list.

3.3    Identify a means of saving a page for quick access in the future.

Learners must identify at least one way of saving a page for quick access in the future. There are many ways to save a webpage including but not limited to; saving page as a*.PDF file, saving text only and save page as.

**Learning Outcome 4: Use browser software to communicate information online.**

4.1    Use tools to access and complete on-line forms.

Learners should demonstrate that they can fill in an on-line form or questionnaire and/or respond to a thread in a forum. Online forms may include an online job application form, an enquiry form for a college or university course etc.

4.2    Identify an opportunity to interact with a website.

Learners should be able to identify at least 1 web sites where they can interact with a website e.g. YouTube or a social media account.

**Learning Outcome 5: Follow and understand the need for safety and security practices when working online.**

5.1    Work responsibly when working online.

Learners should demonstrate that they can work responsibly when working online. This may include personal safety, safety threats and online etiquette.

5.2    Identify common threats to information security.

Learners must be able to identify at least 2 common threats to information security such as; safety of personal data, third-party access and phishing.

5.3    Keep information secure.

Learners should be able to keep information secure by using a secure password and not sharing this with anyone, ensuring their computer is locked when they are away from it. Not allowing others to use their login details, not opening emails with attachments from unknown senders.

5.4    Manage personal access to online sources securely.

Learners should demonstrate in practical contexts that they keep their personal information secure e.g. not responding to emails from unknown senders, not publishing full name and address online.

5.5    Identify common threats to user safety.

Learners should be able to identify at least 2 specific safety threats to user safety. This may be threats to their personal safety such as cyberbullying and physical safety.

5.6    Follow relevant laws, guidelines and procedures for the use of the internet.

Learners should be able to follow given guidelines and procedures including any locally set acceptable use policy (such as college IT policies/ code of conduct). Guidelines may include not responding to "Spam", not opening emails from unknown senders with attachments due to a risk of viruses and knowing how to report any issues e.g. to a teacher/ manager or IT department.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Word Processing Software

| Unit Reference | M/505/3229 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to input text and edit word processing documents | 1.1. Use keyboard or other input method to enter or insert text<br><br>1.2. Give examples of the types of document that could be created using a word processor<br><br>1.3. Store and retrieve document files, in line with local guidelines<br><br>1.4. Identify what would be used to create documents<br><br>1.5. Use editing tools<br><br>1.6. Identify editing used to aid meaning |
| 2. Be able to structure information within word processing documents | 2.1 Identify and use appropriate templates to create a new document<br><br>2.2 Use appropriate page layout to present and print documents<br><br>2.3 Name common items that can be used to change page layout |

| 3. Be able to use word processing software tools to format and present documents | 3.1 | Use appropriate tools to format characters |
| | 3.2 | Use appropriate techniques to format paragraphs |
| | 3.3 | Identify tools that can aid in checking documents for accuracy and consistency |
| | 3.4 | Use IT tools to check documents meet needs and make appropriate corrections |

Word Processing Software – M/505/3229 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to input text and edit word processing documents.

1.1     Use keyboard or other input method to enter or insert text.

Learners must demonstrate that they can use safe working practices when using ICT e.g. sitting with good posture, adjusting their chair or monitor and using both hands at the keyboard to enter or insert text. Learners may use the main system menus or icons to copy and paste items, but should also be shown and encouraged to use keyboard shortcuts such as Ctrl + c to copy, Ctrl + x to cut and Ctrl + v to paste.

1.2     Give examples of the types of document that could be created using a word processor.

Learners should be able to give at least 2 different examples of the types of document that could be created using a word processor. Documents may include but are not limited to; letters, CV's, flyers/ leaflets, greetings card and invoices.

1.3     Store and retrieve document files, in line with local guidelines.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *docx, *doc, *pdf and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their document to show progress and achievement over time.

1.4     Identify what would be used to create documents.

Learners must be able to identify what would be used to create a word document and why they would use a word processor to create this document.

1.5   Use editing tools.

Learners should show basic skills in simple editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.

1.6   Identify editing used to aid meaning.

Learners must be able to identify editing that may be used to aid meaning within a document. Most word processing software packages have a range of editing tools to modify elements of a document such as headings, bullet points, styles and spacing.

**Learning Outcome 2: Be able to structure information within word processing documents.**

2.1   Identify and use appropriate templates to create a new document.

Learners should identify and use appropriate templates that are fit for the purpose of the document such as A4 portrait orientation for a covering letter and multi-columns for a news article. Learners may identify templates that are simple and readily available at this level. Learners should produce at least 2 documents with different templates.

2.2   Use appropriate page layout to present and print documents.

Learners should select and use appropriate page layout to present and print documents. Learners should be familiar with the basic need for margins, page numbers, orientation and headers and footers where appropriate.

2.3   Name common items that can be used to change page layout.

Learners should be able to name common items that can be used to change page layout e.g. the page layout tab – orientation or format – document – page setup.

**Learning Outcome 3: Be able to use word processing software tools to format and present documents.**

3.1   Use appropriate tools to format characters.

Learners must use appropriate tools to format characters. Formatting characters may include, bold, italic and underlining.

3.2    Use appropriate techniques to format paragraphs.

Learners must use appropriate techniques to format paragraphs. This may include paragraph alignment, line and paragraph spacing, line spacing and bullets and indentations.

3.3    Identify tools that can aid in checking documents for accuracy and consistency.

Learners should be able to identify basic tools to check a document for accuracy e.g. built in spelling and grammar checks.

3.4    Use IT tools to check documents meet needs and make appropriate corrections.

Learners need to check their documents meet needs and free from errors. Learners should demonstrate some quality checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent. Learners may benefit from seeking feedback from peers and/or tutors.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group
**Minimum requirements when assessing this unit**
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units.  Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Units from the Optional Group

# Audio and Video Software

| Unit Reference | H/502/0177 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Use audio and/or video hardware and software to capture sequences | 1.1. Identify what input device and associated software to use<br><br>1.2. Use input devices and built-in audio and/or video software to record information |
| 2. Use audio and /or video software tools to edit sequences | 2.1 Identify what audio and/or video editing software to use<br><br>2.2 Cut and paste short sequences to meet needs<br><br>2.3 Respond to common problems with audio and/or video sequences<br><br>2.4 Identify copyright constraints on using others' information |
| 3. Play and present audio and/or video sequences | 3.1 Select audio and/or video software to playback and display audio and/or video sequences<br><br>3.2 Use an appropriate device to playback and display audio and/or video sequences |

Audio and video software – H/502/0177 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Use audio and/or video hardware and software to capture sequences.**

1.1    Identify what input device and associated software to use.

1.2    Use input devices and built-in audio and/or video software to record information.

**Learning Outcome 2: Use audio and/or video software tools to edit sequences.**

2.1    Identify what audio and/or video editing software to use.

2.2    Cut and paste short sequences to meet needs.

2.3    Respond to common problems with audio and/or video sequences.

2.4    Identify copyright constraints on using others' information.

**Learning Outcome 3: Play and present audio and/or video sequences.**

3.1    Select audio and/or video software to playback and display audio and/or video sequences.

3.2    Use an appropriate device to playback and display audio and/or video preferences.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Basic Cooking

| Unit Reference | Y/507/9887 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to cook basic food items and dishes | 1.1. Select the correct ingredients for basic dishes<br><br>1.2. Choose the correct equipment and handle safely and hygienically<br><br>1.3. Cook food items safely and hygienically<br><br>1.4. Clean work areas and equipment safely and hygienically during and after cooking<br><br>1.5. Identify what went well and suggest any improvements |

Basic Cooking – Y/507/9887 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to cook basic food items and dishes.**

1.1   Select the correct ingredients for basic dishes.

Use of printed recipe ingredient listings.

Identify and select ingredients from packaging labelling; appearance, size, shape and smell of vegetables, herbs and spices.

1.2   Choose the correct equipment and handle safely and hygienically.

- Select equipment appropriate to the task i.e. ovens, knives, rolling pin.
- Wear the correct personal protective clothing e.g. aprons
- Handle equipment safely using correct procedures for use.
- Clean and wipe spills to prevent cross-contamination and possible food poisoning.

1.3   Cook food items safely and hygienically.

- Make sure food is cooked through.
- Use of safe working practices during cooking i.e. use equipment appropriately.
- Personal hygiene maintained e.g. cuts and burns covered with waterproof plaster, clean hands.

1.4   Clean work areas and equipment safely and hygienically during and after cooking.

Use of correct cleaning equipment, chemicals and cleaning procedures.

1.5   Identify what went well and suggest any improvements.

Review working methods, equipment used, timing and final quality of dishes.
Identify improvements e.g. timing, ingredient amounts used.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has two prescribed assessment methods:
- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Basic Food Preparation

| Unit Reference | D/507/9888 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to prepare food for cold presentation or cooking | 1.1.  Select the correct ingredients for basic dishes<br><br>1.2.  Choose the correct equipment and handle safely and hygienically<br><br>1.3.  Prepare food items for cold presentation or cooking safely and hygienically<br><br>1.4.  Set aside or store prepared food items ready for use according to instructions<br><br>1.5.  Clean work areas and equipment safely and hygienically during and after preparing food |

Basic Food Preparation – D/507/9888 – Entry Level 3

### Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to prepare food for cold presentation or cooking.**

1.1    Select the correct ingredients for basic dishes.

1.2    Choose the correct equipment and handle safely and hygienically.

1.3    Prepare food items for cold presentation or cooking safely and hygienically.

1.4    Set aside or store prepared food items ready for use according to instructions.

1.5    Clean work areas and equipment safely and hygienically during and after preparing food.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has two prescribed assessment methods:
- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Basic Performance Skills

| Unit Reference | D/505/1007 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about performance skills | 1.1.  Identify the skills needed to perform |
| 2. Be able to take a role in preparing for a performance | 2.1  Rehearse a performance and/or production role<br><br>2.2  Work collaboratively with others |
| 3. Be able to perform for an audience | 3.1  Carry out own role with focus and commitment<br><br>3.2  Use performing space appropriately<br><br>3.3  Follow Health and Safety procedures |

## Supporting Unit Information

Basic Performance Skills – D/505/1007 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about performance skills.**

1.1 Identify the skills needed to perform.

**Learning Outcome 2: Be able to take a role in preparing for a performance.**

2.1 Rehearse a performance and/or production role.

2.2 Work collaboratively with others.

**Learning Outcome 3: Be able to perform for an audience.**

3.1 Carry out own role with focus and commitment.

3.2 Use performing space appropriately.

3.3 Follow Health and Safety procedures.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.
**Minimum requirements when assessing this unit**
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units.  Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Performance/exhibition

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Checking and Maintaining Fluid Levels on a Car

| Unit Reference | L/505/0094 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Be able to use appropriate materials and equipment | 1.1. Use appropriate equipment and materials for tasks |
| 2. Be able to maintain fluid levels in a car engine. | 2.1 Check engine temperature for safe operational maintenance<br><br>2.2 Locate level indicators in engine compartment<br><br>2.3 Check all fluid levels<br><br>2.4 Top up to correct level to relevant fluid, following manufacturer's instructions |

Checking and Maintaining Fluid Levels on a Car – L/505/0094 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use appropriate materials and equipment.**

1.1    Use appropriate equipment and materials for tasks.

**Learning Outcome 2: Be able to maintain fluid levels in car engine.**

2.1    Check engine temperature for safe operational maintenance.

2.2    Locate level indicators in engine compartment.

2.3    Check all fluid levels.

2.4    Top up to correct level to relevant fluid, following manufacturer's instructions.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Craft Skills

| Unit Reference | D/505/3596 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to follow health and safety guidelines | 1.1. Identify health and safety guidelines<br><br>1.2. Use equipment and materials safely |
| 2. Be able to plan a craft activity | 2.1 Outline a plan for the craft activity<br><br>2.2 State the order of the tasks to be carried out<br><br>2.3 State the equipment and materials used for each stage of the craft activity |
| 3. Be able to carry out the craft activity | 3.1 Follow their plan to carry out their craft activity |
| 4. Be able to review own work | 4.1 State what:<br>a) Worked well<br>b) Worked not so well<br><br>4.2 Outline any improvements they would make in own work |

Craft Skills – D/505/3596 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to follow health and safety guidelines.**

1.1    Identify health and safety guidelines.

Company policies and procedures must be adhered to at all times. The learner must be able to recognise safety signs such as:
- Fire alarm – knowing how to break the glass to sound the alarm
- Fire exit – knowing to walk and not run out of the building via the nearest safe exit
- Have a basic understanding of first aid – who is the first aider and where the first aid kit is kept.
- Manual handling – lifting safely by bending knees and not back.
- Safe working area – no trailing wires, live sockets, desk area clean and tidy, no drinks at PCs.
- Make an emergency call – 999 is the emergency number for police, ambulance, fire brigade, coastguard, cliff rescue, mountain rescue, cave rescue. 112 is the emergency number from any mobile anywhere in the world.
- Make a non-emergency call – 111 is the non-emergency medical number. 101 is the non-emergency police number.

1.2    Use equipment and materials safely.

Demonstrate safe use of equipment – ie using safety guards on all machinery, appropriate PPE (naming helmets, high visibility clothing, safety goggles, gloves, steel toe-capped footwear, dust masks, ear defenders etc).

**Learning Outcome 2: Be able to plan a craft activity.**

2.1    Outline a plan for the craft activity.

Drawing up a plan – using paper and pen or computer – in chronological order and including:
- What is the craft activity to be undertaken
- What materials will be used
- What equipment will be used
- What safety equipment and PPE will be needed
- What training will be needed
- What will the finished product be

2.2    State the order of the tasks to be carried out.

Break down smaller tasks to be completed when undertaking the activity. For example, in making a wooden Christmas tree decoration, the order could be:
- Select piece of wood
- Check for knots or marks
- Cut to desired shape
- Sand until smooth
- Draw design on wood
- Burn design into wood
- Drill small hole at the top
- Thread cord through hole to hang on tree

2.3    State the equipment and materials used for each stage of the craft activity.

The learner could combine AC2.2 with AC2.3 by adding the tools and equipment used to the 'order of tasks' list. For example:

| Task | Equipment / materials used |
|---|---|
| Select piece of wood | Suitable wood |
| Check for knots or marks | Suitable wood |
| Cut to desired shape | Saw – hand or electric |
| Sand until smooth | Sander – hand or electric |
| Draw design on wood | Pencil |
| Burn design into wood | Pyrography tool |
| Drill small hole at the top | Drill – hand or electric |
| Thread cord through hole to hang on tree | Suitable cord or ribbon |

**Learning Outcome 3: Be able to carry out the craft activity.**

3.1    Follow their plan to carry out their craft activity.

Practically demonstrate the planned activity, using all materials and equipment safely and correctly. Ensure appropriate PPE is worn at all times and the safety of others is taken into account.

**Learning Outcome 4: Be able to review own work.**
4.1    State what:

a) Worked well
What worked well can include; getting a nice and suitable piece of wood, using the tools and equipment correctly and safely, doing a good design, drawing neatly and well, communicating well and asking questions to ensure doing things right.

b) Worked not so well
What didn't work so well can include; the wood splitting or cracking, difficulty in using a specific tool, not being able to draw well, not communicating or listening sufficiently to understand the requirements.

4.2    Outline any improvements they would make in own work.

Improvements can include:
- Better listening skills
- Ask more questions
- Taking more time to sand smoother
- Taking more time and draw more accurately
- Using nice ribbon to finish off

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Product evidence
- Observation reports
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion
- Production of artefact
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Cultivating Plant Cuttings

| Unit Reference | M/504/9276 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to take a cutting | 1.1. Select a plant from which cuttings are to be taken<br><br>1.2. Cut plant in accordance with prior instructions<br><br>1.3. Use knife or scissors as instructed |
| 2. Be able to root plant cuttings | 2.1 Remove lower leaves of cutting<br><br>2.2 Dip bottom of cutting in rooting compounds<br><br>2.3 Fill pot with a given compost<br><br>2.4 Make a hole or dent in the compost using a pencil |
| 3. Be able to plant cuttings | 3.1 Insert cuttings as soon as they are prepared<br><br>3.2 Insert cuttings close to the side of the pot<br><br>3.3 Water in<br><br>3.4 Place canes in pot, taking care not to damage the cuttings |

| 4. Be able to cultivate plant cuttings | 4.1 Drape a polythene bag over the canes and secure around the base of the pot with a rubber band |
| | 4.2 Place the pot in a bright but sunless spot and pick off any yellowing leaves |

Cultivating Plant Cuttings – M/504/9276 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to take a cutting.**

1.1    Select a plant from which cuttings are to be taken.

1.2    Cut plant in accordance with prior instructions.

1.3    Use knife or scissors as instructed.

**Learning Outcome 2: Be able to root plant cuttings.**

2.1    Remove lower leaves of cutting.

2.2    Dip bottom of cutting in rooting compounds.

2.3    Fill pot with a given compost.

2.4    Make a hole or dent in the compost using a pencil.

**Learning Outcome 3: Be able to plant cuttings.**

3.1    Insert cuttings as soon as they are prepared.

3.2    Insert cuttings close to the side of the pot.

3.3    Water in.

3.4    Place canes in pot, taking care not to damage the cuttings.

**Learning Outcome 4: Be able to cultivate plant cuttings.**

4.1    Drape a polythene bag over the canes and secure around the

base of the pot with a rubber band.

4.2 Place the pot in a bright but sunless spot and pick off any
yellowing leaves.

## 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

Centres **must** ensure that all internally assessed evidence is generated by
each individual candidate.  Where candidates do work in groups, it is
important that the assessor is able to make an accurate assessment of
each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of
Authenticity (this document is available on the Skills and Education Group
Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Database Software

| Unit Reference | K/505/6369 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has two learning outcomes. |

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

Database Software – K/505/6369 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to enter, edit and organise structured information in a database.**

1.1    List the main components of a database.

They should be able to identify the main components e.g. tables, forms, queries and reports.

1.2    Follow instructions to create a database table for a purpose using specified fields.

Learners should create a simple database structure for a specified purpose. They should be able to open and close a database. Create a database table with a specified number of fields that will be common to each record. At this level the database may be simple and may only a limited number of records and fields.

1.3    Enter structured data into records to meet requirements.

Learners should demonstrate that they can add data. Learners should have some basic knowledge of specific type of data such as; text, number, date/time, yes or no. Learners may use a data entry form

1.4    Locate and amend data records.

Learners should be able to search a database for a record, be able to edit its contents and check records for accuracy. Learners may use; Sort and filter by ascending, descending, alphabetical and numerical order and find. Learners must amend data records to ensure data is correct and up to date.

1.5    Respond appropriately to data entry error messages.

Learners should be able to adjust data to fit validation checks such as data type and field size. Learners my seek help from built in assistance, online help or by referring to peers/ tutors for help and guidance.

1.6    Check data meets needs, making corrections as appropriate.

Learners should make simple checks on data prior to entering it or in cases where data is already entered, checking in situ. Learners should also check for consistency and accuracy in formats e.g. figures, font sizes and font type. At this level data may have some spelling mistakes.

**Learning Outcome 2: Be able to use database software tools to produce reports.**

2.1    State the type of information that may be required in a report.

Learners should be able to state at least 2 types of information that may be required in reports. They should consider if this information is useful for its purpose.

2.2    Generate and print pre-defined database reports.

Learners should be able to generate and print pre-defined database reports. Learners should be able to generate reports using menus, wizards or other automated approaches and print the reports.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question/answer/test/exam
- Oral question and answer
- Project
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Design and Imaging Software

| Unit Reference | L/502/0173 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Obtain and insert information for designs or images | 1.1 Identify what designs or images are needed<br><br>1.2 Obtain, input and prepare images to meet needs<br><br>1.3 Identify what copyright constraints apply to selected images<br><br>1.4 Use an appropriate file format to save design or image files |
| 2. Use design and imaging software tools to manipulate and edit drawings or images | 2.1 Identify which manipulation and editing tools and techniques to use<br><br>2.2 Use suitable tools and techniques to create drawings and images<br><br>2.3 Use appropriate tools and techniques to manipulate and edit designs or images<br><br>2.4 Check designs or images meets needs, using IT tools and making corrections as necessary |

Design and Imaging Software – L/502/0173 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Obtain and insert information for designs or images.**

1.1    Identify what designs or images are needed.

Learners should be able to identify what designs or images are needed to produce a given task. Learners may benefit from a set task or a brief e.g. to create a new logo for a new business.

1.2    Obtain, input and prepare images to meet needs.

Learners should be able to find the elements they need and obtain them ready for use. They should be encouraged to check the quality of the images and that it meets the requirements of content, size (resizing it and compressing the file) or colour.

1.3    Identify what copyright constraints apply to selected images.

Learners should be able to identify any constrains on the image(s) they have selected such as copyright © and legal any issues that may apply.

1.4    Use an appropriate file format to save design or image files.

Learners must save their work in an appropriate format required for the task. Common images file formats include; GIF, TIFF, JPEG or PNG.

Learning Outcome 2: Use design and imaging software tools to manipulate and edit drawings or images.

2.1    Identify which manipulation and editing tools and techniques to use.

Learners must be able to identify appropriate manipulation and editing tools to use. Each graphics package will vary in their user interface and complexities, they will however share a general set of tools that can be used to manipulate images. At this level, learners should show they can identify at least 2 basic tools to achieve the desired effects.

2.2    Use suitable tools and techniques to create drawings and images.

Learners should be able to use basic tools and techniques to create drawings or images. The exact tools will depend on the software packages available to them.

2.3     Use appropriate tools and techniques to manipulate and edit designs or images.

Learners should be able to use basic tools and techniques to manipulate and edit designs or images.  Learners should be able to edit images, crop, scale and add transparency.

2.4    Check designs or images meets needs, using IT tools and making corrections as necessary.

Learners should be able to make sure an image meet its intended needs. If using a centre set assignment task, it might be useful to build in some aspect of adjustment, perhaps simulating a request for a change on some fundamental aspects of colour or positioning to give candidates the opportunity to amend the designs to suit. Learners should be encouraged to save files using version control to show progress over time.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Desktop Publishing Software Skills

| Unit Reference | F/505/1663 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to select information and page layouts for a publication. | 1.1.　Identify what types of information can be used in a publication for a specific purpose.<br><br>1.2.　Identify page layouts that could be used for a publication.<br><br>1.3.　Identify copyright constraints on using others' information. |
| 2. Be able to input text and information into a publication. | 2.1　Use desktop publishing software to input information into a publication ready for editing and formatting<br><br>2.2　Combine information from different sources in line with any copyright constraints<br><br>2.3　Store desktop publishing files using an agreed naming convention |
| 3. Be able to use desktop publishing software to edit | 3.1　Use desktop publishing software to edit publications.<br><br>3.2　Use desktop publishing software to format a publication. |

| and format a publication. | 3.3 Manipulate images and graphic elements in a publication. |
| | 3.4 Check the publication meets needs, making corrections as required. |

Desktop Publishing Software Skills – F/505/1663 – Entry Level 3

**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**LO1 and LO2 are the key area of achievement and knowledge for this unit.**

**Learning Outcome 1: Be able to select information and page layouts for a publication**

1.1    Identify what types of information can be used in a publication for a specific purpose.

Learners must be able to identify what types of information can be used in a publication for a specific purpose. Types of information may include text, numbers and/or graphic sources (images, charts and graphs), information that is free to use (copyright © free).

1.2    Identify page layouts that could be used for a publication.

Learners should identify appropriate page layout that could be used for a publication. Learners should be familiar with the basic need for margins, orientation and headers and footers where appropriate.

1.3    Identify copyright constraints on using others' information.

Learners should have a basic awareness of copyright © and its meaning e.g. they cannot just use any image they find.

**Learning Outcome 2: Be able to input text and information into a publication**

2.1    Use desktop publishing software to input information into a publication ready for editing and formatting.

Learners should be able to input information into a publication ready for editing and formatting. They may input text by direct typing or insert/ import images using the insert option or by using cut, copy and paste functions.

2.2   Combine information from different sources in line with any copyright constraints.

Learners should be able to combine information from different sources taking into consideration any copyright constraints. Learners should demonstrate simple layout competences to combine text and images or graphics appropriately. They should be able to add acknowledge their source and reference text.  Learners may seek guidance for their tutors or use build in help facilities when combining more complex information.

2.3   Store desktop publishing files using an agreed naming convention.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *.PUB and in an appropriate location.

**Learning Outcome 3: Be able to use desktop publishing software to edit and format a publication**

3.1   Use desktop publishing software to edit publications.

Learners should be able to demonstrate basic skills in simple editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.

3.2   Use desktop publishing software to format a publication.

Learners should be able to format a publication, including but not limited to; paragraph layout (clear structure) and starting sentences with a capital letter and end with a full stop. Candidates should know how to get commonly used special characters such as @ and © if required.

3.3   Manipulate images and graphic elements in a publication.

Learners should be able to position and use scale with images and graphics, and set simple margins and borders. Learners may seek guidance for their tutors or use build in help facilities when combining more complex images/ graphics with different file formats.

3.4    Check the publication meets needs, making corrections as required

Learners need to check their documents meet needs and should be encouraged to check for any errors. Learners should demonstrate some basic checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent. Learners may benefit from seeking feedback from peers and/or tutors

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has two prescribed assessment method:
- Practical demonstration
- Product evidence

Additional evidence for this unit may include, but is not limited to:
- Observation reports
- Oral/written questions and answers
- Project
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Developing Skills for Using and Maintaining Garden Tools

| Unit Reference | D/505/6465 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know a range of hand tools used in gardening | 1.1. Name a range of common garden hand tools<br><br>1.2. State the use of each garden hand tool |
| 2. Be able to use a range of common garden hand tools | 2.1 Select appropriate tools for five garden tasks<br><br>2.2 Follow instructions to use common garden hand tools safely and appropriately |
| 3. Be able to maintain a range of common garden hand tools | 3.1 Check the condition of five garden hand tools and identify any problems<br><br>3.2 Follow instructions to maintain three garden hand tools<br><br>3.3 Transport garden hand tools correctly and safely |

## Supporting Unit Information

Developing Skills for Using and Maintaining Garden Tools – D/505/6465 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know a range of hand tools used in gardening.**

1.1  Name a range of common garden hand tools.

1.2  State the use of each garden hand tool.

**Learning Outcome 2: Be able use a range of common garden hand tools.**

2.1  Select appropriate tools for five garden tasks.

2.2  Follow instructions to use common garden hand tools safely and appropriately.

**Learning Outcome 3: Be able to maintain a range of garden hand tools.**

3.1  Check the condition of five garden hand tools and identify any problems.

3.2  Follow instructions to maintain three garden hand tools.

3.3  Transport garden hand tools correctly and safely.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Discover Local History

| | |
|---|---|
| Unit Reference | D/505/1072 |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Know about past history in the own local area | 1.1.   Identify how national events affect own local area, community or family in the context of the chosen topic |
| 2. Be able to get historical information from different sources | 2.1    Identify different sources<br><br>2.2    Select information about the past from these sources |
| 3. Be able to create a record of findings | 3.1    Record information on a chosen topic<br><br>3.2    Outline the findings to a known audience. |

Discover Local History – D/505/1072 – Entry Level 3

### Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about past history in the own local area.**

1.1   Identify how national events affect own local area, community or family in the context of the chosen topic.

**Learning Outcome 2: Be able to get historical information from different sources.**

2.1   Identify different sources.

2.2   Select information about the past from these sources.

**Learning Outcome 3: Be able to create a record of findings.**

3.1   Record information on a chosen topic.

3.2   Outline the findings to a known audience.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Garden Horticulture Skills

| Unit Reference | T/504/9277 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about things that grow in a garden or allotment | 1.1. Name different flowers and vegetables to grow on an allotment or domestic garden<br><br>1.2. Name different kinds of common weeds |
| 2. Be able to propagate plants | 2.1 Sow seed in open ground and in a seed tray under glass<br><br>2.2 Sow tubers and rooted plants directly into prepared ground |
| 3. Be able to prepare an outside growing bed | 3.1 Prepare an open growing bed with hand tools |
| 4. Be able to grow and care for plants | 4.1 Sow seed directly in ground<br><br>4.2 Thin out as directed<br><br>4.3 Sow seed in trays<br><br>4.4 Prick out<br><br>4.5 Plant in prepared ground as directed |

| | 4.6    Contribute to the maintenance of plants |
|---|---|
| | |

Garden Horticulture Skills – T/504/9277 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about things that grow in a garden or allotment.**

1.1   Name different flowers and vegetables to grow on an allotment or domestic garden.

1.2   Name different kinds of common weeds.

**Learning Outcome 2: Be able to propagate plants.**

2.1   Sow seed in open ground and in a seed tray under glass.

2.2   Sow tubers and rooted plants directly into prepared ground.

**Learning Outcome 3:  Be able to prepare an outside growing bed.**

3.1   Prepare an open growing bed with hand tools.

**Learning Outcome 4: Be able to grow and care for plants.**

4.1   Sow seed directly in ground.

4.2   Thin out as directed.

4.3   Sow seed in trays.

4.4   Prick out.

4.5   Plant in prepared ground as directed.

4.6 Contribute to the maintenance of plants.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Grammar and Punctuation in Practical Use

| Unit Reference | T/505/4012 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use writing to communicate | 1.1. Write in complete and coherent sentences including subject/verb agreement<br><br>1.2. Produce neat and legible writing |
| 2. Be able to use grammar correctly | 2.1 Use accurate grammar that includes correct verb tense and subject-verb agreement |
| 3. Be able to use punctuation correctly | 3.1 Use the following punctuation marks to indicate the start or end of sentences:<br>a) Capital letters<br>b) Full stops<br>c) Question marks<br>d) Exclamation points |

Grammar and Punctuation in Practical Use – T/505/4012 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use writing to communicate.**

1.1    Write in complete and coherent sentences including subject/verb agreement.

Learners should be able to produce a fair copy of short texts.  The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear.  Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

1.2    Produce neat and legible writing.

Learners should be able to produce a fair copy of short texts.  The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear.  Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

**Learning Outcome 2: Be able to use grammar correctly.**

2.1 Use accurate grammar that includes correct verb tense and subject-verb agreement.

Learners should be able to produce a fair copy of short texts. The text should be written in complete sentences and the meaning of each sentence, as well as the overall content, should be clear. Learners should be able to avoid common errors of subject-verb agreement, such as, 'we was' instead of 'we were'.

Examples include:
A diary entry of 2-3 paragraphs with consistent use of past tense and the use of the correct verb form for each subject.
A note of 2-3 paragraphs to a friend or colleague explaining plans for the following day or week with consistent use of future tense and the use of the correct verb form for each subject.

**Learning Outcome 3: Be able to use punctuation correctly.**

3.1 Use the following punctuation marks to indicate the start or end of sentences:
a) Capital letters
b) Full stops
c) Question marks
d) Exclamation marks

Learners should be able to indicate the start of a sentence by using a capital letter.

Learners should be able to indicate the end of a sentence with the use of a:
- Full stop to end a statement.
- Question mark to indicate a direct question.
- Exclamation mark to indicate emphasis, emotion or a command.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Practical demonstration
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Hair Plaiting

| Unit Reference | R/507/9922 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to prepare for a hair plaiting service | 1.1. Prepare for a hair plaiting service<br><br>1.2. Select products and tools for plaiting<br><br>1.3. State the procedure for client preparation |
| 2. Be able to carry out hair plaiting techniques | 2.1 State when to use:<br>    a) products<br>    b) tools<br>    c) equipment<br><br>2.2 State how to use:<br>    a) products<br>    b) tools<br>    c) equipment<br><br>2.3 Carry out a plaiting technique<br><br>2.4 Follow safe and hygienic working practices<br><br>2.5 Communicate and behave in a professional manner |

Hair Plaiting – R/507/9922 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to prepare for a hair plaiting service.**

1.1    Prepare for a hair plaiting service.

1.2    Select products and tools for plaiting.

1.3    State the procedure for client preparation.

**Learning Outcome 2: Be able to carry out hair plaiting techniques.**

2.1    State when to use:
      a) products
      b) tools
      c) equipment

2.2    State how to use:
      a) products
      b) tools
      c) equipment

2.3    Carry out a plaiting technique.

2.4    Follow safe and hygienic working practices.

2.5    Communicate and behave in a professional manner.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Hairdressing: Introduction to Assisting a Stylist

| Unit Reference | T/504/9344 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to assist stylist with technical service | 1.1. Identify items for hair car<br><br>1.2. Select clean protective clothing for a client<br><br>1.3. Arrange protective clothing securely on client<br><br>1.4. Escort client to a clean and tidy work area<br><br>1.5. Maintain unobtrusive position by a stylist<br><br>1.6. Pass appropriate equipment to a stylist efficiently<br><br>1.7. Clean, store and protect equipment as instructed |
| 2. Be able to shampoo a client's hair | 2.1 Select protective clothing for a client<br><br>2.2 Securely arrange protective clothing and towel on client<br><br>2.3 Position client comfortably at basin<br><br>2.4 Test water temperature to meet client's needs |

|  | 2.5 Select appropriate water flow |
|  | 2.6 Shampoo client's hair following laid down procedures |
|  | 2.7 Wrap client's hair in towel |

Hairdressing: Introduction to Assisting a Stylist – T/504/9344 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to assist stylist with technical service.**

1.1    Identify items for hair care.

1.2    Select clean protective clothing for a client.

1.3    Arrange protective clothing securely on client.

1.4    Escort client to a clean and tidy work area.

1.5    Maintain unobtrusive position by a stylist.

1.6    Pass appropriate equipment to a stylist efficiently.

1.7    Clean, store and protect equipment as instructed.

**Learning Outcome 2: Be able to shampoo a client's hair.**

2.1    Select protective clothing for a client.

2.2    Securely arrange protective clothing and towel on client.

2.3    Position client comfortably at basin.

2.4    Test water temperature to meet client's needs.

2.5    Select appropriate water flow.

2.6   Shampoo client's hair following laid down procedures.

2.7   Wrap client's hair in towel.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
* Practical demonstration

Additional evidence for this unit may include, but is not limited to:
* Written question and answer/test/exam
* Oral question and answer
* Written description
* Tutor testimony
* Group discussion
* Witness testimony
* Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Hairdressing: Introduction to Health and Safety

| Unit Reference | A/504/9345 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to comply with the health and safety requirements in a salon environment | 1.1. Recognise salon safety signs<br><br>1.2. Locate first aid box<br><br>1.3. Locate fire safety equipment and exits<br><br>1.4. Wear the correct protective clothing for tasks<br><br>1.5. Store products, tools and equipment in appropriate location after use<br><br>1.6. Dispose of spillages or breakages correctly<br><br>1.7. Maintain a clean and tidy working environment<br><br>1.8. Identify appropriate dressing for use on open cuts and abrasions |
| 2. Be able to maintain personal hygiene and appearance | 2.1 Wear clean and appropriate clothing and footwear<br><br>2.2 Maintain a hair standard of personal hygiene |

| | 2.3   Clean hands and nails |
|---|---|
| | |

Hairdressing: Introduction to Health and Safety – A/504/9345 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to comply with the health and safety requirements in a salon environment.**

1.1   Recognise salon safety signs.

1.2   Locate first aid box.

1.3   Locate fire safety equipment and exits.

1.4   Wear the correct protective clothing for tasks.

1.5   Store products, tools and equipment in appropriate location after use.

1.6   Dispose of spillages or breakages correctly.

1.7   Maintain a clean and tidy working environment.

1.8   Identify appropriate dressing for use on pen cuts and abrasions.

**Learning Outcome 2: Be able to maintain personal hygiene and appearance.**

2.1   Wear clean and appropriate clothing and footwear.

2.2   Maintain a high standard of personal hygiene.

2.3   Clean hands and nails.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Hairdressing: Introduction to Working Relationships

| Unit Reference | F/504/9346 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to assist at reception | 1.1. Receive clients courteously and make them feel welcome<br><br>1.2. Notify appropriate member of staff of client's arrival<br><br>1.3. Direct client to correct area of establishment<br><br>1.4 Pass messages correctly and promptly to a relevant person |
| 2. Be able to liaise with clients | 2.1 Communicate non-verbally with clients positively and responsively<br><br>2.2 Respond to requests from clients courteously |
| 3. Be able to liaise with colleagues | 3.1 Respond to requests from colleagues courteously<br><br>3.2 Request assistance courteously |

|  | 3.3     Give assistance courteously |

Hairdressing: Introduction to Working Relationships – F/504/9346 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to assist at reception.

1.1    Receive clients courteously and make them feel welcome.

1.2    Notify appropriate member of staff of client's arrival.

1.3    Direct client to correct area of establishment.

1.4    Pass messages correctly and promptly to a relevant person.

### Learning Outcome 2: Be able to liaise with clients.

2.1    Communicate non-verbally with clients positively and responsively.

2.2    Respond to requests from clients courteously.

### Learning Outcome 3: Be able to liaise with colleagues.

3.1    Respond to requests from colleagues courteously.

3.2    Request assistance courteously.

3.3    Give assistance courteously.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Health and Fitness

| Unit Reference | A/501/5194 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has six learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Show awareness of the vocational area | 1.1. State two reasons for keeping fit<br><br>1.2. Describe two activities that can help you to keep fit<br><br>1.3. State why warming up your body is important before doing exercise<br><br>1.4. Name two places where you can do exercise |
| 2. Interact with others in an appropriate way | 2.1 Work with a partner on chosen activities<br><br>2.2 Work in a group on chosen activities<br><br>2.3 Communicate effectively with others in the group |
| 3. Show a development in skills | 3.1 Try a range of basic fitness tests<br><br>3.2 Take part in a variety of fitness activities<br><br>3.3 Do a simple warm up and cool down |

| | | |
|---|---|---|
| 4. Apply process to tackle basic problems | 4.1 | Complete a simple training programme which improves fitness over a specified time period |
| 5. Show basic awareness of safe working practices | 5.1 | Show an awareness of safe use of equipment. |
| | 5.2 | Wear appropriate clothing for chosen activities |
| 6. Review own performance and personal skills | 6.1 | State what went well/not so well |
| | 6.2 | State what might have been done differently |

Health and Fitness – A/501/5194 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Show awareness of the vocational area.**

1.1   State two reasons for keeping fit.

1.2   Describe two activities that can help you to keep fit.

1.3   State why warming up your body is important before doing exercise.

1.4   Name two places where you can do exercise.

**Learning Outcome 2: Interact with others in an appropriate way.**

2.1   Work with a partner on chosen activities.

2.2   Work in a group on chosen activities.

2.3   Communicate effectively with others in the group.

**Learning Outcome 3: Show a development in skills.**

3.1   Try a range of basic fitness tests.

3.2   Take part in a variety of fitness activities.

3.3   Do a simple warm up and cool down.

**Learning Outcome 4: Apply process to tackle basic problems.**

4.1   Complete a simple training programme which improves fitness

over a specified time period.

**Learning Outcome 5: Show basic awareness of safe working practices.**

5.1    Show an awareness of safe use of equipment.

5.2    Wear appropriate clothing for chosen activities.

**Learning Outcome 6: Review own performance and personal skills.**

6.1    State what went well/not so well.

6.2    State what might have been done differently.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer

- Reflective log/diary
- Practical demonstration
- Group discussion
- Performance/exhibition

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Health and Safety in Construction

| Unit Reference | K/505/0569 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Know about hazards in construction | 1.1    Name hazardous construction materials<br><br>1.2    Identify hazardous working situations in construction |
| 2. Know about Personal Protective Equipment (PPE) | 2.1    Identify Personal Protective Equipment<br><br>2.2    Select appropriate PPE in the working process |
| 3. Be able to apply process to tackle basic health and safety problems | 3.1    Identify the dangers and hazards of a specific working problem<br><br>3.2    Prepare simple health and safety rules for carrying out a given task |
| 4. Be able to communicate with others when performing tasks | 4.1    Follow simple instructions given by tutor<br><br>4.2    Communicate with others to perform tasks |
| 5. Be able to review own performance | 5.1    Give an example of:<br>        a) what went well<br>        b) what went not so well |

| | 5.2 Participate in a discussion with tutor about what might have been done differently |
|---|---|

Health and Safety in Construction – K/505/0569 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about hazards in construction.**

1.1    Name hazardous construction materials.

1.2    Identify hazardous working situations in construction.

**Learning Outcome 2: Know about Personal Protective Equipment (PPE).**

2.1    Identify Personal Protective Equipment.

2.2    Select appropriate PPE in the working process.

**Learning Outcome 3: Be able to apply process to tackle basic health and safety problems.**

3.1    Identify the dangers and hazards of a specific working problem.

3.2    Prepare simple health and safety rules for carrying out a given task.

**Learning Outcome 4: Be able to communicate with others when performing tasks.**

4.1    Follow simple instructions given by tutor.

4.2    Communicate with others to perform tasks.

**Learning Outcome 5: Be able to review own performance.**

5.1 Give an example of:
    a) what went well
    b) what went not so well

5.2 Participate in a discussion with tutor about what might have been done differently.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Identification of Basic External and Internal Car Parts

| Unit Reference | R/505/3188 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1.  Be able to identify and locate basic external car parts | 1.1  Identify and locate the following:<br>• windscreen<br>• headlamp<br>• indicators<br>• brake light<br>• wing mirrors<br>• wiper blade<br>• aerial<br>• door handles<br>• bonnet<br>• boot<br>• exhaust<br>• bumper bars<br>• tyres<br>• petrol filler cap<br><br>1.2  Open bonnet and locate screen wash bottle<br><br>1.3  Open boot and locate spare wheel |
| 2. Be able to identify and locate basic internal car parts | 2.1  Identify and locate the following:<br>• steering wheel<br>• gear lever<br>• bonnet release lever<br>• seatbelts |

| | |
|---|---|
| | • door handle<br>• window control<br>• radio<br>• spare wheel<br>• handbrake<br>• indicator<br>• wiper<br>• light<br>• horn<br>• seat adjustment controls<br><br>2.2   Operate horn, radio, headlamps and indicators |

Identification of Basic External and Internal Car Parts – R/505/3188 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to identify and locate basic external car parts.**

1.1   Identify and locate the following:
- windscreen
- headlamp
- indicators
- brake light
- wing mirrors
- wiper blade
- aerial
- door handles
- bonnet
- boot
- exhaust
- bumper bars
- tyres
- petrol filler cap

1.2   Open bonnet and locate screen wash bottle.

1.3   Open boot and locate spare wheel.

**Learning Outcome 2: Be able to identify and locate basic internal car parts.**

2.1   Identify and locate the following:
- steering wheel
- gear lever
- bonnet release lever

- seatbelts
- door handle
- window control
- radio
- spare wheel
- handbrake
- indicator
- wiper
- light
- horn
- seat adjustment controls

2.2    Operate horn, radio, headlamps and indicators.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer

- Written description
- Tutor testimony
- Examination of products of work
- Group discussion
- Witness testimony

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Improving Own Fitness

| Unit Reference | L/505/8549 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about different exercise and fitness activities | 1.1. Identify different exercise and fitness activities |
| 2. Be able to participate in exercise and fitness activities | 2.1 Participate in exercise and fitness activities, demonstrating:<br>a) Time-management skills<br>b) Appropriate dress for the activity<br>c) Following instructions provided by the activity leader<br>d) Following health and safety guidelines before, during and after activities |
| 3. Be able to review own performance | 3.1 Identify own strengths and areas for improvement in exercise and fitness activities |

Improving Own Fitness – L/505/8549 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about different exercise and fitness activities.**

1.1    Identify different exercise and fitness activities.

Learners should include some of the following: walking, jogging and running, swimming and water aerobics, gym classes, circuit training, boxing, dancing, bicycle riding – outside or static in a gym, playing games like tennis or football, skipping or ice skating or blading, skiing, skateboarding.

**Learning Outcome 2: Be able to participate in exercise and fitness activities.**

2.1    Participate in exercise and fitness activities, demonstrating:

a) Time-management skills

Learners should be observed arriving on time, and prepared for the activity

b) Appropriate dress for the activity

Learners should not wear restrictive clothing, but wear appropriate footwear for the activity, relaxed fabrics to allow for unrestricted movement, wear any protective clothing necessary.

c) Following instructions provided by the activity leader

Learners should pay attention to the activity leader and perform the tasks as described or instructed.

d) Following health and safety guidelines before, during and after activities

Learners should demonstrate that they are following health & safety guidelines e.g. spacing between participants, wearing correct protective equipment if required like helmets, kneepads, shin pads, wrist braces etc. using any equipment correctly, ensuring their own safety and the safety of those around them.

## Learning Outcome 3: Be able to review own performance.

3.1    Identify own strengths and areas for improvement in exercise and fitness activities.

Learners should discuss or record what aspects of the activity they did well, e.g. timing, number of repetitions, distance, breathlessness, stamina (depending on the activity), and set goals for where they would like to improve or achieve in order to improve their own performance.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Carpentry and Joinery

| Unit Reference | Y/505/3192 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about tools, equipment and materials used in carpentry and joinery | 1.1.  Name the main tools and equipment correctly<br><br>1.2.  Name the main materials correctly |
| 2. Be able to interact with others in an appropriate way | 2.1  Communicate appropriately with others<br><br>2.2  Follow instructions to carry out tasks |
| 3. Know how to work safely and correctly | 3.1  Use and handle tools and equipment correctly<br><br>3.2  Prepare materials for use correctly without excessive waste or mess<br><br>3.3  Adopt good working practices<br><br>3.4  Comply with health and safety procedures |
| 4. Be able to select tools, equipment and materials for specific projects | 4.1  Select correct tools and equipment for specific projects<br><br>4.2  Select correct materials for specific projects |

| 5. Be able to review own performance | 5.1 Identify what went well and not so well |
| --- | --- |

Introduction to Carpentry and Joinery – Y/505/3192 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about tools, equipment and materials used in carpentry and joinery.**

1.1     Name the main tools and equipment correctly.

1.2     Name the main materials correctly.

**Learning Outcome 2: Be able to interact with others in an appropriate way.**

2.1     Communicate appropriately with others.

2.2     Follow instructions to carry out tasks.

**Learning Outcome 3: Know how to work safely and correctly.**

3.1     Use and handle tools and equipment correctly.

3.2     Prepare materials for use correctly without excessive waste or mess.

3.3     Adopt good working practices.

3.4     Comply with health and safety procedures.

**Learning Outcome 4: Be able to select tools, equipment and materials for specific projects.**

4.1     Select correct tools and equipment for specific projects.

4.2    Select correct materials for specific projects.

**Learning Outcome 5: Be able to review own performance.**

5.1    Identify what went well and not so well.

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**

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

**Evidence of Achievement**

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Witness testimony
- Group discussion
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Food and Nutrition for Children and Young People

| Unit Reference | R/505/3210 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Know what constitutes a balanced diet | 1.1.   Identify the main nutrients in a balanced diet<br><br>1.2.   Identify, from a given range, foods that contain the main nutrients<br><br>1.3.   Outline the main nutrients and their basic functions<br><br>1.4.   Identify suitable food for children and young people of different ages |
| 2. Know common food allergies and their effects | 2.1   Identify common food allergies<br><br>2.2   List the effects of common food allergies |
| 3. Know food restrictions that affect the diets of religious and cultural groups | 3.1   Give an example of food restrictions that affect the diets of different religious and cultural groups |

Introduction to Food and Nutrition for Children and Young People –
R/505/3210 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the
Learning Outcomes and Assessment Criteria. It is intended as a resource
to help guide the delivery and assessment of the unit. Indicative content
is NOT a statement of material which must be covered and evidenced for
assessment.

**Learning Outcome 1: Know what constitutes a balanced diet.**

1.1    Identify the main nutrients in a balanced diet.

List the 7 nutrients needed for health (carbohydrates, proteins, fats,
minerals, vitamins, fibre & water).

1.2    Identify, from a given range, foods that contain the main nutrients.

Examples need to be supplied as sources of each of the nutrients, e.g.
Chicken as a source of protein, etc.

1.3    Outline the main nutrients and their basic functions.

Outline the functions of each the nutrients: Carbohydrates – energy,
protein – building blocks for function and regulation of tissues and organs,
fats – store energy, keeps the core body temperature steady, minerals –
required to help the body grow and stay healthy and maintain the water
balance of the body.

1.4    Identify suitable food for children and young people of different
       ages.

'Suitable food' should be food that will work to help the children develop
and grow at all ages – fresh healthy sources of each of the nutrients.

**Learning Outcome 2: Know common food allergies and their
effects.**

2.1    Identify common food allergies.

Learners should list the most common allergies including, wheat, dairy.

2.2     List the effects of common food allergies.

Mouth - tingling or itching, difficulty swallowing
Skin - itchy and red sometimes with a rash on the face and eyes or body
Sneezing, wheezing and/or shortness of breath
Swelling – on the face or body
Dizziness, feeling lightheaded and sick, or being sick.
Indigestion, stomach pain, cramps and/or diarrhoea or constipation.
Anaphylaxis – a severe allergic reaction which requires immediate medical attention.

## Learning Outcome 3: Know food restrictions that affect the diets of religious and cultural groups.

3.1     Give an example of food restrictions that affect the diets of different religious and cultural groups.

Learners could use Jewish, Hindu or Islamic dietary laws as examples of what should not be eaten as members of those religions.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to Propagation of Plants

| Unit Reference | Y/505/3211 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to recognise different forms of embryo plants | 1.1. Identify a range of seeds<br><br>1.2. Identify bulbs and tubers<br><br>1.3. Name plants where cuttings can be taken |
| 2. Know potential sources of embryo plants | 2.1 Name sources where embryo plants can be purchased<br><br>2.2 Identify alternative ways of obtaining new plants |
| 3. Know how to plant appropriately | 3.1. Identify a range of containers for embryo plants<br><br>3.2. Identify planting materials for embryo plants<br><br>3.3. Identify other factors that need to be taken into account when planting embryo plants<br><br>3.4. Outline the benefits of correct maintenance |

Introduction to Propagation of Plants – Y/505/3211 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to recognise different forms of embryo plants.

1.1    Identify a range of seeds.

1.2    Identify bulbs and tubers.

1.3    Name plants where cuttings can be taken.

### Learning Outcome 2: Know potential sources of embryo plants.

2.1    Name sources where embryo plants can be purchased.

2.2    Identify alternative ways of obtaining new plants.

### Learning Outcome 3: Know how to plant appropriately.

3.1    Identify a range of containers for embryo plants.

3.2    Identify planting materials for embryo plants.

3.3    Identify other factors that need to be taken into account when planting embryo plants.

3.4    Outline the benefits of correct maintenance.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Introduction to the Hospitality Industry

| Unit Reference | A/502/4834 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know the main outlets in the hospitality industry | 1.1. Give examples of outlets in the hospitality industry<br><br>1.2. State different services offered within the hospitality industry |
| 2. Know the job opportunities within the hospitality industry | 2.1 List job roles in the hospitality industry<br><br>2.2 List the job opportunities available in the hospitality industry |

Introduction to the Hospitality Industry – A/502/4834 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know the main outlets in the hospitality industry.

1.1    Give examples of outlets in the hospitality industry.

1.2    State different services offered within the hospitality industry.

### Learning Outcome 2: Know the job opportunities within the hospitality industry.

2.1    List job roles in the hospitality industry.

2.2    List the job opportunities available in the hospitality industry.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# IT User Fundamentals

| Unit Reference | T/502/0166 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Interact with and use IT system to meet Needs. | 1.1. Use correct procedures to start and shut down an IT system<br><br>1.2. Use IT systems and interface features effectively to meet needs<br><br>1.3. Use appropriate terminology when describing IT systems |
| 2. Organise, store and retrieve appropriately | 2.1. Work with files and folders so that it is easy to find and retrieve information<br><br>2.2. Identify types of storage media that can be used to store information |
| 3. Understand the need for safety and security practices | 3.1 Follow guidelines and procedures for the safe and secure use of IT<br><br>3.2 Understand the need to keep information secure<br><br>3.3 Keep information secure and manage access to information sources securely<br><br>3.4 Identify why it is important to control access to hardware, software and data |

| 4. Maintain system and respond to common IT system problems | 4.1 Respond to IT problems and take appropriate action |
| | 4.2 Identify where to get expert advice and help to solve problems |

IT User Fundamentals – T/502/0166 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Interact with and use IT system to meet Needs.

1.1    Use correct procedures to start and shut down an IT system.

1.2    Use IT systems and interface features effectively to meet needs.

1.3    Use appropriate terminology when describing IT systems.

### Learning Outcome 2: Organise, store and retrieve appropriately.

2.1    Work with files and folders so that it is easy to find and retrieve information.

2.2    Identify types of storage media that can be used to store information.

### Learning Outcome 3: Understand the need for safety and security practices.

3.1    Follow guidelines and procedures for the safe and secure use of IT.

3.2    Understand the need to keep information secure.

3.3    Keep information secure and manage access to information sources securely.

3.4    Identify why it is important to control access to hardware, software and data.

## Learning Outcome 4: Maintain system and respond to common IT system problems.

4.1    Respond to IT problems and take appropriate action.

4.2    Identify where to get expert advice and help to solve problems.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

### Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Metalwork Crafts

| Unit Reference | J/506/4687 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | |
| --- | --- | --- |
| 1. Understand the properties of a metal to be used for metalwork craft | 1.1. State a metal to be used for craft<br><br>1.2. State a property of the metal | |
| 2. Know about the tools used for metalwork craft | 2.1 Identify two tools used for metalwork craft<br><br>2.2 State the purpose of these tools | |
| 3. Be able to use manufacturing processes to produce a metalwork item | 3.1 Demonstrate how to produce an item made from metal | |
| 4. Be able to finish a metalwork item | 4.1 Demonstrate how to finish the item | |
| 5. Understand the health and safety procedures relating to metalwork craft | 5.1 State health and safety procedures for metalwork craft | |

Metalwork Crafts – J/506/4687 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Understand the properties of a metal to be used for metalwork craft.**

1.1    State a metal to be used for craft.

1.2    State a property of the metal.

**Learning Outcome 2: Know about the tools used for metalwork craft.**

2.1    Identify two tools used for metalwork craft.

2.2    State the purpose of these tools.

**Learning Outcome 3: Be able to use manufacturing processes to produce a metalwork item.**

3.1    Demonstrate how to produce an item made from metal.

**Learning Outcome 4: Be able to finish a metalwork item.**

4.1    Demonstrate how to finish the item.

**Learning Outcome 5: Understand the health and safety procedures relating to metalwork craft.**

5.1    State health and safety procedures for metalwork craft

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has two prescribed assessment methods:
- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Needle/Textile Crafts

| Unit Reference | R/504/8959 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about equipment and materials used in needle/textile crafts | 1.1. Identify appropriate tools and fabric requirements for straightforward needle/textile crafts tasks |
| 2. Be able to use needle/textile craft equipment | 2.1 Use key equipment for straightforward needle/textile craft tasks according to guidelines |
| 3. Be able to complete tasks in needle/textile crafts | 3.1 Identify suitable fabrics, threads and equipment for a given straightforward task<br><br>3.2 Position and mark design on fabric(s)<br><br>3.3 Mark and measure fabric(s)<br><br>3.4 Use appropriate method including different stitches from a given range to complete task |

| | | |
|---|---|---|
| 4. Be able to work safely | 4.1 | Use equipment safely and according to established rules and procedures |
| | 4.2 | Work in a safe manner with regard for safety of others |
| 5. Review own needle/textile work | 5.1 | Identify what went well and what went less well in completing a needle/textile task |
| | 5.2 | Outline ways to improve own needle/textile work |

Needle/Textile Crafts – R/504/8959 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about equipment and materials used in needle/textile crafts.**

1.1    Identify appropriate tools and fabric requirements for straightforward needle/textile crafts tasks.

**Learning Outcome 2: Be able to use needle/textile craft equipment.**

2.1    Use key equipment for straightforward needle/textile craft tasks according to guidelines.

**Learning Outcome 3: Be able to complete tasks in needle/textile crafts.**

3.1    Identify suitable fabrics, threads and equipment for a given straightforward task.

3.2    Position and mark design on fabric(s).

3.3    Mark and measure fabric(s).

3.4    Use appropriate method including different stitches from a given range to complete task.

**Learning Outcome 4: Be able to work safely.**

4.1    Use equipment safely and according to established rules and procedures.

4.2    Work in a safe manner with regard for safety of others.

**Learning Outcome 5: Review own needle/textile work.**

5.1    Identify what went well and what went less well in completing a needle/textile task.

5.2    Outline ways to improve own needle/textile work.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has no prescribed assessment methods.  Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Practical demonstration
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Painting Skills

| Unit Reference | A/505/1368 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Be able to prepare a working area | 1.1. Identify hazards in the working area<br><br>1.2. Identify ways of reducing risks from hazards<br><br>1.3. Prepare the working area in line with instructions |
| 2. Be able to prepare tools, equipment and materials | 2.1 Select the correct brushes, equipment and paint required to paint the identified surface<br><br>2.2 Follow instructions to prepare brushes, equipment and paint<br><br>2.3 Select suitable personal protective equipment (PPE) to work safely |
| 3. Be able to apply paint to different surface areas | 3.1 Prepare surface in line with requirements<br><br>3.2 Follow instructions to apply paint to different surfaces, using the appropriate tools and paint type |

| 4. Be able to work safely and efficiently | 4.1 | Clean and store tools in line with safe working practice |
| | 4.2 | Leave work area clean and free from debris |
| | 4.3 | Dispose of/ recycle waste as appropriate |

Painting Skills – A/505/1368 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to prepare a working area.**

1.1    Identify hazards in the working area.

1.2    Identify ways of reducing risks from hazards.

1.3    Prepare the working area in line with instructions.

**Learning Outcome 2: Be able to prepare tools, equipment and materials.**

2.1    Select the correct brushes, equipment and paint required to paint the identified surface.

2.2    Follow instructions to prepare brushes, equipment and paint.

2.3    Select suitable personal protective equipment (PPE) to work safely

**Learning Outcome 3: Be able to apply paint to different surface areas.**

3.1    Prepare surface in line with requirements.

3.2    Follow instructions to apply paint to different surfaces, using the appropriate tools and paint type.

**Learning Outcome 4: Be able to work safely and efficiently.**

4.1    Clean and store tools in line with safe working practice.

4.2    Leave work area clean and free form debris.

4.3    Dispose of/ recycle waste as appropriate.

**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**

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

**Evidence of Achievement**

This unit has one prescribed assessment method:
  • Practical demonstration

Additional evidence for this unit may include, but is not limited to:
  • Written question and answer/test/exam
  • Oral question and answer
  • Written description
  • Tutor testimony
  • Group discussion
  • Practice file
  • Witness testimony
  • Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Participating in Leisure Activities

| Unit Reference | D/505/1315 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about local leisure activities | 1.1. Identify locally based leisure activities<br><br>1.2. State how to gain access to identified local leisure activities<br><br>1.3. State the costs involved in participating in local leisure activities<br><br>1.4. List any special equipment requirements |
| 2. Be able to participate in local leisure activities | 2.1 Take part in leisure activities<br><br>2.2 List the benefits of different leisure activities<br><br>2.3 State which activity they liked best |
| 3. Know about the benefits of participating in leisure activities | 3.1 List the benefits of different leisure activities<br><br>3.2 State which activity they liked best |

| 4. Know about Health and Safety issues related to leisure activities | 4.1 | Identify key personal Health and Safety issues relating to the leisure activities selected in 2.1 |
| | 4.2 | Identify general Health and Safety issues related to the leisure activities selected in 2.1 |

Participating in Leisure Activities – D/505/1315 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about local leisure activities.**

1.1     Identify locally based leisure activities.

1.2     State how to gain access to identified local leisure activities.

1.3     State the costs involved in participating in local leisure activities.

1.4     List any special equipment requirements.

**Learning Outcome 2: Be able to participate in local leisure activities.**

2.1     Take part in leisure activities.

2.2     List the benefits of different leisure activities.

2.3     State which activity they liked best.

**Learning Outcome 3: Know about the benefits of participating in leisure activities.**

3.1     List the benefits of different leisure activities.

3.2     State which activity they liked best.

**Learning Outcome 4: Know about Health and Safety issues related to leisure activities.**

4.1     Identify key personal Health and Safety issues relating to the leisure activities selected in 2.1.

4.2 Identify general Health and Safety issues related to the leisure activities selected in 2.1.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Personal Digital Photograph Processing

| Unit Reference | F/505/1677 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has one learning outcome. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Be able to use a software package to process digital photographs | 1.1. Connect a digital camera to a computer<br><br>1.2. Download photographs from a digital camera<br><br>1.3. Load photograph files<br><br>1.4. Save photograph files<br><br>1.5. Resize a photograph to meet agreed purpose<br><br>1.6. Position a photograph on a page to meet agreed purpose<br><br>1.7. Print photographs |

Personal Digital Photograph Processing – F/505/1677 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to use a software package to process digital photographs

1.1    Connect a digital camera to a computer.

Learners must be able to connect a digital camera to a computer via a wired connection, using an SD card or a wireless connection such as Bluetooth connectivity. Learners should be able to compete this task independently however they may refer to camera instruction manual or seek guidance from staff if required.

1.2    Download photographs from a digital camera.

Learners must be able to download photographs from a digital camera, this may be achieved using a variety of techniques e.g. navigating a computer to locate folders containing photographs.

1.3    Load photograph files.

Learners must be able to load selected photograph files.

1.4    Save photograph files.

Learners must be able to save photograph files demonstrating basic file management techniques e.g. saving files with appropriate file names and in an appropriate location.

1.5    Resize a photograph to meet agreed purpose.

Learners must be able to resize at least 1 image to meet needs. Preparations could include checking the file sizes, opening an image in a editing software package and compressing the photograph to an appropriate size.

1.6    Position a photograph on a page to meet agreed purpose. Learners must be able to position a photograph on a page to meet agreed purpose e.g. on a letter headed document a photograph maybe placed in the top right hand corner of the document. Learners may use a variety of tools to achieve this such as format picture – position options.

1.7    Print photographs.

Learners must be able to print at least 2 photographs, selecting basic printer options such as orientation, fit to page, colour settings.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has non-prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Project
- Practical demonstration
- Practice file
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Planning Walks

| Unit Reference | F/505/1324 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to read a map to plan a walk | 1.1. Identify symbols used on an Ordnance Survey map<br><br>1.2. Use a simple map to find locations of roads and landmarks<br><br>1.3. Identify a route to take on a map |
| 2. Know about keeping safe on a walk | 2.1 List equipment and clothing that may be required for a walk<br><br>2.2 State any risks or dangers that may be found on the route<br><br>2.3 State rules of the countryside code |
| 3. Be able to follow a planned route | 3.1 Follow instructions given<br><br>3.2 Bring required equipment and clothing<br><br>3.3 Follow planned route on a map<br><br>3.4 Keep a record of walks undertaken |

Planning Walks – F/505/1324 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to read a map to plan a walk.**

1.1   Identify symbols used on an Ordnance Survey map.

1.2   Use a simple map to find locations of roads and landmarks.

1.3   Identify a route to take on a map.

**Learning Outcome 2: Know about keeping safe on a walk.**

2.1   List equipment and clothing that may be required for a walk.

2.2   State any risks or dangers that may be found on the route.

2.3   State rules of the countryside code.

**Learning Outcome 3: Be able to follow a planned route.**

3.1   Follow instructions given.

3.2   Bring required equipment and clothing.

3.3   Follow planned route on a map.

3.4   Keep a record of walks undertaken.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods.
* Practical demonstration

Additional evidence for this unit may include, but is not limited to:
* Written question and answer/test/exam
* Report
* Oral question and answer
* Group discussion
* Witness testimony

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Planting in a Container

| Unit Reference | F/504/9279 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to plan planting schemes for decorative containers | 1.1.  Produce a simple design plan<br><br>1.2.  Identify which plants to plant<br><br>1.3.  Position plants<br><br>1.4.  Recognise shape, size and colour of the plants chosen |
| 2. Be able to prepare the planting container and maintain | 2.1  Select the correct compost<br><br>2.2  Fill the container to required depth<br><br>2.3  Add required fertiliser and/or other additives |
| 3. Be able to plant the chosen plants | 3.1  Correctly make planting holes<br><br>3.2  Plant the plants with due care in a suitable place<br><br>3.3  Plant to required depth<br><br>3.4  Position container<br><br>3.5  Contribute to plant maintenance |

| | |
| --- | --- |
| | |

Planting in a Container – F/504/9279 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to plan planting schemes for decorative containers.**

1.1    Produce a simple design plan.

1.2    Identify which plants to plant.

1.3    Position plants.

1.4    Recognise shape, size and colour of the plants chosen.

**Learning Outcome 2: Be able to prepare the planting container and maintain.**

2.1    Select the correct compost.

2.2    Fill the container to required depth.

2.3    Add required fertiliser and/or other additives.

**Learning Outcome 3: Be able to plant the chosen plants.**

3.1    Correctly make planting holes.

3.2    Plant the plants with due care in a suitable place.

3.3    Plant to required depth.

3.4    Position container.

3.5    Contribute to plant maintenance.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Project
- Group discussion
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Presentation Software Skills

| Unit Reference | M/505/1691 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use information to create presentation slides | 1.1. Identify the types of information needed for an identified presentation<br><br>1.2. Create presentation slides<br><br>1.3. Identify copyright constraints on using others' information<br><br>1.4. Combine information for presentations in line with any copyright constraints<br><br>1.5. Store presentation files<br><br>1.6. Retrieve presentation files |
| 2. Be able to use presentation software tools | 2.1 Select a template and theme for slides<br><br>2.2 Use appropriate techniques to edit slides<br><br>2.3 Apply formatting techniques to slides |
| 3. Be able to prepare slides for presentation | 3.1 Identify how the slides should be presented<br><br>3.2 Check presentation using IT tools making corrections as appropriate |

| | 3.3     Present slides |
|---|---|
| | |

Presentation Software Skills – M/505/1691 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use information to create presentation slides.**

1.1    Identify the types of information needed for an identified presentation.

Learner should identify the information required to create their presentation. Learners must identify a minimum of 2 different types of information. Types of information may include text, numbers and images.

1.2    Create presentation slides.

Learners must be able to navigate to and open appropriate software to create a presentation either from a template or a blank presentation.

1.3    Identify copyright constraints on using others' information.

Learners should show understanding of legal issues and constraints. Learners need to show some basic knowledge of copyright ©. To use information that is subject to copyright constraints learners will to contact the owner for permission to use it. Other constraints and legal protection include trademarks ™. It is good practice for learners to acknowledging sources when using information from a variety of sources.

1.4    Combine information for presentations in line with any copyright constraints.

Learner's presentations should involve at least 2 different types of information and they should be able to source information from different web sites keeping in mind copyright constraints.

1.5    Store presentation files.

Learners should demonstrate good file management techniques, such as using appropriate file names and saving them in an appropriate format and in an appropriate location.

1.6    Retrieve presentation files.

Learners should be able to locate their files and open them routinely.

**Learning Outcome 2: Be able to use presentation software tools.**

2.1    Select a template and theme for slides.

Learners should be able to select a template and theme for their presentation slides. Most presentation software packages have an array of slide templates and themes to choose from. Learners should be encouraged to consider the audience and the purpose of their presentations when selecting templates and themes.

2.2    Use appropriate techniques to edit slides.

Learners should demonstrate appropriate editing techniques. At this level, learners should be able move text and images around and use basic formatting techniques, such emboldening text or adding bullet points etc.

2.3    Apply formatting techniques to slides.

Learners should be able to choose slide formats for their purpose some slides have a pre-set template for images and text.  Learners need to choose these effectively to suit their chosen information.

**Learning Outcome 3: Be able to prepare slides for presentation.**

3.1    Identify how the slides should be presented.

Learners must consider the intended audience and the content/ context of the subject matter and how this impacts on the presentation.

3.2    Check presentation using IT tools making corrections as
        appropriate.

Learners will need to check their slides for errors including spelling and grammar. Presentation software will have built in spelling and grammar checking facilities, but learners will also need to conduct a basic quality

check to make sure that images are not distorted or that other elements work as intended.

3.3    Present slides.

Present own presentation to an audience, this may be a tutor or a small group of peers.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Respecting Children

| Unit Reference | H/508/0007 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
|---|---|
| 1. Know why children need to be respected as individuals | 1.1. State why children need to be respected as individuals |
| 2. Know how adults show respect to children | 2.1 Outline ways adults show respect to children |
| 3. Be able to recognise how the physical environment respects children as individuals | 3.1. Select a physical environment that children visit<br><br>3.2. Research how the physical environment respects children and present the findings |

Respecting Children – H/508/0007 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know why children need to be respected as individuals.**

1.1    State why children need to be respected as individuals.

**Learning Outcome 2: Know how adults show respect to children.**

2.1    Outline ways adults show respect to children.

**Learning Outcome 3: Be able to recognise how the physical environment respects children as individuals.**

3.1    Select a physical environment that children visit.

3.2    Research how the physical environment respects children and present the findings.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

**Minimum requirements when assessing this unit**

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

## Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Case study
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Routine Vehicle Checks

| Unit Reference | T/505/0154 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>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<br><br>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<br><br>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<br><br>3.2. Use the appropriate personal protection equipment (PPE) required for vehicle checks<br><br>3.3. Demonstrate the correct sequence and procedure when carrying out vehicle checks |

Routine Vehicle Checks – T/505/0154 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 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.

### Learning Outcome 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.

### Learning Outcome 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.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Witness testimony
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Serving Food and Drink

| Unit Reference | R/508/0004 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 20 |
| Unit Summary | This unit has two learning outcomes. |

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

Serving Food and Drink – R/508/0004 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to serve food and drink to customers.**

1.1    List the stages in serving the customer food and drink.

1.2    Serve food and drink to customers, politely, safely and hygienically.

**Learning Outcome 2: Be able to work as part of a food and drink service team.**

2.1    State how to work well as part of a food and drink service team.

2.2    Work with others to serve food and drink.

2.3    Assist in the preparation/assembly of food and drink.

2.4    Assist in the safe and hygienic preparation, maintenance and cleaning of service areas.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Sowing and Growing Plants

| Unit Reference | D/504/9256 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use indoor sowing techniques (frame/greenhouse) | 1.1. Fill seed trays and pots to an appropriate level<br><br>1.2. Water trays/pots of compost<br><br>1.3. Sow a range of seeds |
| 2. Be able to use outdoor sowing techniques | 2.1 Prepare the ground by digging and working down<br><br>2.2 Plant seeds |
| 3. Be able to maintain and transplant seedling plants | 3.1 Identify stages of seedling development<br><br>3.2 Use appropriate tools and equipment to transplant seedlings/plants<br><br>3.3 Use appropriate handling methods to transplant seedlings/plants |
| 4. Be able to use specific plant growing processes | 4.1 Use the correct method to "harden off" plants as directed<br><br>4.2 Use the correct method to "plant out" plants as directed |

Sowing and Growing Plants – D/504/9256 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use indoor sowing techniques (frame/greenhouse).**

1.1    Fill seed trays and pots to an appropriate level.

1.2    Water trays/pots of compost.

1.3    Sow a range of seeds.

**Learning Outcome 2: Be able to use outdoor sowing techniques.**

2.1    Prepare the ground by digging and working down.

2.2    Plant seeds.

**Learning Outcome 3: Be able to maintain and transplant seedling plants.**

3.1    Identify stages of seedling development.

3.2    Use appropriate tools and equipment to transplant seedlings/plants.

3.3    Use appropriate handling methods to transplant seedlings/plants.

**Learning Outcome 4: Be able to use specific plant growing processes.**

4.1     Use the correct method to "harden off" plants as directed.

4.2    Use the correct method to "plant out" plants as directed.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Spreadsheet Software

| Unit Reference | L/505/3223 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Be able to enter and edit numerical and other information using spreadsheets | 1.1.   Enter and edit numerical and other information in spreadsheets accurately<br><br>1.2.   Store and retrieve spreadsheet files in line with local guidelines |
| 2. Be able to use appropriate formulas and tools to summarise and display spreadsheet information | 2.1   Identify how to summarise and display the required information<br><br>2.2   Use formulas and tools as needed to summarise data and process information |
| 3. Be able to use appropriate tools and techniques to present spreadsheet information | 3.1   Use appropriate tools and techniques to format spreadsheets cells, rows and columns<br><br>3.2   Identify the chart or graph type used to display information<br><br>3.3   Use appropriate tools to generate a chart or graph |

| | 3.4 Select a page layout to present and print spreadsheet information |
| :--- | :--- |
| | 3.5 Check spreadsheet information using IT tools making corrections as appropriate |

Spreadsheet Software – L/505/3223 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to enter and edit numerical and other information using spreadsheets.**

1.1    Enter and edit numerical and other information in spreadsheets accurately.

The learner should be able to enter data into an existing spreadsheet and/or create a new spreadsheet, insert information into single cells, delete information from a cell, edit cell contents.

1.2    Store and retrieve spreadsheet files in line with local guidelines.

Learners must be able to store and retrieve spreadsheet files e.g. create, name, open, save, save as and be able to retrieve files at a later date e.g. at the next session.

**Learning Outcome 2: Be able to use appropriate formulas and tools to summarise and display spreadsheet information.**

2.1    Identify how to summarise and display the required information.

Learners must be able to identify how to summarise and display the required information. Learners may identify using sorting tools to present data in a particular order, lists, tables, graphs and charts.

2.2    Use formulas and tools as needed to summarise data and process information.

Learners must be able to use simple arithmetic formulas such as; add, subtract and common functions e.g. Sum and Average. To evidence formulas learners may be assisted in printing spreadsheet in formula view.

**Learning Outcome 3: Be able to use appropriate tools and techniques to present spreadsheet information.**

3.1　Use appropriate tools and techniques to format spreadsheets cells, rows and columns.

Learners must be able to use basic tools and techniques to format a spreadsheet. This may include formatting cells to; numbers, currency, number of decimal places, formatting font and alignment and adding borders and shading to a spreadsheet.

3.2　Identify the chart or graph type used to display information.

Learners should be able to identify a chart or graph type they would use to display information. Chart types include; pie chart, bar chart and may include a title, axis titles and a legend.

3.3　Use appropriate tools to generate a chart or graph.

Learners should use appropriate tools to generate a chart or graph. Chart types include; pie chart, bar chart and may include a title, axis titles and a legend. Learners will need to select information and use tools such as insert graph/ chart and select the appropriate chart type.

3.4　Select a page layout to present and print spreadsheet information.

Learners must be able to select a page layout to present and print spreadsheet information. This may include size, orientation and page numbering.

3.5　Check spreadsheet information using IT tools making corrections as appropriate.

Learners must be able to check their spreadsheet making any corrections required. This may include, accuracy of numbers, formulas and any text, accuracy of results of e.g. formulas and function and the suitability of charts and graphs.

**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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

### Minimum requirements when assessing this unit

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Taking Part in Sport

| Unit Reference | Y/501/7244 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to take part in team sports | 1.1. Take part in team sports by:<br>• dressing appropriately for the team<br>• being a team player<br>• following the rules of the team sport<br>• using skills and techniques in different team sports<br>• using sports equipment in different team sports demonstrating safe practice |
| 2. Be able to take part in individual sports | 2.1 Take part in individual sports by:<br>• dressing appropriately for the individual sport<br>• following the rules of the individual sport<br>• using skills and techniques in different individual sports<br>• using sports equipment in different individual sports demonstrating safe practice |
| 3. Be able to review own performance | 3.1 Identify own strengths when participating in a sport<br><br>3.2 Identify areas for improvement |

Taking Part in Sport – Y/501/7244 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to take part in team sports.

1.1    Take part in team sports by:
- dressing appropriately for the team
- being a team player
- following the rules of the team sport
- using skills and techniques in different team sports
- using sports equipment in different team sports demonstrating safe practice

### Learning Outcome 2: Be able to take part in individual sports.

2.1    Take part in individual sports by:
- dressing appropriately for the individual sport
- following the rules of the individual sport
- using skills and techniques in different individual sports
- using sports equipment in different individual sports demonstrating safe practice

### Learning Outcome 3: Be able to review own performance.

3.1    Identify own strengths when participating in a sport.

3.2    Identify areas for improvement.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Reflective log/diary
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Understanding Human Growth and Development

| Unit Reference | L/505/1620 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know about the sequence of growth and development from birth to old age | 1.1. Identify some key changes from birth to old age in a person's:<br>    a) physical appearance<br>    b) physical abilities<br>    c) mental abilities |
| 2. Know some of the factors that affect growth and development | 2.1 Identify some factors of diet and exercise that affect growth and development<br><br>2.2 Identify some links between experience and emotional or social development<br><br>2.3 List ways in which a carer can help a child develop communication/language skills |

Understanding Human Growth and Development – L/505/1620 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the sequence of growth and development from birth to old age.**

1.1   Identify some key changes from birth to old age in a person's:
    a)   physical appearance
    b)   physical abilities
    c)   mental abilities

**Learning Outcome 2: Know some of the factors that affect growth and development.**

2.1   Identify some factors of diet and exercise that affect growth and development.

2.2   Identify some links between experience and emotional or social development.

2.3   List ways in which a carer can help a child develop communication/language skills.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Mixed Media in 2D

| Unit Reference | L/504/9981 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use mixed media to produce 2D artwork | 1.1. Identify the materials and equipment needed to produce a piece of 2D artwork<br><br>1.2. Use basic techniques to produce a piece of 2D artwork<br><br>1.3. Use formal art and design elements to produce a piece of 2D artwork |
| 3. Know about health and safety procedures | 2.1 Identify health and safety procedures to be followed when working with mixed media<br><br>2.2 Follow Health and Safety procedures |
| 4. Be able to review own performance | 3.1 State what went well<br><br>3.2 State what did not go well<br><br>3.3 Identify a way to improve own work if the task was repeated |

Using Mixed Media in 2D – L/504/9981 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Be able to use mixed media to produce 2D artwork.

1.1 Identify the materials and equipment needed to produce a piece of 2D artwork.

1.2 Use basic techniques to produce a piece of 2D artwork.

1.3 Use formal art and design elements to produce a piece of 2D artwork.

### Learning Outcome 2: Know about health and safety procedures.

2.1 Identify health and safety procedures to be followed when working with mixed media.

2.2 Follow Health and Safety procedures.

### Learning Outcome 3: Be able to review own performance.

3.1 State what went well

3.2 State what did not go well

3.3 Identify a way to improve own work if the task was repeated

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using Mobile IT Devices

| Unit Reference | L/505/6378 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to set up a mobile device to meet needs | 1.1. Use correct procedures to start and shutdown a mobile device<br><br>1.2. Use standard interface features and settings<br><br>1.3. Identify any specific health and safety issues associated with the use of the mobile device |
| 2. Be able to input and store data on a mobile device | 2.1 Input data into a mobile device<br><br>2.2 Store and retrieve data on a mobile device<br><br>2.3 State why it is important to stay safe, keep information secure and to respect others when using mobile devices |
| 3. Be able to transfer data between mobile devices | 3.1. Use a connection between devices<br><br>3.2. Transfer information between mobile devices<br><br>3.3. Identify common copyright constraints on the use of the information transferred<br><br>3.4. Identify requirements for devices to connect |

| | | |
|---|---|---|
| 4. Be able to maintain the performance of a mobile device | 4.1 | Identify common problems that occur with mobile devices and where to get expert advice to solve them |
| | 4.2 | Respond appropriately to common device problems |
| | 4.3 | Identify factors that can affect the performance of the mobile device |

Using Mobile IT Devices – L/505/6378 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to set up a mobile device to meet needs.**

1.1   Use correct procedures to start and shutdown a mobile device.

1.2   Use standard interface features and settings.

1.3   Identify any specific health and safety issues associated with the use of the mobile device.

**Learning Outcome 2: Be able to input and store data on a mobile device.**

2.1   Input data into a mobile device.

2.2   Store and retrieve data on a mobile device.

2.3   State why it is important to stay safe, keep information secure and to respect others when using mobile devices.

**Learning Outcome 3: Be able to transfer data between mobile devices.**

3.1   Use a connection between devices.

3.2   Transfer information between mobile devices.

3.3   Identify common copyright constraints on the use of the information transferred.

3.4    Identify requirements for devices to connect.

**Learning Outcome 4: Be able to maintain the performance of a mobile device.**

4.1    Identify common problems that occur with mobile devices and where to get expert advice to solve them.

4.2    Respond appropriately to common device problems.

4.3    Identify factors that can affect the performance of the mobile device.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Practice file
- Witness testimony
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Using the Internet

| Unit Reference | F/502/0171 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Connect to the internet | 1.1. Get online with an Internet connection<br><br>1.2. Identify at least two types of connection methods that can be used to access the Internet |
| 2. Use browser software to navigate web pages | 2.1 Use browser tools to navigate web pages<br><br>2.2 Use browser help facilities to solve problems<br><br>2.3 Identify why you might need to change settings to aid navigation |
| 3. Use browser tools to search for information from the Internet and the world-wide web or an intranet | 3.1 Use appropriate search techniques to locate information<br><br>3.2 Use references to make it easier to find information another time<br><br>3.3 Identify a means of saving a page for quick access in the future |

| 4. Use browser software to communicate information online | 4.1 | Use tools to access and complete on-line forms |
| | 4.2 | Identify an opportunity to interact with a website |
| 5. Follow and understand the need for safety and security practices when working online | 5.1 | Work responsibly when working online |
| | 5.2 | Identify common threats to information security |
| | 5.3 | Keep information secure |
| | 5.4 | Manage personal access to online sources securely |
| | 5.5 | Identify common threats to user safety |
| | 5.6 | Follow relevant laws, guidelines and procedures for the use of the internet |

Using the Internet – F/502/0171 – Entry Level 3

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Connect to the internet.**

1.1    Get online with an Internet connection.

The learner should be able to independently access the internet or an intranet.

1.2    Identify at least two types of connection methods that can be used to access the Internet.

Learners must be able to identify and name at least 2 common types of connection methods these may include; LAN, VPN, modem, router, wireless, broadband, cable, DSL; mobile phone with wireless application protocol (WAP) or 3rd / 4th Generation (3G & 4G) technology. At this level learners are not expected to know and recall the complexities of how these work just that they exist and are available.

**Learning Outcome 2: Use browser software to navigate web pages.**

2.1    Use browser tools to navigate web pages.

Learners should be able to use common browser tools to navigate web pages such as the forward and back icons, new window and/or new tab. They may know about browser history, bookmarks and favourites.

2.2    Use browser help facilities to solve problems.

Learners should be able to use browser help facilities to solve simple problems. They should be encouraged to use help facilities to aid their own problem solving before seeking additional help or guidance from tutors or peers.

2.3    Identify why you might need to change settings to aid navigation.

Learners may identify a reason why they may need to change settings to aid navigation such as; text size being too large or too small.

**Learning Outcome 3: Use browser tools to search for information from the Internet and the world-wide web or an intranet.**

3.1    Use appropriate search techniques to locate information.

Learners should use appropriate search techniques to locate information. At this level it is sufficient for learners to use basic search techniques e.g. using single word searches or a combination of words or phrases to obtain results.

3.2    Use references to make it easier to find information another time.

Learners should be able to use references to make it easier to find information at another point in time. This may include; bookmark their favourite search engine and adding website to their favourites or reading list.

3.3    Identify a means of saving a page for quick access in the future.

Learners must identify at least one way of saving a page for quick access in the future. There are many ways to save a webpage including but not limited to; saving page as a*.PDF file, saving text only and save page as.

**Learning Outcome 4: Use browser software to communicate information online.**

4.1    Use tools to access and complete on-line forms.

Learners should demonstrate that they can fill in an on-line form or questionnaire and/or respond to a thread in a forum. Online forms may include an online job application form, an enquiry form for a college or university course etc.

4.2    Identify an opportunity to interact with a website.

Learners should be able to identify at least 1 web sites where they can interact with a website e.g. YouTube or a social media account.

**Learning Outcome 5: Follow and understand the need for safety and security practices when working online.**

5.1 Work responsibly when working online.

Learners should demonstrate that they can work responsibly when working online. This may include personal safety, safety threats and online etiquette.

5.2 Identify common threats to information security.

Learners must be able to identify at least 2 common threats to information security such as; safety of personal data, third-party access and phishing.

5.3 Keep information secure.

Learners should be able to keep information secure by using a secure password and not sharing this with anyone, ensuring their computer is locked when they are away from it. Not allowing others to use their login details, not opening emails with attachments from unknown senders.

5.4 Manage personal access to online sources securely.

Learners should demonstrate in practical contexts that they keep their personal information secure e.g. not responding to emails from unknown senders, not publishing full name and address online.

5.5 Identify common threats to user safety.

Learners should be able to identify at least 2 specific safety threats to user safety. This may be threats to their personal safety such as cyberbullying and physical safety.

5.6 Follow relevant laws, guidelines and procedures for the use of the internet.

Learners should be able to follow given guidelines and procedures including any locally set acceptable use policy (such as college IT policies/ code of conduct). Guidelines may include not responding to "Spam", not opening emails from unknown senders with attachments due to a risk of viruses and knowing how to report any issues e.g. to a teacher/ manager or IT department.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Reflective log/diary
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Valeting a Car Interior

| | |
|---|---|
| Unit Reference | K/504/2889 |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to identify equipment and tools to valet a car interior. | 1.1. Select tools and equipment required to valet a car interior. |
| 2. Be able to valet a car interior. | 2.1 Remove loose carpets, items and rubbish from car interior and boot.<br><br>2.2 Vacuum seats, carpets and floors.<br><br>2.3 Wipe inside windows clean.<br><br>2.4 Clean windows using a proprietary cleaner, following manufacturer's instructions.<br><br>2.5 Wipe all interior surfaces clean.<br><br>2.6 Clean all interior vinyl surfaces using instructions.<br><br>2.7 Replace items and carpets. |

Valeting a Car Interior – K/504/2889 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to identify equipment and tools to valet a car interior.**

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

**Learning Outcome 2: Be able to valet a car interior.**

2.1   Remove loose carpets, items and rubbish from car interior and boot.

2.2   Vacuum seats, carpets and floors.

2.3   Wipe inside windows clean.

2.4   Clean windows using a proprietary cleaner, following manufacturer's instructions.

2.5   Wipe all interior surfaces clean.

2.6   Clean all interior vinyl surfaces using instructions.

2.7   Replace items and carpets.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has three prescribed assessment method:
* Oral question and answer
* Practical demonstration
* Group discussion

Additional evidence for this unit may include, but is not limited to:
* Written description

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Washing a Car Exterior

| | |
|---|---|
| Unit Reference | J/505/0160 |
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Be able to use appropriate tools and equipment. | 1.1. Select materials and equipment for the task.<br><br>1.2. Use materials and equipment for the task. |
| 2. Be able to wash the exterior of a car. | 2.1 Close windows and doors.<br><br>2.2 Use hosepipe to remove dirt from car.<br><br>2.3 Use sponge and brush to wash all external parts of the car.<br><br>2.4 Wash car in methodical manner.<br><br>2.5 Use hosepipe to rinse vehicle.<br><br>2.6 Use damp leather to dry car windows and paintwork. |

Washing a Car Exterior – J/505/0160 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to use appropriate tools and equipment.**

1.1   Select materials and equipment for the task.

1.2   Use materials and equipment for the task.

**Learning Outcome 2: Be able to wash the exterior of a car.**

2.1   Close windows and doors.

2.2   Use hosepipe to remove dirt from car.

2.3   Use sponge and brush to wash all external parts of the car.

2.4   Wash car in methodical manner.

2.5   Use hosepipe to rinse vehicle.

2.6   Use damp leather to dry car windows and paintwork.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Wax and Polish a Car Exterior

| Unit Reference | L/505/0161 |
|---|---|
| Level | Entry 3 |
| Credit Value | 1 |
| Guided Learning | 10 |
| Unit Summary | This unit has two learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1. Know how to use waxing and polishing equipment. | 1.1.   Identify polish and cloths for the task.<br><br>1.2.   Select polish and cloths for the task.<br><br>1.3.   Use polish and cloths for the task. |
| 2. Be able to wax and polish car exterior. | 2.1   Check car paintwork for dirt free condition.<br><br>2.2   Use polish to cover all paintwork.<br><br>2.3   Use a clean dry cloth to remove polish.<br><br>2.4   Use buffing techniques to shine a car exterior. |

Wax and Polish a Car Exterior – L/505/0161 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### Learning Outcome 1: Know how to use waxing and polishing equipment.

1.1    Identify polish and cloths for the task.

1.2    Select polish and cloths for the task.

1.3    Use polish and cloths for the task.

### Learning Outcome 2: Be able to wax and polish car exterior.

2.1    Check car paintwork for dirt free condition.

2.2    Use polish to cover all paintwork.

2.3    Use a clean dry cloth to remove polish.

2.4    Use buffing techniques to shine the car exterior.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
• Practical demonstration

Additional evidence for this unit may include, but is not limited to:
• Written question and answer/test/exam
• Oral question and answer
• Written description
• Professional discussion
• Group discussion
• Witness testimony

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Woodworking Crafts

| Unit Reference | Y/506/4693 |
|---|---|
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has four learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Know about tools used for woodworking crafts. | 1.1.  Identify two tools used for woodworking crafts.<br><br>1.2.  State the purpose of these tools. |
| 2. Know about the timbers used for woodworking crafts. | 2.1  Identify two timbers used for woodworking crafts.<br><br>2.2  State why these timbers are suitable for woodworking crafts. |
| 3. Be able to use woodworking processes. | 3.1  Demonstrate how to use two of the following woodworking processes:<br>a) Preparing wood<br>b) Shaping wood<br>c) Turning wood<br>d) Cutting wood |
| 4. Understand the health and safety procedures relating to woodworking crafts. | 4.1  State health and safety procedures for woodworking crafts. |

Woodworking Crafts – Y/506/4693 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about tools used for woodworking crafts.**

1.1    Identify two tools used for woodworking crafts.

Tools can be shown to the learner and/or worksheets with photographs and/or images. Some tools shown could include:
- Craft knife
- Chisel
- Stencils
- Saw
- Sander
- Drill
- Vice
- Pyrography tool
- Lathe

1.2    State the purpose of these tools.

The learner could combine AC1.2 with AC1.1 by adding the tools and their purpose in a table. For example:

| Tool | Purpose |
|---|---|
| Craft knife | Delicate cuts to paper when planning |
| Chisel | Carving the wood |
| Stencils | Adding designs to wood |
| Saw | Cutting the wood to required size and/or shape |
| Sander | Sanding the wood smooth |
| Drill | Drilling holes |

| Task | Equipment / materials used |
|------|---------------------------|
| Vice | Holding the wood still whilst it is being worked on |
| Pyrography tool | Burning designs into wood |
| Lathe | Turning wood |

**Learning Outcome 2: Know about the timbers used for woodworking crafts.**

2.1   Identify two timbers used for woodworking crafts.

These can include beech, oak, pine, sycamore, cherry, plywood

2.2   State why these timbers are suitable for woodworking crafts.

The learner could combine AC2.1 with AC2.2 by adding the timber and why it is useful in a table. For example:

| Task | Equipment / materials used |
|------|---------------------------|
| Beech | Has little grain and shows a pyrography design on it beautifully |
| Oak | Strong hard wood that can be used outside |
| Pine | Soft wood and easy to work with. Good for beginners |
| Sycamore | Has an interlocked grain and is almost impossible to split |
| Cherry | Shows a lovely red colour through the grain and it very attractive |
| Plywood | Cheap and good for beginners |

**Learning Outcome 3: Be able to use woodworking processes.**

3.1   Demonstrate how to use two of the following woodworking processes:

The learner will practically demonstrate to the tutor/assessor their knowledge of two of following:

a) Preparing wood - selecting appropriate wood for the task, sanding

b) Shaping wood – use of saw (hand and/or electric), chisel

c) Turning wood – using a lathe

d) Cutting wood – use of saw (hand or electric)

## Learning Outcome 4: Procedures relating to woodworking crafts.

4.1    State health and safety procedures for woodworking crafts.
Company policies and procedures must be adhered to at all times. The learner must be able to understand health and safety procedures such as:
- Wearing safety gear when using tools – steel toe-capped footwear, safety goggles, ear defenders, dust mask, gloves.
- Fire alarm – knowing how to break the glass to sound the alarm
- Fire exit – knowing to walk and not run out of the building via the nearest safe exit
- Have a basic understanding of first aid – who is the first aider and where the first aid kit is kept.
- Manual handling – lifting safely by bending knees and not back.
- Safe working area – no trailing wires, live sockets, workbench area clean and tidy.
- Make an emergency call – 999 is the emergency number for police, ambulance, fire brigade, coastguard, cliff rescue, mountain rescue, cave rescue. 112 is the emergency number from any mobile anywhere in the world.
- Make a non-emergency call – 111 is the non-emergency medical number. 101 is the non-emergency police number.

### 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

### Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units.  Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

## Evidence of Achievement

This unit has two prescribed assessment methods:
- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Group discussion
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence (progressive photo diary)
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Wool Processing

| Unit Reference | A/506/4685 |
| --- | --- |
| Level | Entry 3 |
| Credit Value | 3 |
| Guided Learning | 30 |
| Unit Summary | This unit has five learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
| --- | --- |
| 1. Know about the different types of wool. | 1.1. Identify two animals that can provide wool for processing. |
| 2. Know about the tools used for preparing wool fibre. | 2.1 Identify two tools used for wool processing.<br><br>2.2 State the purpose of these tools. |
| 3. Be able to dye wool. | 3.1 Demonstrate how to dye wool. |
| 4. Be able to use wool processing techniques to produce an item. | 4.1 Demonstrate how to produce an item made from wool. |
| 5. Understand the health and safety procedures relating to wool processing. | 5.1 State health and safety procedures for wool processing. |

Wool Processing – A/506/4685 – Entry Level 3

## Indicative Content

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Know about the different types of wool.**

1.1    Identify two animals that can provide wool for processing.

**Learning Outcome 2: Know about the tools used for preparing wool fibre.**

2.1    Identify two tools used for wool processing.

2.2    State the purpose of these tools.

**Learning Outcome 3: Be able to dye wool.**

3.1    Demonstrate how to dye wool

**Learning Outcome 4: Be able to use wool processing techniques to produce an item.**

4.1    Demonstrate how to produce an item made from wool.

**Learning Outcome 5: Understand the health and safety procedures relating to wool processing.**

5.1    State health and safety procedures for wool and processing.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

# Word Processing Software

| Unit Reference | M/505/3229 |
|---|---|
| Level | Entry 3 |
| Credit Value | 2 |
| Guided Learning | 15 |
| Unit Summary | This unit has three learning outcomes. |

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1.  Be able to input text and edit word processing documents. | 1.1.  Use keyboard or other input method to enter or insert text.<br><br>1.2.  Give examples of the types of document that could be created using a word processor.<br><br>1.3.  Store and retrieve document files, in line with local guidelines.<br><br>1.4.  Identify what would be used to create documents.<br><br>1.5.  Use editing tools.<br><br>1.6.  Identify editing used to aid meaning. |
| 2. Be able to structure information within word processing documents. | 2.1  Identify and use appropriate templates to create a new document.<br><br>2.2  Use appropriate page layout to present and print documents.<br><br>2.3  Name common items that can be used to change page layout. |

| 3. Be able to use word processing software tools to format and present documents. | 3.1 | Use appropriate tools to format characters. |
| | 3.2 | Use appropriate techniques to format paragraphs. |
| | 3.3 | Identify tools that can aid in checking documents for accuracy and consistency. |
| | 3.4 | Use IT tools to check documents meet needs and make appropriate corrections. |

Word Processing Software – M/505/3229 – Entry Level 3

**Indicative Content**

**Note**: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

**Learning Outcome 1: Be able to input text and edit word processing documents.**

1.1   Use keyboard or other input method to enter or insert text.

Learners must demonstrate that they can use safe working practices when using ICT e.g. sitting with good posture, adjusting their chair or monitor and using both hands at the keyboard to enter or insert text. Learners may use the main system menus or icons to copy and paste items, but should also be shown and encouraged to use keyboard shortcuts such as Ctrl + c to copy, Ctrl + x to cut and Ctrl + v to paste.

1.2   Give examples of the types of document that could be created using a word processor.

Learners should be able to give at least 2 different examples of the types of document that could be created using a word processor. Documents may include but are not limited to; letters, CV's, flyers/ leaflets, greetings card and invoices.

1.3   Store and retrieve document files, in line with local guidelines.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *docx, *doc, *pdf and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their document to show progress and achievement over time.

1.4   Identify what would be used to create documents.

Learners must be able to identify what would be used to create a word document and why they would use a word processor to create this document.

1.5    Use editing tools.

Learners should show basic skills in simple editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.

1.6    Identify editing used to aid meaning.

Learners must be able to identify editing that may be used to aid meaning within a document. Most word processing software packages have a range of editing tools to modify elements of a document such as headings, bullet points, styles and spacing.

**Learning Outcome 2: Be able to structure information within word processing documents.**

2.1    Identify and use appropriate templates to create a new document.

Learners should identify and use appropriate templates that are fit for the purpose of the document such as A4 portrait orientation for a covering letter and multi-columns for a news article. Learners may identify templates that are simple and readily available at this level. Learners should produce at least 2 documents with different templates.

2.2    Use appropriate page layout to present and print documents.

Learners should select and use appropriate page layout to present and print documents. Learners should be familiar with the basic need for margins, page numbers, orientation and headers and footers where appropriate.

2.3    Name common items that can be used to change page layout.

Learners should be able to name common items that can be used to change page layout e.g. the page layout tab – orientation or format – document – page setup.

**Learning Outcome 3: Be able to use word processing software tools to format and present documents.**

3.1    Use appropriate tools to format characters.

Learners must use appropriate tools to format characters. Formatting characters may include, bold, italic and underlining.

3.2    Use appropriate techniques to format paragraphs.

Learners must use appropriate techniques to format paragraphs. This may include paragraph alignment, line and paragraph spacing, line spacing and bullets and indentations.

3.3    Identify tools that can aid in checking documents for accuracy and consistency.

Learners should be able to identify basic tools to check a document for accuracy e.g. built in spelling and grammar checks.

3.4    Use IT tools to check documents meet needs and make appropriate corrections.

Learners need to check their documents meet needs and free from errors. Learners should demonstrate some quality checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent. Learners may benefit from seeking feedback from peers and/or tutors.

## 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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate.  Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

**Minimum requirements when assessing this unit**
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units.  Generally teaching

staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

## Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

## Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.