



Ascentis Entry Level Award, Certificate and Diploma in

Work Preparation

Specification

Ofqual Number:

603/3939/1 Entry Level Award

Ofqual Start Date: 01/02/2019

Ofqual Review Date: 31/07/2022

Ofqual Certification Review Date: 31/07/2023

600/8984/2 Entry Level Certificate

Ofqual Start Date: 01/08/2014

Ofqual Review Date: 31/07/2022

Ofqual Certification Review Date: 31/07/2023

600/8985/4 Entry Level Diploma

Ofqual Start Date: 01/08/2014

Ofqual Review Date: 31/07/2022

Ofqual Certification Review Date: 31/07/2023

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS ENTRY LEVEL AWARD, CERTIFICATE AND DIPLOMA IN WORK PREPARATION

Introduction

These qualifications are part of a suite of Work Preparation qualifications available through Ascentis which have been designed to help learners develop skills to prepare them for employment in a range of workplaces.

Aims

The aims of the vocational Work Preparation qualifications are to:

1. Meet the needs of learners on 16-19 Study Programmes
2. Meet the needs of learners on Traineeship Programmes
3. Meet the needs of learners who wish to progress to Apprenticeships
4. Prepare learners for the world of work
5. Prepare learners for further, work-related study
6. Ensure learners have an understanding of values and attitudes relevant to employment
7. Help learners develop the general employability skills needed for successful and fulfilling employment
8. Help learners identify specific occupational areas in which they may wish to pursue a career
9. Help learners develop the skills necessary to find and gain employment

Target Group

These qualifications are for learners who:

- are not yet ready for a vocational course (e.g. NVQ)
- need to develop a range of transferable skills to use in the workplace
- want to build the skills and confidence needed to apply for work
- are considering returning to employment after a period out of work
- need to develop skills and knowledge that will help those who have found it hard to get a job

Regulation Codes:

Ofqual Number (Ofqual/CCEA):

603/3939/1 Ascentis Entry Level Award in Work Preparation (Entry 3)
600/8984/2 Ascentis Entry Level Certificate in Work Preparation (Entry 3)
600/8985/4 Ascentis Entry Level Diploma in Work Preparation (Entry 3)

Rules of Combination

603/3939/1 Ascentis Entry Level Award in Work Preparation (Entry 3)

Learners must achieve 7 credits in total. A minimum of 4 credits must be taken from Group A and a minimum of 1 credit (maximum of 2 credits) from Group B. Remaining credit is awarded for units in Group A, B or C.

Although not mandatory, we do recommend your learners take unit Responsible Work Practice L/505/5697.

Unit Group A (Employability): Learners must achieve a minimum of 4 credits from Group A.

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	E3	1	10	L/505/5697
Exploring Job Opportunities	E3	1	10	A/504/5148
Rights and Responsibilities in the Workplace	E3	1	10	A/504/5215
Introduction to Enterprise Skills	E3	1	10	D/505/3193
Recognising Prejudice and Discrimination	E3	1	10	F/504/9508
Customer Care	E3	2	20	H/504/9467
Personal Presentation in the Workplace	E3	1	10	H/504/9503
Understanding Change in the Workplace	E3	2	20	H/504/9517
Applying for a Job	E3	1	10	H/505/3180
Recognising and Respecting Diversity in the Workplace	E3	1	10	J/504/9560
Problem solving skills for work	E3	2	20	J/505/3219
Planning and Reviewing Learning	E3	2	16	K/504/5212
Understanding Opportunities in Work Based Learning	E3	1	10	K/504/9373
Understanding Structures in the Workplace	E3	2	20	K/504/9521
Developing Meeting Skills	E3	1	10	L/504/9480
CV Writing	E3	1	10	L/505/4968
Work Experience	E3	1	10	M/504/9360
Building Working Relationships with Colleagues	E3	2	20	R/504/9447
Improving own Learning and Performance	E3	2	20	R/504/9495
Teamwork Skills	E3	2	20	R/504/9514
Communication in the Workplace	E3	2	20	T/504/9456
Oral Presentation Skills	E3	3	10	T/505/5614
Interview Skills	E3	1	10	Y/505/3189
Presentation Software	E3	2	15	A/502/0170

Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 2 credits must be taken from Group B.

Title	Level	Credit Value	GLH	Unit ref
Introduction to Travel and Tourism	E3	1	10	A/504/9877
Introduction to Land Based Industries	E3	1	10	A/504/9880
Introduction to Engineering	E3	1	10	F/504/9878
Introduction to Health and Social Care	E3	1	10	F/504/9881
Introduction to Hairdressing	E3	1	10	J/504/9879
Introduction to Retail	E3	1	10	J/504/9882
Introduction to Business Administration	E3	1	10	K/504/9874
Introduction to Building and Construction	E3	1	10	L/504/9883
Introduction to the Information and Communication Technology Sector	E3	1	10	M/504/9875

Introduction to Hospitality	E3	1	10	R/504/9884
Introduction to Catering	E3	1	10	T/504/9876
Introduction to the Creative Industries	E3	1	10	Y/504/9885
Introduction to the Hospitality Industry	E3	1	10	A/502/4834
Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 2 credits in total for the Award.				
Title	Level	Credit Value	GLH	Unit ref
Effective relationships with customers and colleagues	E3	2	20	A/601/6064
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	10	D/504/9581
Routine Vehicle Checks	E3	2	20	F/505/3221
Media Literacy: Introduction to Understanding News	E3	2	20	F/505/4966
Recognise Trees and Plants and their Importance to Wildlife	E3	2	20	H/504/9565
Clean and Prepare a Cycle for Use	E3	1	10	J/504/9574
Basic Food Preparation	E3	2	20	J/600/0711
Washing a Car Exterior	E3	1	7	K/505/3228
Presentation Software Skills	E3	2	15	M/505/1691
Word Processing Software	E3	2	15	M/505/3229
Spreadsheet Software	E3	2	15	M/506/2609
Customer service	E3	2	18	R/504/5138
Identification of Basic External and Internal Car Parts	E3	1	10	R/505/3188
Groom a Small Animal	E3	2	20	Y/503/9311
Using Email	E3	1	10	Y/505/3225
Health and Safety in a Practical Environment	E3	1	10	F/504/9363

600/8984/2 Ascentis Entry Level Certificate in Work Preparation (Entry 3)

Learners must achieve 15 credits in total. A minimum of 8 credits must be taken from Group A and a minimum of 1 credit (maximum of 3 credits) from Group B. Remaining credit is awarded for units in Group A, B or C.

Although not mandatory, we do recommend your learners take unit Responsible Work Practice L/505/5697.

Unit Group A (Employability): A minimum of 8 credits must be taken from Group A.

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	E3	1	10	L/505/5697
Exploring Job Opportunities	E3	1	10	A/504/5148
Rights and Responsibilities in the Workplace	E3	1	10	A/504/5215
Introduction to enterprise skills	E3	1	10	D/505/3193
Recognising Prejudice and Discrimination	E3	1	10	F/504/9508
Customer Care	E3	2	20	H/504/9467
Personal Presentation in the Workplace	E3	1	10	H/504/9503
Understanding Change in the Workplace	E3	2	20	H/504/9517
Applying for a Job	E3	1	10	H/505/3180
Recognising and Respecting Diversity in the Workplace	E3	1	10	J/504/9560
Problem solving skills for work	E3	2	20	J/505/3219
Planning and Reviewing Learning	E3	2	16	K/504/5212
Understanding Opportunities in Work Based Learning	E3	1	10	K/504/9373
Understanding Structures in the Workplace	E3	2	20	K/504/9521
Developing Meeting Skills	E3	1	10	L/504/9480
CV Writing	E3	1	10	L/505/4968
Work Experience	E3	1	10	M/504/9360
Building Working Relationships with Colleagues	E3	2	20	R/504/9447
Improving own Learning and Performance	E3	2	20	R/504/9495
Teamwork Skills	E3	2	20	R/504/9514
Communication in the Workplace	E3	2	20	T/504/9456
Oral Presentation Skills	E3	3	10	T/505/5614
Interview Skills	E3	1	10	Y/505/3189
Presentation Software	E3	2	15	A/502/0170

Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 3 credits must be taken from Group B.

Title	Level	Credit Value	GLH	Unit ref
Introduction to Travel and Tourism	E3	1	10	A/504/9877
Introduction to Land Based Industries	E3	1	10	A/504/9880
Introduction to Engineering	E3	1	10	F/504/9878
Introduction to Health and Social Care	E3	1	10	F/504/9881
Introduction to Hairdressing	E3	1	10	J/504/9879
Introduction to Retail	E3	1	10	J/504/9882
Introduction to Business Administration	E3	1	10	K/504/9874
Introduction to Building and Construction	E3	1	10	L/504/9883
Introduction to the Information and Communication Technology Sector	E3	1	10	M/504/9875
Introduction to Hospitality	E3	1	10	R/504/9884

Introduction to Catering	E3	1	10	T/504/9876
Introduction to the Creative Industries	E3	1	10	Y/504/9885
Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 15 credits in total for the Certificate.				
Title	Level	Credit Value	GLH	Unit ref
Introduction to the Hospitality Industry	E3	1	10	A/502/4834
Planning For and Taking Part in a Visit	E3	3	28	A/502/9497
Effective relationships with customers and colleagues	E3	2	20	A/601/6064
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	10	D/504/9581
Exploring a Career in the Creative Sector	E3	3	30	D/504/9788
Participating in Leisure Activities	E3	3	30	F/504/8181
Health and Safety in a Practical Environment	E3	1	10	F/504/9363
Routine Vehicle Checks	E3	2	20	F/505/3221
Media Literacy: Introduction to Understanding News	E3	2	20	F/505/4966
Recognise Trees and Plants and their Importance to Wildlife	E3	2	20	H/504/9565
Clean and Prepare a Cycle for Use	E3	1	10	J/504/9574
Respecting Children	E3	3	30	J/504/9610
Basic Food Preparation	E3	2	20	J/600/0711
Valeting a Car Interior	E3	3	30	K/504/2889
Sowing and Growing Plants	E3	3	30	K/505/3195
Introduction to Carpentry and Joinery	E3	3	30	L/501/5183
Washing a Car Exterior	E3	1	7	K/505/3228
Developing Skills for Listening to Children	E3	3	30	L/504/9608
Presentation Software Skills	E3	2	15	M/505/1691
Word Processing Software	E3	2	15	M/505/3229
Spreadsheet Software	E3	2	15	M/506/2609
Customer service	E3	2	18	R/504/5138
Identification of Basic External and Internal Car Parts	E3	1	10	R/505/3188
Introduction to Food and Nutrition for Children and Young People	E3	3	30	R/505/3210
Understanding Human Growth and Development	E3	3	30	R/506/5311
Groom a Small Animal	E3	2	20	Y/503/9311
Using Email	E3	1	10	Y/505/3225
Developing Skills for a Healthy Lifestyle	E3	3	30	Y/506/5312

600/8985/4 Ascentis Entry Level Diploma In Work Preparation (Entry 3)

Learners must achieve 39 credits in total. A minimum of 20 credits must be taken from Group A and a minimum of 1 credit (maximum of 3 credits) from Group B. Remaining credit is awarded for units in Group A, B or C.

Although not mandatory, we do recommend your learners take unit Responsible Work Practice L/505/5697.

Unit Group A (Employability): A minimum of 20 credits must be taken from Group A.

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	E3	1	10	L/505/5697
Exploring Job Opportunities	E3	1	10	A/504/5148
Rights and Responsibilities in the Workplace	E3	1	10	A/504/5215
Introduction to enterprise skills	E3	1	10	D/505/3193
Recognising Prejudice and Discrimination	E3	1	10	F/504/9508
Customer Care	E3	2	20	H/504/9467
Personal Presentation in the Workplace	E3	1	10	H/504/9503
Understanding Change in the Workplace	E3	2	20	H/504/9517
Applying for a Job	E3	1	10	H/505/3180
Recognising and Respecting Diversity in the Workplace	E3	1	10	J/504/9560
Problem solving skills for work	E3	2	20	J/505/3219
Planning and Reviewing Learning	E3	2	16	K/504/5212
Understanding Opportunities in Work Based Learning	E3	1	10	K/504/9373
Understanding Structures in the Workplace	E3	2	20	K/504/9521
Developing Meeting Skills	E3	1	10	L/504/9480
CV Writing	E3	1	10	L/505/4968
Work Experience	E3	1	10	M/504/9360
Building Working Relationships with Colleagues	E3	2	20	R/504/9447
Improving own Learning and Performance	E3	2	20	R/504/9495
Teamwork Skills	E3	2	20	R/504/9514
Communication in the Workplace	E3	2	20	T/504/9456
Oral Presentation Skills	E3	3	10	T/505/5614
Interview Skills	E3	1	10	Y/505/3189
Presentation Software	E3	2	15	A/502/0170

Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 3 credits must be taken from Group B.

Title	Level	Credit Value	GLH	Unit ref
Introduction to Travel and Tourism	E3	1	10	A/504/9877
Introduction to Land Based Industries	E3	1	10	A/504/9880
Introduction to Engineering	E3	1	10	F/504/9878
Introduction to Health and Social Care	E3	1	10	F/504/9881
Introduction to Hairdressing	E3	1	10	J/504/9879
Introduction to Retail	E3	1	10	J/504/9882
Introduction to Business Administration	E3	1	10	K/504/9874
Introduction to Building and Construction	E3	1	10	L/504/9883
Introduction to the Information and Communication Technology	E3	1	10	M/504/9875

Sector				
Introduction to Hospitality	E3	1	10	R/504/9884
Introduction to Catering	E3	1	10	T/504/9876
Introduction to the Creative Industries	E3	1	10	Y/504/9885
Unit Group C (Sector Units): Learners can take units from Group C for remaining credits required to achieve 39 credits in total for the Diploma.				
Title	Level	Credit Value	GLH	Unit ref
Introduction to the Hospitality Industry	E3	1	10	A/502/4834
Planning For and Taking Part in a Visit	E3	3	28	A/502/9497
Effective relationships with customers and colleagues	E3	2	20	A/601/6064
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	10	D/504/9581
Exploring a Career in the Creative Sector	E3	3	30	D/504/9788
Participating in Leisure Activities	E3	3	30	F/504/8181
Health and Safety in a Practical Environment	E3	1	10	F/504/9363
Routine Vehicle Checks	E3	2	20	F/505/3221
Media Literacy: Introduction to Understanding News	E3	2	20	F/505/4966
Recognise Trees and Plants and their Importance to Wildlife	E3	2	20	H/504/9565
Clean and Prepare a Cycle for Use	E3	1	10	J/504/9574
Respecting Children	E3	3	30	J/504/9610
Basic Food Preparation	E3	2	20	J/600/0711
Valeting a Car Interior	E3	3	30	K/504/2889
Sowing and Growing Plants	E3	3	30	K/505/3195
Introduction to Carpentry and Joinery	E3	3	30	L/501/5183
Washing a Car Exterior	E3	1	7	K/505/3228
Developing Skills for Listening to Children	E3	3	30	L/504/9608
Presentation Software Skills	E3	2	15	M/505/1691
Word Processing Software	E3	2	15	M/505/3229
Spreadsheet Software	E3	2	15	M/506/2609
Customer service	E3	2	18	R/504/5138
Identification of Basic External and Internal Car Parts	E3	1	10	R/505/3188
Introduction to Food and Nutrition for Children and Young People	E3	3	30	R/505/3210
Understanding Human Growth and Development	E3	3	30	R/506/5311
Groom a Small Animal	E3	2	20	Y/503/9311
Using Email	E3	1	10	Y/505/3225
Developing Skills for a Healthy Lifestyle	E3	3	30	Y/506/5312

Unit certification is available for all units.

Guided Learning Hours

The recommended guided learning hours for these qualifications are -

Entry Level Award: 70 hours
Entry Level Certificate: 150 hours
Entry Level Diploma: 390 hours

Total Qualification Time

The total qualification time for these qualifications are -

Entry Level Award: 70 hours
Entry Level Certificate: 150 hours
Entry Level Diploma: 390 hours

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 14+, 16-18 and 19+

Opportunities for Progression

Depending on the units selected, these qualifications will enable learners to progress:

- Directly to employment
- Onto Traineeships
- Onto Apprenticeships
- To higher level qualifications in the Work Preparation suite
- To a wide range of other training and qualifications

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England and Northern Ireland (CCEA). It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Award, Certificate or Diploma, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice

Unit Reference Number: L/505/5697

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the requirements of the workplace.	1.1. Identify own responsibilities in the workplace in relation to health and safety.
	1.2. Identify the requirements of the workplace in relation to conduct and behaviour at work.
	1.3. List sources of help and support in the workplace for employees.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Identify positive attitudes and behaviours for the workplace.
	2.2. Outline the benefits of positive attitudes and behaviours for self.
3. Understand the characteristics of appropriate work practice.	3.1. State why it is important to arrive at the workplace on time.
	3.2. State why it is important to dress appropriately in the workplace.
	3.3. State why it is important to follow an organisation's requirements.

Assessment Method

N/A

Equivalences

D/504/9368

Group A Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Exploring Job Opportunities

Unit Reference Number: A/504/5148

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify suitable job opportunities.	1.1. State who to see and where to go for help with job choices.
	1.2. Review their interests, experiences, skills and qualities.
	1.3. Get information about job options in the local labour market.
	1.4. Match their interests, experiences, skills and qualities to job options.
	1.5. Describe why a particular job option is suitable for them.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: A/504/5215

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that employees have rights in the workplace.	1.1. List the main rights all employees have at work.
	1.2. Give an example of a law that helps to protect employees at work.
	1.3. Identify who could help with problems at work to do with employee rights.
2. Understand that employees have responsibilities in the workplace.	2.1. List the main responsibilities an employee has at work.
	2.2. State how an employee gets information about their responsibilities in the workplace.
	2.3. Identify a source of advice an employee could use if they were faced with disciplinary procedures at work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Enterprise Skills
Unit Reference Number: D/505/3193

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand own strengths as an enterprising person and ways to improve enterprise skills.	1.1. Give an example of how an enterprising person behaves.
	1.2. Identify own strengths in terms of enterprising attitudes and qualities.
	1.3. Identify own strengths in terms of enterprise skills.
	1.4. Identify ways to practise and improve own enterprise skills.
2. Understand the characteristics of a successful entrepreneur.	2.1. Identify a successful entrepreneur and state what they do.
	2.2. List the skills and qualities that are needed to be a successful entrepreneur.

Assessment Method

N/A

Equivalences

F/601/4641 Introduction to Enterprise Skills

UNIT SPECIFICATIONS

Unit Title: Recognising Prejudice and Discrimination
Unit Reference Number: F/504/9508

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise discrimination and the impact on individuals and the workplace.	1.1. Give an example of a stereotype used in relation to race, gender, ability or sexuality.
	1.2. Give an example of discriminatory language and behaviour.
	1.3. Identify an effect of stereotyping and discriminatory language and behaviour on individuals.
	1.4. Identify an effect of stereotyping and discriminatory language and behaviour on the workplace as a whole.

Assessment Method

As an Entry 3 unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Customer Care

Unit Reference Number: H/504/9467

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of good customer care.	1.1. Outline why good customer care is important. 1.2. Give an example of good customer care and an example of poor customer care. 1.3. Demonstrate one way in which they can give good customer care.
2. Be able to provide good customer care.	2.1. Demonstrate good customer care when dealing with a customer in a familiar situation.
3. Be able to communicate positively with customers.	3.1. State one positive verbal and one positive non-verbal way of communicating with customers. 3.2. State one result of poor communication with customers. 3.3. Communicate with customers positively in familiar situations.
4. Understand the importance of keeping to organisational policies and practice.	4.1. Respond to a customer enquiry in accordance with set policies and procedures.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Personal Presentation in the Workplace
Unit Reference Number: H/504/9503

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know conventions for personal presentation in the workplace.	1.1. Outline appropriate dress and appearance conventions in one work setting.
2. Be able to demonstrate appropriate personal presentation for the workplace.	2.1. Present themselves in an appropriate way for a place of work.
	2.2. Demonstrate appropriate behaviour for a work environment.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Change in the Workplace
Unit Reference Number: H/504/9517

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that organisations need to respond to change and new directions.	1.1. Identify a change that can happen in the workplace.
	1.2. Outline a possible reason for the change.
	1.3. State a way in which people respond to change.
2. Understand the impacts of change in the workplace.	2.1. State one way in which change can affect the workplace.
	2.2. State why it is important to train employees during times of change.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Applying for a Job
Unit Reference Number: H/505/3180

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different methods of applying for a job.	1.1. Identify different methods of applying for a job.
2. Know why job application forms are used by employers.	2.1. Outline why a job application form is used as a way of applying for a job.
3. Be able to complete a job application form.	3.1. Identify information needed for a job application form.
	3.2. Present required information in a job application form.

Assessment Method

N/A

Equivalences

J/503/2807 Applying for a Job

UNIT SPECIFICATIONS

Unit Title: Recognising and Respecting Diversity in the Workplace

Unit Reference Number: J/504/9560

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise that there are differences and similarities between people.	1.1. Give two examples of differences between people. 1.2. Give two examples of similarities between people.
2. Be able to recognise key responsibilities in relation to promoting equality in the workplace.	2.1. Give an example of a responsibility that employees have to promote equality in the workplace. 2.2. Give an example of a responsibility that employers have to promote equality in the workplace.
3. Be able to recognise discrimination at work.	3.1. Give two examples of discrimination in the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Problem Solving Skills for Work
Unit Reference Number: J/505/3219

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognise a problem in the place of work.	1.1. Identify a problem s/he has encountered or may encounter in the place of work.
	1.2. Give a description of the problem.
2. Be able to identify a solution to a problem in the place of work.	2.1. Identify a possible solution to a problem in the place of work.
	2.2. List the steps that need to be taken to solve the problem.
	2.3. Identify sources of support to help solve the problem.

Assessment Method

N/A

Equivalences

A/502/4266 Problem Solving Skills for Work

UNIT SPECIFICATIONS

Unit Title: Planning and Reviewing Learning
Unit Reference Number: K/504/5212

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify what they need to improve to help them achieve their goals	1.1. Identify the skills and qualities needed to achieve their goals. 1.2. Describe their strengths and what they need to improve. 1.3. Agree what they are going to work on first.
2. Be able to identify their targets and plan how to meet them.	2.1. Identify targets that will help improve their skills. 2.2. Identify clear steps for each target. 2.3. Identify deadlines for activities and a review date. 2.4. Identify support to help meet targets.
3. Be able to carry out their plan and review progress.	3.1. Carry out activities to meet their targets. 3.2. Review their progress with their tutor/supervisor. 3.3. Identify targets they have met. 3.4. State what they have learned.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Opportunities in Work Based Learning
Unit Reference Number: K/504/9373

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognise work based learning.	1.1. State what is meant by work based learning.
	1.2. Identify the benefits of work based learning.
2. Know how to identify learning opportunities in the work place.	2.1. Identify a relevant work based learning opportunity.
	2.2. Outline how the work-based opportunity will benefit own learning and development.
	2.3. List the steps that should be taken to follow up a work based learning opportunity.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Structures in the Workplace
Unit Reference Number: K/504/9521

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of organisational objectives and values.	1.1. Identify the key features of an organisation's statement of objectives or values. 1.2. State why it is important for organisations to have values and objectives.
2. Understand the need for effective communication routes within an organisation.	2.1. Give an example of a piece of information that is passed on within an organisation. 2.2. State why it is important for team members to communicate with each other.
3. Be able to recognise the way in which decisions are made in relation to organisational structure.	3.1. Outline how decisions are made in an organisation and by whom.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Developing Meeting Skills
Unit Reference Number: L/504/9480

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the format of a meeting.	1.1. Outline main types of meeting.
	1.2. Define the main terms used at formal meetings.
	1.3. Identify the key features of an agenda.
	1.4. Identify the key features of a meeting minute.
2. Know how to prepare for meetings.	2.1. Identify the main issues to be covered at the meeting from the agenda.
	2.2. Identify who will be chairing the meeting and who is taking the minute.
	2.3. List questions that may be asked at the meeting based on the agenda and papers.
3. Be able to contribute to a meeting.	3.1. Make a contribution to a meeting.
	3.2. Use appropriate language to communicate in the meeting.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: CV Writing

Unit Reference Number: L/505/4968

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of a CV.	1.1. State what the letters CV stand for. 1.2. State what a CV is used for.
2. Understand what a CV contains.	2.1. Choose a suitable format for a personal CV. 2.2. Name all the headings on the selected CV format.
3. Know how to complete a CV.	3.1. List the information required under each heading. 3.2. List personal details, attributes and skills under correct headings.

Assessment Method

N/A

Equivalences

J/601/0025

UNIT SPECIFICATIONS

Unit Title: Work Experience
Unit Reference Number: M/504/9360

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for their work experience placement.	1.1. Identify the organisation they will be working for. 1.2. Identify their role and who they will report to during their work experience placement.
2. Be able to work appropriately in their role.	2.1. Follow instructions to carry out activities. 2.2. Follow organisational procedures for dress, conduct, health and safety and timekeeping.
3. Be able to review their work experience placement.	3.1. Identify the activities they have been involved in during their work experience placement. 3.2. Identify what went well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Building Working Relationships with Colleagues
Unit Reference Number: R/504/9447

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why it is important to get on well with colleagues.	1.1. List two types of colleagues an employee needs to interact with at work. 1.2. State why an employee needs to get on with one type of colleague.
2. Be able to work with employers and/or managers.	2.1. Follow instructions given by employers and/or managers. 2.2. Respond to instructions using language and tone appropriately.
3. Be able to work with peers in the workplace.	3.1. Participate in discussions with peers in an appropriate way. 3.2. Carry out their role in line with instructions and work appropriately with peers. 3.3. Accept guidance, help and feedback from peers when appropriate.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Improving own Learning and Performance

Unit Reference Number: R/504/9495

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Show an awareness of different ways of learning.	1.1. State two different ways of learning. 1.2. Name two subjects which they enjoy or are good at.
2. Know how to set realistic learning targets.	2.1. State one area for improvement and say why this has been chosen. 2.2. State a realistic learning target.
3. Know how to review own performance in meeting learning targets.	3.1. Identify what went well and what did not go so well. 3.2. Identify an activity to improve learning and performance in the future.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Teamwork Skills

Unit Reference Number: R/504/9514

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how roles and responsibilities can be allocated within a team.	1.1. State who will do what within the team.
	1.2. Identify own responsibilities and role within the team.
	1.3. Participate in discussion with other team members about roles and responsibilities.
2. Understand how to contribute to a team discussion.	2.1. Contribute to a team discussion speaking at an appropriate time.
	2.2. Speak without talking over others in the group.
3. Understand how to participate in a team activity.	3.1. State the aims and objectives for the activity.
	3.2. State own role played within an activity.
	3.3. State the roles played by two other members of the team.
4. Be able to review own contribution to the team.	4.1. Review own contribution to the work of the team.
	4.2. State what went well and what did not go so well.

Assessment Method

As an Entry 3 unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communication in the Workplace

Unit Reference Number: T/504/9456

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about ways of communicating.	1.1. Identify the ways in which people give and receive information in the workplace.
	1.2. Give an example of good and poor communication in the workplace.
	1.3. State why it is important to communicate effectively in the workplace.
2. Know the methods used to communicate different types of information in the workplace.	2.1. Give an example of information that would need to be communicated in the workplace.
	2.2. Give an example of a way in which information could be communicated.
3. Be able to use communication skills.	3.1. Interact with others using appropriate language and body language.
	3.2. Communicate a piece of information appropriately and correctly to others.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Oral Presentation Skills
Unit Reference Number: T/505/5614

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand strategies and techniques for oral presentations.	1.1. Identify different strategies and techniques that can be used for effective oral presentations, including: a) speaking skills b) presentation styles c) supporting aids d) body language.
2. Know how to plan an oral presentation taking into account purpose and audience.	2.1. Contribute to the planning of content of a shared oral presentation on a familiar subject.
	2.2. State the structure of the presentation taking into account: a) who it's for b) the purpose of the presentation c) how long you have d) who does what e) appropriate strategies and techniques f) availability of audio visual aids.
3. Know how to give an oral presentation taking into account purpose and audience.	3.1. Use appropriate oral presentation skills to give a short oral presentation on a familiar subject with another person.

Assessment Method

N/A

Equivalences

L/600/9880

UNIT SPECIFICATIONS

Unit Title: Interview Skills

Unit Reference Number: Y/505/3189

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare to be interviewed.	1.1. Identify clothing to wear for an interview.
	1.2. Identify why personal hygiene is important for an interview.
	1.3. Describe the job role.
	1.4. List possible interview questions.
2. Be able to respond to the interviewer's questions.	2.1. Demonstrate non-verbal communication to show attention in an interview.
	2.2. Give clear, straightforward answers to the questions asked.
3. Be able to recognise effectiveness of own performance in an interview.	3.1. Identify what went well in the interview and what did not.

Assessment Method

N/A

Equivalences

R/503/2809 Interview Skills

UNIT SPECIFICATIONS

Unit Title: Presentation Software
Unit Reference Number: A/502/0170

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information to use in the presentation.
	1.2. Enter information into presentation slides so that it is ready for editing and formatting.
	1.3. Combine information for presentations in line with any copyright constraints.
	1.4. Identify copyright constraints on using others' information.
	1.5. Store and retrieve presentation files effectively, in line with local guidelines.
2. Use presentation software tools to structure, edit and format slides.	2.1. Select a template and theme for slides.
	2.2. Use appropriate techniques to edit slides.
	2.3. Apply format techniques to slides.
3. Prepare slides for presentation.	3.1. Identify how the slides should be presented.
	3.2. Prepare and present slides for presentation.
	3.3. Check presentation using IT tools making corrections as appropriate.

Assessment Method

IT User Assessment Strategy available from www.e-skills.com

Assessment can be undertaken through:

- an assignment to cover practical ability and underpinning knowledge - that may include multiple choice questions as part of a single assessment activity or as a separate activity
- work for a real purpose portfolio of evidence

Equivalences

N/A

GROUP B UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Introduction to the Travel and Tourism Industries

Unit Reference Number: A/504/9877

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the travel and tourism industry.	1.1 Identify types of organisation operating in the travel and tourism industry.
	1.2 Identify key job roles in the travel and tourism industry.
	1.3 Outline the working patterns in the travel and tourism industry.
2. Know about different types of career opportunities available in the travel and tourism industry.	2.1 Outline different types of career opportunities in the travel and tourism industry.
	2.2 Identify the skills needed to work in the travel and tourism industry.
3. Be able to develop and demonstrate an appropriate skill in the travel and tourism 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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Land Based Industries

Unit Reference Number: A/504/9880

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of land-based industries.	1.1. Identify types of organisation 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.
2. Know about different types of career opportunities available in land-based industries.	2.1. Outline different types of career opportunities in land-based industries.
	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.
	3.2. Follow instructions to demonstrate the skill appropriately.
	3.3. Identify what went well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Engineering
Unit Reference Number: F/504/9878

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the engineering sector.	1.1. Identify types of organisation 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.
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. 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. 3.2. Follow instructions to demonstrate the skill appropriately. 3.3. Identify what went well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Health and Social Care
Unit Reference Number: F/504/9881

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the health and social care sector.	1.1. Identify types of organisation 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.
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Hairdressing

Unit Reference Number: J/504/9879

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the hairdressing sector.	1.1. Identify types of organisation operating in the hairdressing sector.
	1.2. Identify key job roles in the hairdressing sector.
	1.3. Outline the working patterns in the hairdressing sector.
2. Know about different types of career opportunities available in the hairdressing sector.	2.1. Outline different types of career opportunities in the hairdressing sector.
	2.2. Identify the skills needed to work in the hairdressing sector.
3. Be able to develop and demonstrate an appropriate skill in the hairdressing 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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Retail
Unit Reference Number: J/504/9882

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	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.
	1.2. Identify key job roles in the retail sector.
	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.
	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.
	3.2. Follow instructions to demonstrate the skill appropriately.
	3.3. Identify what went well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Business Administration
Unit Reference Number: K/504/9874

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the business and administration sector.	1.1. Identify types of organisation 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.
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.
	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.
	3.2. Follow instructions to demonstrate the skill appropriately.
	3.3. Identify what went well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Building and Construction

Unit Reference Number: L/504/9883

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the building and construction industry.	1.1. Identify types of organisation 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.
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to the Information and Communication Technology Sector

Unit Reference Number: M/504/9875

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the information and communication technology sector.	1.1. Identify types of organisation 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.
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Hospitality
Unit Reference Number: R/504/9884

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the hospitality sector.	1.1. Identify types of organisation 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.
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Catering
Unit Reference Number: T/504/9876

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the catering sector.	1.1. Identify types of organisation 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.
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to the Creative Industries

Unit Reference Number: Y/504/9885

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the creative industries.	1.1. Identify types of organisation operating in the creative industries.
	1.2. Identify key job roles in the creative industries.
	1.3. Outline the working patterns in the creative industries.
2. Know about different types of career opportunities available in the creative industries.	2.1. Outline different types of career opportunities in the creative industries.
	2.2. Identify the skills needed to work in the creative industries.
3. Be able to develop and demonstrate an appropriate skill in the creative 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.

Assessment Method

N/A

Equivalences

N/A

Group C Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Introduction to the Hospitality Industry

Unit Reference Number: A/502/4834

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
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.
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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Planning For and Taking Part in a Visit
Unit Reference Number: A/502/9497

Credit Value of Unit: 3

GLH of Unit: 28

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan a visit to a chosen tourism destination.	1.1. Carry out research to plan a visit to a chosen tourism destination.
	1.2. Plan a day visit to a tourism destination including: - timings - activities - method of transport.
	1.3. Identify health and safety considerations.
2. Be able to use personal skills to take part in a visit.	2.1. Wear clothing suitable for the visit.
	2.2. Keep to time during a visit.
	2.3. Behave appropriately during a visit.

Assessment Method

The learner does not have to plan and take part in the same visit.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Effective Relationships with Customers and Colleagues
Unit Reference Number: A/601/6064

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to relate effectively to customers.	1.1. Identify methods of communication when dealing with customers.
	1.2. Identify language to avoid because customers may consider it to be offensive.
	1.3. Identify language to avoid because customers may consider it too familiar.
2. Know how to relate effectively to colleagues in a customer service team.	2.1. State why friendliness and helpfulness are useful in customer service teamwork.
	2.2. State how to help colleagues when doing routine customer service tasks.
	2.3. State what help could be reasonably expected from colleagues when carrying out routine customer service tasks.
	2.4. State what help colleagues could reasonably expect to be given when carrying out routine customer service tasks.
3. Know the importance of positive body language when dealing with customers and colleagues.	3.1. State what is meant by positive body language.
	3.2. State the importance of avoiding negative body language.
	3.3. State why it is important to use eye contact and a smile when talking to customers and colleagues.
	3.4. State why it is important to use and react to body language when dealing with customers and colleagues.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Remove and Replace Cycle Wheels, Tyres and Inner Tubes

Unit Reference Number: D/504/9581

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for replacement of cycle wheels, tyres and inner tubes.	1.1. Identify appropriate protective equipment to use for replacement work.
	1.2. Identify the cycle to be used and check its condition.
	1.3. Identify the tools, materials and equipment to be used for replacement of wheels, tyres and inner tubes.
	1.4. List the components which are relevant to wheels, tyres and inner tubes.
2. Be able to replace cycle wheels, tyres and inner tubes.	2.1. Follow instructions to carry out replacement of front and rear wheels, tyres and inner tubes.
	2.2. Safely handle and support the cycle during replacement work.
	2.3. Use tools, materials and equipment safely.
	2.4. Carry out a safety check of the cycle.
3. Be able to tidy up area after work.	3.1. Safely dispose of cleaning materials and substances used during replacement work.
	3.2. Clean tools and equipment after use and store appropriately.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Exploring a Career in the Creative Sector
Unit Reference Number: D/504/9788

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise career opportunities in the creative sector.	1.1. Identify a key source of information on careers in the creative sector. 1.2. State two areas of work, or training of own interest
2. Be able to identify future opportunities or goals.	2.1. Identify an action to take towards achieve a goal or opportunity.
3. Understand the value of a CV or portfolio for career development.	3.1. Identify the parts of a CV or portfolio used for career development.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Participating in Leisure Activities

Unit Reference Number: F/504/8181

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to access local leisure activities.	1.1. Identify three local leisure activities.
	1.2. Identify how to gain access to three local leisure activities.
2. Know what is required to participate in local leisure activities.	2.1. Identify costs involved in participating in three local leisure activities.
	2.2. List any special equipment or clothing required to participate in three local leisure activities.
3. Be able to participate in local leisure activities.	3.1. Participate in three local leisure activities.
4. Know benefits of participating in leisure activities.	4.1. List two benefits of participating in leisure activities.
5. Know Health and Safety issues related to leisure activities.	5.1. Identify personal Health and Safety issues relating to three local leisure activities.
	5.2. Identify general Health and Safety issues related to three local leisure activities.

Assessment Method

Portfolio of Evidence

Equivalences

F/500/4827 Introduction to Participating in Leisure Activities

UNIT SPECIFICATIONS

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: F/504/9363

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the health and safety requirements relevant to their work environment.	1.1. Identify the health and safety requirements relevant to their work environment.
	1.2. State procedures to be followed for working safely.
	1.3. Identify problems that can occur if health and safety procedures are not followed.
2. Know the procedure for dealing with accidents and emergencies in the work environment.	2.1. State the procedure to be followed in the event of an accident or emergency.
	2.2. Locate emergency equipment in the work environment.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Routine Vehicle Checks
Unit Reference Number: F/505/3221

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know vehicle systems and components that require routine checks.	1.1. Identify the vehicle systems and components that require routine checks.
	1.2. Identify the basic maintenance requirements for vehicle systems.
2. Know the information and equipment required for vehicle maintenance checks.	2.1. Identify the information required for vehicle maintenance.
	2.2. Identify the tools and equipment required for vehicle maintenance.
3. Be able to 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.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Media Literacy: Introduction to Understanding News

Unit Reference Number: F/505/4966

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise 'news' programmes.	1.1. Identify a radio or TV news programme from at least three short clips of different programme types. 1.2. State the differences between two different types of news product, for example, a tabloid newspaper and a broadsheet.
2. Understand that news producers make choices about what to include in the news.	2.1. Give an example of a choice that news producers can make, for example, 'the plane crash story came first because they thought it was really important'.
3. Know some of the key elements of a news presenter's job.	3.1. Name at least two things that news presenters do, for example, 'they read from a script'; 'they speak directly to camera'.

Assessment Method

N/A

Equivalences

D/600/1413

UNIT SPECIFICATIONS

Unit Title: Recognise Trees and Plants and their Importance to Wildlife

Unit Reference Number: H/504/9565

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise common trees.	1.1. Identify common trees.
	1.2. Describe the different parts of a tree.
	1.3. State the functions of the different parts of a tree.
	1.4. State the difference between evergreen and deciduous trees.
2. Be able to recognise common plants.	2.1. Identify common plants.
	2.2. Describe the different parts of a plant.
	2.3. State the functions of the different parts of a plant.
3. Know the benefits of trees and plants to wildlife.	3.1. State the benefits of trees to wildlife.
	3.2. State the benefits of plants to wildlife.

Assessment Method

N/A

Equivalences

Y/502/0824 - Recognise trees and plants and their importance to wildlife

UNIT SPECIFICATIONS

Unit Title: Clean and Prepare a Cycle for Use

Unit Reference Number: J/504/9574

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for cycle cleaning and preparation.	1.1. Identify appropriate protective equipment to use for cycle cleaning and preparation.
	1.2. Identify the cycle to be cleaned and prepared and check its condition.
	1.3. Identify the tools, materials and equipment to be used for cleaning and preparation.
2. Be able to clean and prepare a cycle for use.	2.1. Follow instructions to carry out cleaning and preparation of the cycle.
	2.2. Safely handle and support the cycle during cleaning and preparation for use.
	2.3. Use tools, materials and equipment safely.
	2.4. Carry out a safety check of the cycle.
3. Be able to tidy up area after work.	3.1. Safely dispose of cleaning materials and substances used during the cleaning and preparation.
	3.2. Clean tools and equipment after use and store appropriately.

Assessment Method

N/A

Equivalences

L/502/7320 - Clean and prepare a cycle for use

UNIT SPECIFICATIONS

Unit Title: Respecting Children
Unit Reference Number: J/504/9610

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	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.
	3.2. State ways in which the physical environment respects children.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Basic Food Preparation
Unit Reference Number: J/600/0711

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare food for cold presentation or cooking.	1.1. Select the correct ingredients for basic dishes.
	1.2. Choose the correct equipment and handle safely and hygienically.
	1.3. Prepare food items for cold presentation or cooking safely and hygienically.
	1.4. Set aside or store prepared food items ready for use according to instructions.
	1.5. Clean work areas and equipment safely and hygienically during and after preparing food.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Valeting a Car Interior
Unit Reference Number: K/504/2889

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify equipment and tools to valet a car interior.	1.1. Select 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.
	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.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Sowing and Growing Plants
Unit Reference Number: K/505/3195

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use indoor sowing techniques.	1.1. Fill and seed trays and spot to an appropriate level. 1.2. Water trays/spots of compost. 1.3. Sow a range of seeds.
2. Be able to use outdoor sowing techniques.	2.1. Prepare the ground using appropriate methods. 2.2. Sow, water, cover and protect seeds as instructed.
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.
4. Be able to use the processes of "hardening off" and "planting out".	4.1. Use the correct method and equipment to "harden off" and "plant out" plants as directed.

Assessment Method

N/A

Equivalences

Y/500/5403 Sowing and Growing Plants

UNIT SPECIFICATIONS

Unit Title: Washing a Car Exterior
Unit Reference Number: K/505/3228

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use appropriate tools and equipment for washing a car exterior.	1.1. Select and use appropriate tools and equipment for washing a car exterior.
2. Be able to wash a car exterior.	2.1. Prepare a car exterior for washing.
	2.2. Wash all external parts of the car using appropriate equipment.
	2.3. Rinse vehicle appropriately.
	2.4. Dry car windows and paintwork using appropriate equipment.

Assessment Method

N/A

Equivalences

K/500/5535 Washing a Car Exterior

UNIT SPECIFICATIONS

Unit Title: Introduction to Carpentry and Joinery
Unit Reference Number: L/501/5183

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about vocational area.	1.1 Name tools and equipment correctly, for example hammer, saw vice, etc. 1.2 Recognise and identify correct materials, for example wood, nail, screws, etc.
2. Know how to interact with others.	2.1 Communicate with others. 2.2 Follow simple instructions given by tutor.
3. Know how to work safely and correctly.	3.1 Use tools and equipment and handle 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.
4. Know how to tackle basic problems.	4.1 Select correct tools and equipment for specific projects. 4.2 Select correct materials for specific projects.
5. Know how to review his/her performance and personal skills.	5.1 Give an example of what went well and what went not so well. 5.2 Participate in a discussion with his/her tutor about what might have been done differently.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Developing Skills for Listening to Children
Unit Reference Number: L/504/9608

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the value and benefits of listening to children.	1.1. Give a reason for children wanting to be listened to. 1.2. List some of the benefits of listening to children.
2. Be able to listen without interrupting.	2.1. Demonstrate listening without interrupting.
3. Understand the importance of acknowledging children's feelings and needs.	3.1. Give an example of a child's feelings and possible underlying needs. 3.2. State why it is important to acknowledge these feelings and needs.
4. Know how to ask appropriate questions when listening to children.	4.1. Give an example of a question to ask a child. 4.2. State why it is appropriate.

Assessment Method

N/A

Equivalences

D/503/8192

UNIT SPECIFICATIONS

Unit Title: Presentation Software
Unit Reference Number: M/505/1691

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	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.
	1.2. Create presentation slides.
	1.3. Identify copyright constraints on using others' information.
	1.4. Combine information for presentations in line with any copyright constraints.
	1.5. Store presentation files.
	1.6. Retrieve presentation files.
2. Be able to use presentation software tools.	2.1. Select a template and theme for slides.
	2.2. Use appropriate techniques to edit slides.
	2.3. Apply formatting techniques to slides.
3. Be able to prepare slides for presentation.	3.1. Identify how the slides should be presented.
	3.2. Check presentation using IT tools making corrections as appropriate.
	3.3. Present slides.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Word Processing Software
Unit Reference Number: M/505/3229

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	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.
	1.2. Give examples of the types of document that could be created using a word processor.
	1.3. Store and retrieve document files, in line with local guidelines.
	1.4. Identify what would be used to create documents.
	1.5. Use editing tools.
	1.6. Identify editing used to aid meaning.
2. Be able to structure information within word processing documents.	2.1. Identify and use appropriate templates to create a new document.
	2.2. Use appropriate page layout to present and print documents.
	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.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Spreadsheet Software
Unit Reference Number: M/506/2609

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to enter, edit, store and retrieve numerical and other information using spreadsheets.	1.1. Enter numerical and other information accurately on spreadsheets.
	1.2. Edit numerical and other information accurately on spreadsheets.
	1.3. Store spreadsheet files effectively, in line with any relevant guidelines.
	1.4. Retrieve spreadsheet files effectively.
2. Be able to use appropriate formulas and tools to summarise and display spreadsheet information.	2.1. State how to summarise and display required information on spreadsheets.
	2.2. Use formulas and tools as needed to summarise data and process information on spreadsheets.
3. Be able to use appropriate tools and techniques to present spreadsheet information effectively.	3.1. Use appropriate tools and techniques to format spreadsheet cells, rows and columns.
	3.2. Use appropriate tools to generate a chart or graph from a spreadsheet.
	3.3. Present and print spreadsheet information.
	3.4. Check spreadsheet information, using IT tools and making corrections as appropriate.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Customer Service
Unit Reference Number: R/504/5138

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand why good customer service is important.	1.1. State how poor customer service can impact on: <ul style="list-style-type: none">• customers• the organisation itself
2. Understand customer needs and how own organisation tries to meet them.	2.1. State what products/services customers want from own organisation.
	2.2. State how the organisation provides products/services in ways that meet customer needs.
3. Know ways to provide good customer service.	3.1. List ways to make a good first impression.
	3.2. Give examples of how they give good customer service.
4. Be able to provide good customer service.	4.1. Use appropriate verbal and non-verbal communication skills to greet customers.
	4.2. Meet the customer service standards of the organisation when carrying out own role.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Identification of Basic External and Internal Car Parts

Unit Reference Number: R/505/3188

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Be able to identify and locate basic external car parts.</p>	<p>1.1. Identify and locate the following:</p> <ul style="list-style-type: none"> • windscreen • headlamp • indicators • brake light • wing mirrors • wiper blades • aerial • door handles • bonnet, boot • exhaust • bumper bars • tyres • petrol filler cap. <p>1.2. Open bonnet and locate screen wash bottle</p> <p>1.3. Open boot and locate spare wheel.</p>
<p>2. Be able to identify and locate basic internal car parts.</p>	<p>2.1. Identify and locate the following:</p> <ul style="list-style-type: none"> • steering wheel • gear lever • bonnet release lever • seatbelts • door handle • window control • radio • spare wheel • handbrake • indicator • wiper • light • horn • seat adjustment controls. <p>2.2. Operate horn, radio, headlamps and Indicators</p>

Assessment Method

N/A

Equivalences

L/500/5561

UNIT SPECIFICATIONS

Unit Title: Introduction to Food and Nutrition for Children and Young People

Unit Reference Number: R/505/3210

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what constitutes a balanced diet.	1.1. Identify the main nutrients in a balanced diet.
	1.2. Identify, from a given range, foods that contain the main nutrients.
	1.3. Outline the main nutrients and their basic functions.
	1.4. Identify suitable food for children and young people of different ages.
2. Know common food allergies and their effects.	2.1. Identify some food allergies.
	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.

Assessment Method

N/A

Equivalences

M/500/5004

UNIT SPECIFICATIONS

Unit Title: Understanding Human Growth and Development

Unit Reference Number: R/506/5311

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know sequences of growth and development from birth to old age.	1.1. Identify, from a given range, key changes in a person's physical appearance, physical abilities and mental abilities from birth to old age.
2. Know some of the factors that affect growth and development.	2.1. Identify, from a given range, some factors of diet and exercise that affect growth and development.
3. Understand that different experiences affect emotional or social development.	3.1. Identify, from a given range, some links between experience and emotional or social development.
4. Know some of the ways in which a child learns to communicate.	4.1. List three ways in which a carer can help a child develop communication/language skills.

Assessment Method

N/A

Equivalences

F/500/5007 Understanding Human Growth and Development

UNIT SPECIFICATIONS

Unit Title: Groom a Small Animal
Unit Reference Number: Y/503/9311

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to groom a small animal.	1.1. Give a reason for grooming a small animal.
	1.2. Recognise items of grooming equipment.
	1.3. Restrain a small animal for grooming.
	1.4. Groom a small animal.
	1.5. Use, clean and store PPE, tools and equipment safely.
	1.6. Maintain the safety of self, others and animals during the operation.
	1.7. State why PPE needs to be worn.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Using Email

Unit Reference Number: Y/505/3225

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

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

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Developing Skills for a Healthy Lifestyle
Unit Reference Number: Y/506/5312

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why personal fitness is important.	1.1. State why personal fitness is important to good health.
2. Understand the role that exercise plays in a healthy lifestyle.	2.1. Choose an activity for developing personal fitness in relation to weight, health and age.
3. Be able to identify the role of a balanced diet in promoting personal good health.	3.1. Identify food items which promote good health.
	3.2. Plan a simple well balanced healthy meal for self.
4. Know the importance of personal hygiene and good grooming.	4.1. State a reason for the need for personal hygiene.
	4.2. Identify a basic routine for maintaining personal hygiene.
5. Be able to identify the basic issues of sex education and contraception.	5.1. Identify the main methods of contraception currently available.
	5.2. Identify the key features of common sexually transmitted infections.
6. Know how to take responsibility for own health and lifestyle through action planning for the future.	6.1. Set a personal target / goal in relation to own health / lifestyle.
	6.2. State how this can be achieved.

Assessment Method

N/A

Equivalences

F/504/2879 Developing Skills for a Healthy Lifestyle

APPENDIX 1

Summary Record of Achievement

603/3939/1 Ascentis Entry Level Award in Work Preparation (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	E3	1			

Learner Name _____

Minimum Credit Value of Qualification 7

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

600/8984/2 Ascentis Entry Level Certificate in Work Preparation (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	E3	1			

Learner Name _____

Minimum Credit Value of Qualification 15

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

600/8985/4 Ascentis Entry Level Diploma in Work Preparation (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	E3	1			

Learner Name _____

Minimum Credit Value of Qualification 39

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

L/505/5697

Responsible Work Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify own responsibilities in the workplace in relation to health and safety.				
1.2. Identify the requirements of the workplace in relation to conduct and behaviour at work.				
1.3. List sources of help and support in the workplace for employees.				
2.1 Identify positive attitudes and behaviours for the workplace.				
2.2. Outline the benefits of positive attitudes and behaviours for self.				
3.1 State why it is important to arrive at the workplace on time.				
3.2. State why it is important to dress appropriately in the workplace.				
3.3. State why it is important to follow an organisation's requirements.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk