



Ascentis Level 2 Award and Certificate in  
Work Preparation  
Specification

**Ofqual Number:**

603/3957/3 Award  
Ofqual Start Date: 01/02/2019  
Ofqual Review Date: 31/07/2022  
Ofqual Certification Review Date: 31/07/2023

600/8926/X Certificate  
Ofqual Start Date: 01/05/2014  
Ofqual Review Date: 31/07/2022  
Ofqual Certification Review Date: 31/07/2023

## ABOUT ASCENTIS

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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 LEVEL 2 AWARD AND CERTIFICATE IN WORK PREPARATION

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### 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):

**603/3957/3 Ascentis Level 2 Award in Work Preparation**

**600/8926/X Ascentis Level 2 Certificate in Work Preparation**

## Rules of Combination

### 603/3957/3 Ascentis Level 2 Award In Work Preparation

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 H/504/9372.

#### Unit Group A (Employability): A minimum of 4 credits must be taken from Group A.

| Title   | Level | Credit Value | GLH | Unit ref   |
|---|-------|--------------|-----|------------|
| Responsible Work Practice                             | 2     | 1            | 8   | H/504/9372 |
| Work Experience                                       | 2     | 1            | 8   | A/504/9362 |
| Recognising and Respecting Diversity in the Workplace | 2     | 1            | 8   | A/504/9507 |
| Recognising Prejudice and Discrimination              | 2     | 1            | 8   | A/504/9510 |
| Oral Presentation Skills                              | 2     | 3            | 24  | D/504/9502 |
| Teamwork Skills                                       | 2     | 2            | 16  | D/504/9516 |
| Rights and Responsibilities in the Workplace          | 2     | 1            | 8   | F/504/9511 |
| Applying for a Job                                    | 2     | 1            | 10  | K/503/2864 |
| Building Working Relationships with Colleagues        | 2     | 2            | 20  | K/504/9454 |
| Customer Care   | 2     | 2            | 16  | K/504/9471 |
| Exploring Job Opportunities                           | 2     | 1            | 8   | L/504/9494 |
| Personal Presentation in the Workplace                | 2     | 1            | 8   | M/504/9505 |
| Communication in the Workplace                        | 2     | 2            | 16  | R/504/9464 |
| Improving Own Learning and Performance                | 2     | 2            | 14  | R/504/9500 |
| Interview Skills                                      | 2     | 1            | 10  | T/503/2866 |
| Building a Personal Career Portfolio                  | 2     | 3            | 24  | T/504/9537 |
| Solving Problems in the Workplace                     | 2     | 2            | 16  | L/504/9513 |

#### 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 Engineering   | 2     | 1            | 8   | D/504/9905 |
| Introduction to Hairdressing and Beauty                             | 2     | 1            | 8   | F/504/9900 |
| Introduction to the Information and Communication Technology sector | 2     | 1            | 8   | H/504/9906 |
| Introduction to Retail  | 2     | 1            | 8   | J/504/9901 |
| Introduction to Health and Social Care                              | 2     | 1            | 8   | K/504/9907 |
| Introduction to Catering  | 2     | 1            | 8   | L/504/9902 |
| Introduction to Land-Based Industries                               | 2     | 1            | 8   | R/504/9898 |
| Introduction to the Creative Industries                             | 2     | 1            | 8   | R/504/9903 |
| Introduction to Hospitality   | 2     | 1            | 8   | T/504/9909 |
| Introduction to Business and Administration                         | 2     | 1            | 8   | Y/504/9899 |
| Introduction to Building and Construction                           | 2     | 1            | 8   | Y/504/9904 |

#### 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   |
|--|-------|--------------|-----|------------|
| Establishing plants or seeds in soil     | 2     | 4            | 30  | A/502/1223 |
| Understanding the Retail Selling Process | 2     | 2            | 15  | A/502/5806 |

|   |   |   |    |            |
|---|---|---|----|------------|
| Painting Methods - Pictorial Language   | 2 | 3 | 24 | A/504/4680 |
| Understanding the Physical Development of Children and Young People                           | 2 | 3 | 24 | A/504/9619 |
| Build Brick and Block Walls   | 2 | 2 | 16 | A/504/9622 |
| Understand How to Handle Information in Social Care Settings                                  | 2 | 1 | 9  | A/505/3301 |
| Understanding the Cognitive Development of Children   | 2 | 3 | 24 | A/505/7218 |
| Principles of Safeguarding and Protection in Health and Social Care                           | 2 | 3 | 26 | A/601/8574 |
| Understanding Organic Horticulture  | 2 | 3 | 24 | D/505/3307 |
| Communicate in a Business Environment   | 2 | 3 | 18 | D/601/2475 |
| Wallpapering Skills   | 2 | 3 | 24 | F/503/8119 |
| Using and Maintaining Woodworking Tools   | 2 | 3 | 24 | F/503/8122 |
| Understanding Business Organisations  | 2 | 3 | 24 | F/504/9587 |
| Understand the Role of the Social Care Worker   | 2 | 1 | 9  | F/505/3302 |
| Understanding how to Meet the Physical Needs of Children                                      | 2 | 3 | 24 | F/505/8838 |
| Understanding how to Select Plants  | 2 | 3 | 24 | F/506/5370 |
| Work in a Business Environment  | 2 | 2 | 18 | F/601/2470 |
| Food Safety in Catering   | 2 | 1 | 9  | H/502/0132 |
| Hedgelaying   | 2 | 4 | 30 | H/502/3743 |
| Practical Skills for Dry Stone Walling  | 2 | 4 | 30 | H/503/2801 |
| Plastering Techniques   | 2 | 3 | 24 | H/503/8159 |
| Working in Craft  | 2 | 3 | 24 | H/504/7749 |
| Produce Craft Work  | 2 | 3 | 20 | H/505/3261 |
| Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings | 2 | 1 | 9  | H/601/5474 |
| Creative Craft Skills   | 2 | 3 | 24 | J/504/4620 |
| Developing Cooking Skills   | 2 | 3 | 24 | K/504/9602 |
| Understanding how Children Learn  | 2 | 3 | 24 | K/504/9616 |
| Work with Other People in a Business Environment  | 2 | 3 | 24 | K/505/0166 |
| Provide Nutrients to Crops or Plants  | 2 | 2 | 15 | L/502/0853 |
| Improve Own Performance in a Business Environment   | 2 | 2 | 6  | L/601/2469 |
| Principles of Communication in Adult Social Care Settings                                     | 2 | 2 | 17 | L/602/2905 |
| Principles of Personal Development in Adult Social Care Settings                              | 2 | 2 | 17 | L/602/3035 |
| Using Email   | 2 | 3 | 20 | M/502/4300 |
| Understanding Customer Service in the Retail Sector   | 2 | 3 | 22 | M/502/5821 |
| Understanding the Value of Food and Nutrition for Children and Young People                   | 2 | 3 | 24 | M/504/9620 |
| Word Processing Software  | 2 | 4 | 30 | R/502/4628 |
| Health and Safety in a Practical Environment  | 2 | 1 | 8  | R/504/9366 |
| Developing Good Practice Skills for use in the Kitchen  | 2 | 3 | 24 | R/505/3286 |

### 600/8926/X Ascentis Level 2 Certificate In Work Preparation

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 H/504/9372.

#### 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                             | 2     | 1            | 8   | H/504/9372 |
| Work Experience                                       | 2     | 1            | 8   | A/504/9362 |
| Recognising and Respecting Diversity in the Workplace | 2     | 1            | 8   | A/504/9507 |
| Recognising Prejudice and Discrimination              | 2     | 1            | 8   | A/504/9510 |
| Oral Presentation Skills                              | 2     | 3            | 24  | D/504/9502 |
| Teamwork Skills                                       | 2     | 2            | 16  | D/504/9516 |
| Rights and Responsibilities in the Workplace          | 2     | 1            | 8   | F/504/9511 |
| Applying for a Job                                    | 2     | 1            | 10  | K/503/2864 |
| Building Working Relationships with Colleagues        | 2     | 2            | 20  | K/504/9454 |
| Customer Care   | 2     | 2            | 16  | K/504/9471 |
| Exploring Job Opportunities                           | 2     | 1            | 8   | L/504/9494 |
| Personal Presentation in the Workplace                | 2     | 1            | 8   | M/504/9505 |
| Communication in the Workplace                        | 2     | 2            | 16  | R/504/9464 |
| Improving Own Learning and Performance                | 2     | 2            | 14  | R/504/9500 |
| Interview Skills                                      | 2     | 1            | 10  | T/503/2866 |
| Building a Personal Career Portfolio                  | 2     | 3            | 24  | T/504/9537 |
| Solving Problems in the Workplace                     | 2     | 2            | 16  | L/504/9513 |

#### 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 Engineering   | 2     | 1            | 8   | D/504/9905 |
| Introduction to Hairdressing and Beauty                             | 2     | 1            | 8   | F/504/9900 |
| Introduction to the Information and Communication Technology sector | 2     | 1            | 8   | H/504/9906 |
| Introduction to Retail  | 2     | 1            | 8   | J/504/9901 |
| Introduction to Health and Social Care                              | 2     | 1            | 8   | K/504/9907 |
| Introduction to Catering  | 2     | 1            | 8   | L/504/9902 |
| Introduction to Land-Based Industries                               | 2     | 1            | 8   | R/504/9898 |
| Introduction to the Creative Industries                             | 2     | 1            | 8   | R/504/9903 |
| Introduction to Hospitality   | 2     | 1            | 8   | T/504/9909 |
| Introduction to Business and Administration                         | 2     | 1            | 8   | Y/504/9899 |
| Introduction to Building and Construction                           | 2     | 1            | 8   | Y/504/9904 |

#### 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   |
|--|-------|--------------|-----|------------|
| Establishing plants or seeds in soil     | 2     | 4            | 30  | A/502/1223 |
| Understanding the Retail Selling Process | 2     | 2            | 15  | A/502/5806 |
| Painting Methods - Pictorial Language    | 2     | 3            | 24  | A/504/4680 |

|   |   |   |    |            |
|---|---|---|----|------------|
| Understanding the Physical Development of Children and Young People                           | 2 | 3 | 24 | A/504/9619 |
| Build Brick and Block Walls   | 2 | 2 | 16 | A/504/9622 |
| Understand How to Handle Information in Social Care Settings                                  | 2 | 1 | 9  | A/505/3301 |
| Understanding the Cognitive Development of Children   | 2 | 3 | 24 | A/505/7218 |
| Principles of Safeguarding and Protection in Health and Social Care                           | 2 | 3 | 26 | A/601/8574 |
| Understanding Organic Horticulture  | 2 | 3 | 24 | D/505/3307 |
| Communicate in a Business Environment   | 2 | 3 | 18 | D/601/2475 |
| Wallpapering Skills   | 2 | 3 | 24 | F/503/8119 |
| Using and Maintaining Woodworking Tools   | 2 | 3 | 24 | F/503/8122 |
| Understanding Business Organisations  | 2 | 3 | 24 | F/504/9587 |
| Understand the Role of the Social Care Worker   | 2 | 1 | 9  | F/505/3302 |
| Understanding how to Meet the Physical Needs of Children                                      | 2 | 3 | 24 | F/505/8838 |
| Understanding how to Select Plants  | 2 | 3 | 24 | F/506/5370 |
| Work in a Business Environment  | 2 | 2 | 18 | F/601/2470 |
| Food Safety in Catering   | 2 | 1 | 9  | H/502/0132 |
| Hedgelaying   | 2 | 4 | 30 | H/502/3743 |
| Practical Skills for Dry Stone Walling  | 2 | 4 | 30 | H/503/2801 |
| Plastering Techniques   | 2 | 3 | 24 | H/503/8159 |
| Working in Craft  | 2 | 3 | 24 | H/504/7749 |
| Produce Craft Work  | 2 | 3 | 20 | H/505/3261 |
| Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings | 2 | 1 | 9  | H/601/5474 |
| Creative Craft Skills   | 2 | 3 | 24 | J/504/4620 |
| Developing Cooking Skills   | 2 | 3 | 24 | K/504/9602 |
| Understanding how Children Learn  | 2 | 3 | 24 | K/504/9616 |
| Work with Other People in a Business Environment  | 2 | 3 | 24 | K/505/0166 |
| Provide Nutrients to Crops or Plants  | 2 | 2 | 15 | L/502/0853 |
| Improve Own Performance in a Business Environment   | 2 | 2 | 6  | L/601/2469 |
| Principles of Communication in Adult Social Care Settings                                     | 2 | 2 | 17 | L/602/2905 |
| Principles of Personal Development in Adult Social Care Settings                              | 2 | 2 | 17 | L/602/3035 |
| Using Email   | 2 | 3 | 20 | M/502/4300 |
| Understanding Customer Service in the Retail Sector   | 2 | 3 | 22 | M/502/5821 |
| Understanding the Value of Food and Nutrition for Children and Young People                   | 2 | 3 | 24 | M/504/9620 |
| Word Processing Software  | 2 | 4 | 30 | R/502/4628 |
| Health and Safety in a Practical Environment  | 2 | 1 | 8  | R/504/9366 |
| Developing Good Practice Skills for use in the Kitchen  | 2 | 3 | 24 | R/505/3286 |



### **Guided Learning Hours**

The recommended guided learning hours for these qualifications are -

Award: 70

Certificate: 120

### **Total Qualification Time**

The total qualification time for these qualifications are -

Award: 70

Certificate: 150

### **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](http://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](http://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](http://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*<sup>1</sup>. 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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup>In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### 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 qualification, 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 Key Documents section of the Ascentis website [www.ascentis.co.uk](http://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

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**Unit Title:** Responsible Work Practice

**Unit Reference Number:** H/504/9372

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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#### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the requirements of the workplace.                           | 1.1. Describe responsibilities of employees and organisations in relation to health and safety.   |
|  | 1.2. Explain why organisations set out requirements in relation to conduct and behaviour at work.   |
|  | 1.3. Describe the facilities available for employees in relation to their health and safety, physical and mental wellbeing and employee rights. |
| 2. Understand the importance of positive attitudes and behaviours at work. | 2.1. Describe the different attitudes and behaviours that apply within and outside the workplace.   |
|  | 2.2. Explain how positive attitudes and behaviours contribute to effective working practice.  |
| 3. Understand the characteristics of effective work practice.              | 3.1. Explain how employees can represent a positive image of their organisation when dealing with customers or others outside of the workplace. |
|  | 3.2. Explain the importance of maintaining an appropriate attitude and appearance in the workplace.   |

#### Assessment Method

N/A

#### Equivalences

N/A

## Group A Unit Criteria

### UNIT SPECIFICATIONS

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**Unit Title:** Work Experience

**Unit Reference Number:** A/504/9362

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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#### Introduction

| Learning Outcomes                                     | Assessment Criteria   |
|---|---|
| The learner will:                                     | The learner can:  |
| 1. Be able to plan their work experience.             | 1.1. Identify their expectations and goals for the work experience placement.                                 |
|   | 1.2. Describe their responsibilities in the work experience role and where these lie within the organisation. |
| 2. Be able to work effectively in their role.         | 2.1. Work effectively with colleagues in the organisation.  |
|   | 2.2. Observe and apply appropriate organisational procedures and practices when working.                      |
| 3. Be able to review their work experience placement. | 3.1. Review their working practice.   |
|   | 3.2. Describe how the work experience relates to their original expectations and goals.                       |
|   | 3.3. Identify ways in which the experience will contribute to their future learning and development.          |

#### Assessment Method

N/A

#### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Recognising and respecting diversity in the workplace  
**Unit Reference Number:** A/504/9507

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace. | 1.1. Describe ways in which individual difference and diversity in the workforce could be recognised and respected.                      |
|   | 1.2. Give examples of how differences between individuals could have an impact on working together.                                      |
| 2. Understand key responsibilities in relation to promoting equality in the workplace.  | 2.1. Describe own responsibilities and those of an employer in relation to equality.   |
|   | 2.2. Describe at least 2 key principles of inclusion to promote equality in the workplace and the effects they have on working together. |
| 3. Understand the importance of challenging discrimination at work.   | 3.1. Explain why it is important to challenge discrimination at work.  |
|   | 3.2. Give an example of a scenario illustrating discrimination at work and suggest ways to challenge it.                                 |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Recognising Prejudice and Discrimination  
**Unit Reference Number:** A/504/9510

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand how stereotyping people can lead to prejudice and discrimination.        | 1.1. Give examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they lead to discrimination. |
|  | 1.2. Give examples of discriminatory language and describe the effect of this language on individuals and society.                      |
| 2. Understand the impact of discriminatory behaviour on individuals and the workplace. | 2.1. Give examples of discriminatory behaviour.   |
|  | 2.2. Describe the effects that discriminatory behaviour has on the workplace.   |

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

---

**Unit Title:** Oral Presentation Skills  
**Unit Reference Number:** D/504/9502

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to source information for and plan a presentation.   | 1.1. Identify and locate different sources of information relevant to the topic of presentation.<br>1.2. Prepare a plan and/or notes that reflect appropriate content and structure for the task.   |
| 2. Be able to deliver a structured presentation to an audience. | 2.1. Introduce topic clearly.<br>2.2. Present material logically, linking ideas together.<br>2.3. Present an effective conclusion.<br>2.4. Explain key concepts.<br>2.5. Use appropriate evidence to support ideas, arguments and opinions presented.   |
| 3. Be able to demonstrate an awareness of the audience.         | 3.1. Speak audibly, using tone and register appropriate to audience and level of formality.<br>3.2. Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest.<br>3.3. Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate. |
| 4. Be able to handle questions effectively.                     | 4.1. Listen attentively, and respond to, questions and points raised by the audience.   |
| 5. Understand the strengths and weaknesses of the presentation. | 5.1. Describe strengths and weaknesses of own presentation.<br>5.2. Identify areas for improvement in presentation skills.  |

### Assessment Method

N/A

### Equivalences

R/600/5216 - Practical Presentation Skills

## UNIT SPECIFICATIONS

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**Unit Title:** Teamwork Skills  
**Unit Reference Number:** D/504/9516

**Credit Value of Unit:** 2

**GLH of Unit:** 8

**Level of Unit:** 2

---

### 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. Describe how different skills contribute to the work of a team.<br>1.2. Assess own skills and strengths in relation the work of a team.<br>1.3. Participate constructively in discussion and negotiation to agree roles and responsibilities to achieve a specific task. |
| 2. Understand how to contribute to a team discussion.                        | 2.1. Contribute constructive ideas and suggestions to a team discussion.<br>2.2. Use appropriate language and body language during the discussion.  |
| 3. Understand how to participate in a team activity.                         | 3.1. Describe the scope, aims and objectives of the activity.<br>3.2. Carry out own role and responsibilities to the agreed standard and timescales.<br>3.3. Give and respond to any advice and/or criticism constructively.  |
| 4. Be able to review own contribution to the team.                           | 4.1. Assess own and other group members' contributions to team activities.<br>4.2. Reflect on and discuss constructively with other team members how effectively the team worked.<br>4.3. Describe ways in which the team could improve the way they work together.           |

### Assessment Method

N/A

### Equivalences

Y/500/5661 - Using Teamwork Skills

## UNIT SPECIFICATIONS

---

**Unit Title:** Rights and Responsibilities in the Workplace

**Unit Reference Number:** F/504/9511

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand why rights and responsibilities are important in the workplace.                                   | 1.1. Describe the main rights and responsibilities all employees have at work.  |
|   | 1.2. Explain why it is important to have rights and responsibilities in the workplace.  |
|   | 1.3. Explain how rights and responsibilities are established and enforced in the workplace.                                     |
|   | 1.4. Describe the types of laws that help to protect employees at work  |
| 2. Understand how to access sources of support and guidance about rights and responsibilities in the workplace. | 2.1. Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities. |
|   | 2.2. Describe the type of advice given by key representative bodies in the case of disciplinary or grievance.                   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Applying for a Job  
**Unit Reference Number:** K/503/2864

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes                                      | Assessment Criteria   |
|--|---|
| The learner will:                                      | The learner can:  |
| 1. Understand different methods of applying for a job. | 1.1. Describe different methods of applying for a job.          |
|  | 1.2. Explain how to obtain job application information.         |
| 2. Be able to prepare a job application                | 2.1. Collate the information appropriate for a job application. |
|  | 2.2. Complete a comprehensive and accurate job application.     |
|  | 2.3. Carry out checks of a job application for accuracy.        |
|  | 2.4. Review a job application for fitness for purpose.          |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Building Working Relationships with Colleagues  
**Unit Reference Number:** K/504/9454

**Credit Value of Unit:** 2

**GLH of Unit:** 20

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand how people in the workplace depend on one another.                          | 1.1. Describe the interdependencies between different people in a workplace.   |
| 2. Understand how an individual's behaviour affects other people at work.                 | 2.1. Describe how the positive behaviour of one person can affect others in the workplace.<br>2.2. Describe how the negative behaviour of one person can affect others in the workplace. |
| 3. Be able to demonstrate positive behaviours that promote effective working with others. | 3.1. Communicate clearly with colleagues.  |
|   | 3.2. Resolve differences with colleagues amicably.   |
|   | 3.3. Offer help and guidance to colleagues and accept their help and guidance.   |
|   | 3.4. Offer ideas, suggestions and opinions to colleagues.  |
|   | 3.5. Consider the ideas, suggestions and opinions of colleagues and respond appropriately.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Customer Care  
**Unit Reference Number:** K/504/9471

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the principles of good customer care.                              | 1.1. Explain why good customer care is important.   |
|  | 1.2. Describe the benefits to an organisation of providing good customer care.                        |
|  | 1.3. Describe the possible consequences to an organisation of poor customer care.                     |
| 2. Be able to provide good customer care.  | 2.1. Demonstrate good customer care when dealing with a range of customer enquiries and complaints.   |
|  | 2.2. Deal positively with a common customer problem.  |
| 3. Be able to communicate positively with customers.                             | 3.1. Demonstrate appropriate methods of verbal and non-verbal communication with customers.           |
|  | 3.2. Deal positively with customer feedback and comments.   |
|  | 3.3. Review communication methods used and their appropriateness for the situation.                   |
| 4. Understand the importance of keeping to organisational policies and practice. | 4.1. Explain the benefits of policies and practice to organisations for providing good customer care. |
|  | 4.2. Describe the possible consequences of not complying with organisational policies and practice.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Exploring Job Opportunities  
**Unit Reference Number:** L/504/9494

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes                                  | Assessment Criteria  |
|--|--|
| The learner will:                                  | The learner can:   |
| 1. Be able to identify suitable job opportunities. | 1.1. Evaluate a range of sources of employment available for job-seekers.                                      |
|  | 1.2. Explain how their interests, experiences, skills and qualities relate to potential sources of employment. |
|  | 1.3. Identify potential job roles from the appropriate sources of employment.                                  |
| 2. Be able to investigate job vacancies.           | 2.1. Search for potential job vacancies.   |
|  | 2.2. Communicate with employers or agencies to obtain further information about job vacancies.                 |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Personal Presentation in the Workplace  
**Unit Reference Number:** M/504/9505

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Know conventions for personal presentation in the workplace.                | 1.1. Describe a range of dress and appearance conventions and their appropriateness for different work settings.             |
|  | 1.2. Explain why expected standards of presentation vary in different workplaces.  |
| 2. Be able to demonstrate appropriate personal presentation for the workplace. | 2.1. Present and conduct themselves in a way that is suitable for a place of work, explaining the reasons for their choices. |
|  | 2.2. Describe how personal presentation contributes to creating a positive image to others.                                  |

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Communication in the Workplace

**Unit Reference Number:** R/504/9464

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Know about ways of communicating.   | 1.1. Describe methods of verbal and non-verbal communication and when they would be used in the workplace.           |
|  | 1.2. Describe the importance and benefits of positive communication with others inside and outside of the workplace. |
|  | 1.3. Describe how poor communication can have an impact in the workplace.  |
| 2. Know the methods used to communicate different types of information in the workplace. | 2.1. Describe methods used to communicate different types of information in the workplace.                           |
|  | 2.2. Explain why it is important to use appropriate methods to communicate different types of information.           |
| 3. Be able to use communication skills.  | 3.1. Use positive and effective verbal and non-verbal communication.   |
|  | 3.2. Respond positively and constructively in interactions with others.  |
|  | 3.3. Give and receive feedback appropriate to individual personalities.  |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Improving own Learning and Performance  
**Unit Reference Number:** R/504/9500

**Credit Value of Unit:** 2

**GLH of Unit:** 14

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand different ways of learning to reflect likes and dislikes. | 1.1. Describe different ways of learning.  |
|   | 1.2. Describe areas of learning which they enjoy or subjects they feel they are good at.         |
| 2. Know how to set realistic learning targets.                          | 2.1. Describe how strengths, aptitudes and skills support achievement of learning targets.       |
|   | 2.2. Select realistic learning targets on the basis of existing strengths, aptitudes and skills. |
| 3. Know how to review own performance in meeting learning targets.      | 3.1. Use feedback from others to aid progress towards learning targets.                          |
|   | 3.2. Review performance against targets and assess progress towards meeting them.                |
|   | 3.3. Describe how future activities could improve own learning and performance.                  |

### Assessment Method

N/A

### Equivalences

L/500/4782 - Improving Own Learning and Performance

## UNIT SPECIFICATIONS

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**Unit Title:** Interview Skills

**Unit Reference Number:** T/503/2866

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 2

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### Introduction

| Learning Outcomes                                      | Assessment Criteria   |
|--|---|
| The learner will:                                      | The learner can:  |
| 1. Be able to demonstrate readiness for an interview.  | 1.1. Present an appearance and dress code that conforms to interview requirements.  |
|  | 1.2. Demonstrate punctuality for the interview.   |
|  | 1.3. Introduce self at the interview location.  |
|  | 1.4. Give the name or job role/title of the interviewer during introductions.   |
| 2. Be able to respond to questions in an interview.    | 2.1. Give responses to clarify an interviewer's questions if they are unclear.  |
|  | 2.2. Give responses which provide answers to the questions asked by the interviewer.  |
|  | 2.3. Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course. |
| 3. Know how to review own performance in an interview. | 3.1. Describe what went well in the interview.  |
|  | 3.2. Describe what did not go well in the interview.  |
|  | 3.3. Suggest ways of improving own performance in a future interview.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Building a Personal Career Portfolio

**Unit Reference Number:** T/504/9537

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Recognise own skills, abilities, experience, knowledge and personal qualities.   | 1.1. Describe in detail own personal qualities, skills, experience and knowledge.   |
| 2. Be able to assess the potential of own skills, abilities, experience, knowledge and personal qualities for contributing towards the achievement of personal goals. | 2.1. Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.               |
| 3. Be able to build a portfolio of information to evidence achievements and qualities.  | 3.1. Identify sources for obtaining relevant information to evidence personal qualities, skills, abilities, knowledge and experience. |
|   | 3.2. Select appropriate information for inclusion in a personal career portfolio.   |
|   | 3.3. Assemble information and evidence into a logically structured portfolio so that all elements can be identified.                  |
| 4. Know how to produce a curriculum vitae (CV).   | 4.1. Identify essential elements of a CV.   |
|   | 4.2. Produce a clearly structured CV which includes all key information for general purposes.   |
|   | 4.3. Modify a CV for a specific purpose.  |
| 5. Identify personal goals and the actions required to achieve these.   | 5.1. Explain personal goals and develop an action plan to show in detail how they are going to be achieved.                           |
| 6. Understand the value of a portfolio in personal, educational and career development.   | 6.1. Explain how a portfolio can be used to pursue personal, educational and career goals.  |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Solving Problems in the Workplace  
**Unit Reference Number:** L/504/9513

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the types of problems that may occur in the workplace. | 1.1. Describe a range of problems which may be encountered in the workplace and reasons for them.  |
|  | 1.2. Identify the cause of a problem.  |
|  | 1.3. Describe a range of factors which might influence or limit solutions to the problem.  |
| 2. Understand how problems can be solved.                            | 2.1. Identify sources of support and information to inform the solution of a significant problem and give alternative ways of approaching the problem. |
|  | 2.2. Use the information to explore a range of ways of solving the problem.  |
|  | 2.3. Choose the most appropriate method to solve the problem.  |
|  | 2.4. Choose the most appropriate solution for the problem, justifying the choice.  |

### Assessment Method

N/A

### Equivalences

N/A

## Group B Unit Criteria

### UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Engineering

**Unit Reference Number:** D/504/9905

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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#### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand the Engineering sector.   | 1.1. Describe the structure of the Engineering sector and key functions of organisations within it.        |
|   | 1.2. Describe the roles and responsibilities of personnel working in the Engineering sector.               |
| 2. Know about different types of career opportunities and training available in the Engineering sector. | 2.1. Describe how different types of organisation offer career opportunities and training.                 |
|   | 2.2. Explain why training is important to employers and employees.   |
|   | 2.3. Review own skillset in relation to a chosen career or training opportunity.                           |
| 3. Be able to demonstrate and review an appropriate skill in the Engineering sector.                    | 3.1. Demonstrate competence in the chosen skill.   |
|   | 3.3. Explain the benefits of learning the skill.   |
|   | 3.4. Review the skill learned and identify how it could be further developed for use in future situations. |

#### Assessment Method

N/A

#### Equivalences

N/A

## UNIT SPECIFICATIONS

---

**Unit Title:** Introduction to Hairdressing and Beauty  
**Unit Reference Number:** F/504/9900

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the Hairdressing sector.   | 1.1. Describe the structure of the Hairdressing sector and key functions of organisations within it.       |
|  | 1.2. Describe the roles and responsibilities of personnel working in the Hairdressing sector.              |
| 2. Know about different types of career opportunities and training available in the Hairdressing sector. | 2.1. Describe how different types of organisation offer career opportunities and training.                 |
|  | 2.2. Explain why training is important to employers and employees.   |
|  | 2.3. Review own skillset in relation to a chosen career or training opportunity.                           |
| 3. Be able to demonstrate and review an appropriate skill in the Hairdressing sector.                    | 3.1. Demonstrate competence in the chosen skill.   |
|  | 3.2. Explain the benefits of learning the skill.   |
|  | 3.3. Review the skill learned and identify how it could be further developed for use in future situations. |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to the Information and Communication Technology sector

**Unit Reference Number:** H/504/9906

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the Information and Communication Technology sector.   | 1.1. Describe the structure of the Information and Communication Technology sector and key functions of organisations within it.<br>1.2. Describe the roles and responsibilities of personnel working in the Information and Communication Technology sector. |
| 2. Know about different types of career opportunities and training available in the Information and Communication Technology sector. | 2.1. Describe how different types of organisation offer career opportunities and training.<br>2.2. Explain why training is important to employers and employees.<br>2.3. Review own skillset in relation to a chosen career or training opportunity.          |
| 3. Be able to demonstrate and review an appropriate skill in the Information and Communication Technology sector.                    | 3.1. Demonstrate competence in the chosen skill.<br>3.2. Explain the benefits of learning the skill.<br>3.3. Review the skill learned and identify how it could be further developed for use in future situations.  |

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Retail  
**Unit Reference Number:** J/504/9901

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the Retail sector.   | 1.1. Describe the structure of the Retail sector and key functions of organisations within it.<br>1.2. Describe the roles and responsibilities of personnel working in the Retail sector.  |
| 2. Know about different types of career opportunities and training available in the Retail sector. | 2.1. Describe how different types of organisation offer career opportunities and training.<br>2.2. Explain why training is important to employers and employees.<br>2.3. Review own skillset in relation to a chosen career or training opportunity. |
| 3. Be able to demonstrate and review an appropriate skill in the Retail sector.                    | 3.1. Demonstrate competence in the chosen skill.<br>3.2. Explain the benefits of learning the skill.<br>3.3. Review the skill learned and identify how it could be further developed for use in future situations.                                   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Health and Social Care  
**Unit Reference Number:** K/504/9907

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand the Health and Social Care sector.  | 1.1. Describe the structure of the Health and Social Care sector and key functions of organisations within it. |
|   | 1.2. Describe the roles and responsibilities of personnel working in Health and Social Care.                   |
| 2. Know about different types of career opportunities and training available in Health and Social Care. | 2.1. Describe how different types of organisation offer career opportunities and training.                     |
|   | 2.2. Explain why training is important to employers and employees.   |
|   | 2.3. Review own skillset in relation to a chosen career or training opportunity.                               |
| 3. Be able to demonstrate and review an appropriate skill in Health and Social Care.                    | 3.1. Demonstrate competence in the chosen skill.   |
|   | 3.2. Explain the benefits of learning the skill.   |
|   | 3.3. Review the skill learned and identify how it could be further developed for use in future situations.     |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

---

**Unit Title:** Introduction to Catering  
**Unit Reference Number:** L/504/9902

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the Catering sector.   | 1.1. Describe the structure of the Catering sector and key functions of organisations within it.<br>1.2. Describe the roles and responsibilities of personnel working in the Catering sector.  |
| 2. Know about different types of career opportunities and training available in the Catering sector. | 2.1. Describe how different types of organisation offer career opportunities and training.<br>2.2. Explain why training is important to employers and employees.<br>2.3. Review own skillset in relation to a chosen career or training opportunity. |
| 3. Be able to demonstrate and review an appropriate skill in the Catering sector.                    | 3.1. Demonstrate competence in the chosen skill.<br>3.2. Explain the benefits of learning the skill.<br>3.3. Review the skill learned and identify how it could be further developed for use in future situations.                                   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Land-Based Industries  
**Unit Reference Number:** R/504/9898

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand Land-Based Industries.   | 1.1. Describe the structure of Land-Based Industries and key functions of organisations within it.        |
|  | 1.2. Describe the roles and responsibilities of personnel working in Land-Based Industries.               |
| 2. Know about different types of career opportunities and training available in Land-Based Industries. | 2.1. Describe how different types of organisation offer career opportunities and training.                |
|  | 2.2. Explain why training is important to employers and employees.  |
|  | 2.3. Review own skillset in relation to a chosen career or training opportunity.                          |
| 3. Be able to demonstrate and review an appropriate skill in Land-Based Industries.                    | 3.1. Demonstrate competence in the chosen skill.  |
|  | 3.2. Explain the benefits of learning the skill.  |
|  | 3.3. Review the skill learned and identify how it could be further developed for use in future situations |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to the Creative Industries

**Unit Reference Number:** R/504/9903

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the Creative Industries.   | 1.1. Describe the structure of the Creative Industries and key functions of organisations within it.<br>1.2. Describe the roles and responsibilities of personnel working in the Creative Industries.  |
| 2. Know about different types of career opportunities and training available in the Creative Industries. | 2.1. Describe how different types of organisation offer career opportunities and training.<br>2.2. Explain why training is important to employers and employees.<br>2.3. Review own skillset in relation to a chosen career or training opportunity. |
| 3. Be able to demonstrate and review an appropriate skill in the Creative Industries.                    | 3.1. Demonstrate competence in the chosen skill.<br>3.2. Explain the benefits of learning the skill.<br>3.3. Review the skill learned and identify how it could be further developed for use in future situations.                                   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Hospitality  
**Unit Reference Number:** T/504/9909

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand the Hospitality sector.   | 1.1. Describe the structure of the Hospitality sector and key functions of organisations within it.<br>1.2. Describe the roles and responsibilities of personnel working in the Hospitality sector.  |
| 2. Know about different types of career opportunities and training available in the Hospitality sector. | 2.1. Describe how different types of organisation offer career opportunities and training.<br>2.2. Explain why training is important to employers and employees.<br>2.3. Review own skillset in relation to a chosen career or training opportunity. |
| 3. Be able to demonstrate and review an appropriate skill in the Hospitality sector.                    | 3.1. Demonstrate competence in the chosen skill.<br>3.2. Explain the benefits of learning the skill.<br>3.3. Review the skill learned and identify how it could be further developed for use in future situations.                                   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

---

**Unit Title:** Introduction to Business and Administration

**Unit Reference Number:** Y/504/9899

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the Business and Administration sector.   | 1.1. Describe the structure of the Business and Administration sector and key functions of organisations within it. |
|   | 1.2. Describe the roles and responsibilities of personnel working in the Business and Administration sector.        |
| 2. Know about different types of career opportunities and training available in the Business and Administration sector. | 2.1. Describe how different types of organisation offer career opportunities and training.                          |
|   | 2.2. Explain why training is important to employers and employees.  |
|   | 2.3. Review own skillset in relation to a chosen career or training opportunity.                                    |
| 3. Be able to demonstrate and review an appropriate skill in the Business and Administration sector.                    | 3.1. Demonstrate competence in the chosen skill.  |
|   | 3.2. Explain the benefits of learning the skill.  |
|   | 3.3. Review the skill learned and identify how it could be further developed for use in future situations           |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

---

**Unit Title:** Introduction to Building and Construction

**Unit Reference Number:** Y/504/9904

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the Building and Construction industry.   | 1.1. Describe the structure of the Building and Construction industry and key functions of organisations within it. |
|   | 1.2. Describe the roles and responsibilities of personnel working in the Building and Construction industry.        |
| 2. Know about different types of career opportunities and training available in the Building and Construction industry. | 2.1. Describe how different types of organisation offer career opportunities and training.                          |
|   | 2.2. Explain why training is important to employers and employees.  |
|   | 2.3. Review own skillset in relation to a chosen career or training opportunity.                                    |
| 3. Be able to demonstrate and review an appropriate skill in the Building and Construction industry.                    | 3.1. Demonstrate competence in the chosen skill.  |
|   | 3.2. Explain the benefits of learning the skill.  |
|   | 3.3. Review the skill learned and identify how it could be further developed for use in future situations.          |

### Assessment Method

N/A

### Equivalences

N/A



## Group C Unit Criteria

### UNIT SPECIFICATIONS

**Unit Title:** Establishing Plants or Seeds in Soil

**Unit Reference Number:** A/502/1223

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

#### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Be able to select, use and maintain equipment.            | 1.1. Select appropriate equipment for this area of work.  |
|  | 1.2. Use equipment according to instructions.   |
|  | 1.3. Prepare, maintain and store equipment in a safe and effective working condition throughout.  |
| 2. Be able to select and transport plants and/or seeds.      | 2.1. Select plants and/or seeds as requested.   |
|  | 2.2. Identify a representative sample of plants.  |
|  | 2.3. Handle, prepare and transport plants and seeds in a way that maintains their health and condition.   |
| 3. Be able to establish plants and/or seeds in soil.         | 3.1. Position and plant the plants and/or seeds according to instructions / drawings.   |
|  | 3.2. Provide aftercare to meet the planting specifications.   |
| 4. Be able to work safely and minimise environmental damage. | 4.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.             |
|  | 4.2. Dispose of waste safely and correctly.   |
| 5. Know the requirements for establishing healthy plants.    | 5.1. Describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions.  |
|  | 5.2. State what pH is and how to test for it.   |
|  | 5.3. Explain the importance of timing and seasonality on planting to encourage establishment and growth.  |
|  | 5.4. Describe how to handle and transport plants in a way which minimises damage and maintains health.  |
|  | 5.5. Explain the importance of planting seeds and or plants to the correct depth and position.  |
|  | 5.6. Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting. |
|  | 5.7. Describe the different types of backfill materials relevant to different types of plants and situations.   |

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
|  | 5.8. Describe the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters.         |
|  | 5.9. Identify the types of records required and explain the importance of accurate record keeping.   |
| 6. Know how to deal with damage and pollution.                                     | 6.1. State the correct methods of dealing with accidental damage and pollution.  |
|  | 6.2. Describe how to minimise damage and unnecessary waste when working.   |
| 7. Know the types of equipment required and how to maintain them.                  | 7.1. Describe the equipment which will be necessary for establishing plants and seeds in soil.   |
|  | 7.2. Describe methods of maintaining the equipment ready for use.  |
| 8. Know the current health and safety legislation and environmental good practice. | 8.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work. |

### Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Understanding the Retail Selling Process

**Unit Reference Number:** A/502/5806

**Credit Value of Unit:** 2

**GLH of Unit:** 15

**Level of Unit:** 2

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the five steps of the selling model.                 | 1.1. Outline the five steps of the selling model.   |
|  | 1.2. Explain why an effective rapport needs to be created with customers.   |
|  | 1.3. Explain the importance of effective questioning to the sales process.  |
|  | 1.4. Explain how linking benefits to product features helps to promote sales.   |
|  | 1.5. Explain why products must be matched to customers' needs.  |
|  | 1.6. Explain the importance of closing the sale.  |
| 2. Understand how questions are used to identify customers' needs. | 2.1. Define 'open' and 'closed' questions and state the purpose of each in the selling process.                       |
|  | 2.2. Define what is meant by 'probing' questions and state the purpose of these in the selling process.               |
|  | 2.3. Identify questions which can be used to establish sales opportunities.   |
| 3. Understand the benefits and uses of product knowledge.          | 3.1. Explain how comprehensive and up-to-date product knowledge can be used to promote sales.                         |
|  | 3.2. Describe how the features and benefits of products can be identified and matched to customers' needs.            |
|  | 3.3. Describe a range of methods for keeping product knowledge up-to-date.  |
| 4. Understand how sales are closed.                                | 4.1. State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for. |
|  | 4.2. Describe the main ways of closing sales.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Painting Methods - Pictorial Language

**Unit Reference Number:** A/504/4680

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand, in visual, pictorial and technical terms, approaches to pictorial language.   | 1.1. Apply, in visual, pictorial and technical terms, approaches to the following:<br>(a) painting observed form<br>(b) surface quality and texture.<br>1.2. Describe the relation between the painted form and the painted surface. |
| 2. Know the value of sketchbook methodology for selecting, collecting and using information. | 2.1. Use supporting research and notation including sketchbook/s.<br>2.2. Make assessments and selections from research and sketchbook/s that will assist with choices in pictorial language.  |
| 3. Know how to produce work, which shows choice of form and content.                         | 3.1. Produce work, which shows choice of form and content.   |
| 4. Understand Health & Safety procedures and safe studio practice.                           | 4.1. Carry out Health & Safety procedures and safe studio practice.  |

### Assessment Method

N/A

### Equivalences

R/503/2616

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding the Physical Development of Children and Young People

**Unit Reference Number:** A/504/9619

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the process of children's physical growth and development.  | 1.1. Identify the key stages of children's physical development and when they occur.                                      |
|   | 1.2. Explain the main physical changes children experience as part of their growth and development.                       |
|   | 1.3. Explain how physical growth relates to other aspects of children's development.                                      |
| 2. Know the difference between gross and motor skills and how these can be developed through a range of activities and equipment. | 2.1. Explain the difference between fine and gross motor skills.  |
|   | 2.2. Identify activities and equipment which promote both fine and gross motor skills.                                    |
|   | 2.3. Explain how fine and gross motor skills can be developed through a range of activities.                              |
| 3. Understand how to promote children's physical development, regardless of gender, race, culture or disability.                  | 3.1. Identify ways of promoting the physical development of children.   |
|   | 3.2. Describe a way in which stereotyping can be overcome, whilst promoting children's physical development.              |
| 4. Understand the importance of maintaining a safe environment, whilst promoting children's physical development.                 | 4.1. Describe ways to maintain a safe environment for children.   |
|   | 4.2. Explain why it is important to maintain a safe environment for children whilst promoting their physical development. |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Build Brick and Block Walls  
**Unit Reference Number:** A/504/9622

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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### Introduction

| Learning Outcomes                        | Assessment Criteria   |
|--|---|
| The learner will:                        | The learner can:  |
| 1. Be able to prepare for building work. | 1.1. Calculate the amount and types of material required to meet the specification. |
|  | 1.2. Select the tools, equipment and materials necessary for the work.              |
|  | 1.3. Check the work area and prepare it for the building work.                      |
| 2. Be able to carry out building work.   | 2.1. Build stretcher bond walls to meet the specification.                          |
|  | 2.2. Construct a pier and associated dwarf wall.                                    |
|  | 2.3. Carry out tooled jointing of brickwork to meet the specification.              |
|  | 2.4. Use tools and materials safely.  |
| 3. Be able to tidy up work area.         | 3.1. Dispose of waste materials safely.   |
|  | 3.2. Clean and store tools and equipment appropriately.                             |
|  | 3.3. Leave work area in a clean and tidy state.                                     |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understand How to Handle Information in Social Care Settings

**Unit Reference Number:** A/505/3301

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the need for secure handling of information in social care settings. | 1.1. Identify the legislation that relates to the recording, storage and sharing of information in social care.         |
|  | 1.2. Explain why it is important to have secure systems for recording and storing information in a social care setting. |
| 2. Know how to access support for handling information in social care settings.    | 2.1. Describe how to access guidance, information and advice about handling information.                                |
|  | 2.2. Outline what actions to take when there are concerns over the recording, storing or sharing of information.        |

### Assessment Method

Portfolio of Evidence.

### Equivalences

Y/602/3118

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding the Cognitive Development of Children

**Unit Reference Number:** A/505/7218

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the nature/nurture debate with regard to effects on intelligence.        | 1.1. Describe the difference between nature and nurture.<br>1.2. Outline the key argument for and against in the nature/nurture debate with regard to effects on intelligence. |
| 2. Understand theories of cognitive development.                                       | 2.1. Select and describe a theory of cognitive development.<br>2.2. Select and describe a theory of play.<br>2.3. Describe the main arguments for and against chosen theories. |
| 3. Understand how language develops and of the major theories of language development. | 3.1. Describe the main stages of language development.<br>3.2. Outline the difference between the two theories of language development.  |

### Assessment Method

N/A

### Equivalences

Y/500/5241



## UNIT SPECIFICATIONS

**Unit Title:** Principles of Safeguarding and Protection in Health and Social Care

**Unit Reference Number:** A/601/8574

**Credit Value of Unit:** 3

**GLH of Unit:** 26

**Level of Unit:** 2

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Know how to recognise signs of abuse.  | 1.1. Define the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others.</li> </ul> |
|   | 1.2. Identify the signs and/or symptoms associated with each type of abuse.   |
|   | 1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.  |
| 2. Know how to respond to suspected or alleged abuse.                                   | 2.1. Explain the actions to take if there are suspicions that an individual is being abused.  |
|   | 2.2. Explain the actions to take if an individual alleges that they are being abused.   |
|   | 2.3. Identify ways to ensure that evidence of abuse is preserved.   |
| 3. Understand the national and local context of safeguarding and protection from abuse. | 3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.  |
|   | 3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.   |
|   | 3.3. Identify reports into serious failures to protect individuals from abuse.  |
|   | 3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse  |
| 4. Understand ways to reduce the likelihood of abuse.                                   | 4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with person centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights.</li> </ul>  |
|   | 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.   |
| 5. Know how to recognise and report unsafe practices.                                   | 5.1. Describe unsafe practices that may affect the well-being of individuals.   |
|   | 5.2. Explain the actions to take if unsafe practices have been identified.  |
|   | 5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response  |

### Assessment Method

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Organic Horticulture  
**Unit Reference Number:** D/505/3307

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the structure of the horticultural industry and the current status of organic methods.      | 1.1. Describe the main products and services of the horticultural industry.<br>1.2. Outline the provision of the main organic horticultural products and services in the UK.                          |
| 2. Understand the current legislative and regulatory framework in which organic horticulture operates.    | 2.1. Describe the role of the main organisations involved in the regulation of organic horticulture.<br>2.2. Describe how the production and quality of organic produce or services are regulated.    |
| 3. Know the advantages to the environment of organic horticultural methods.                               | 3.1. List three advantages to the environment by the use of organic horticultural methods.<br>3.2. Describe the implementation of two of the above.   |
| 4. Understand how the principles of organic horticulture can be integrated into mainstream horticulture.  | 4.1. Outline the key principles of sustainable horticulture.<br>4.2. Describe at least two ways in which the principles of sustainable horticulture could be integrated into mainstream horticulture. |
| 5. Understand the economic underpinning of the organic approach.  | 5.1. Describe two factors that have underpinned the organic approach to horticulture.   |
| 6. Understand the potential for growth of organic products and services within the horticulture industry. | 6.1. Explain at least three potential areas of growth in the organic horticulture sector.   |

### Assessment Method

N/A

### Equivalences

M/500/5407

## UNIT SPECIFICATIONS

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**Unit Title:** Communicate in a Business Environment  
**Unit Reference Number:** D/601/2475

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the purpose of planning communication.                      | 1.1. Explain reasons for knowing the purpose of communication.  |
|   | 1.2. Explain reasons for knowing the audience to whom the communication is being presented.                               |
|   | 1.3. Describe different methods of communication.   |
|   | 1.4. Describe when to use different methods of communication.   |
| 2. Understand how to communicate in writing.                              | 2.1. Identify different sources of information that may be used when preparing written communication.                     |
|   | 2.2. Describe the communication principles for using electronic forms of written communication in a business environment. |
|   | 2.3. Describe the reasons for using language that suits the purpose of written communication.                             |
|   | 2.4. Describe ways of organising, structuring and presenting written information so it meets the needs of an audience.    |
|   | 2.5. Describe ways of checking for the accuracy of written information.   |
|   | 2.6. Explain the purpose of accurate use of grammar, punctuation and spelling.  |
|   | 2.7. Explain what is meant by plain English, and why it is used.  |
|   | 2.8. Explain the need to proofread and check written work.  |
|   | 2.9. Explain how to identify work that is important and work that is urgent.  |
|   | 2.10. Describe organisational procedures for saving and filing written communications.                                    |
| 3. Understand how to communicate verbally.                                | 3.1. Describe ways of verbally presenting information and ideas clearly.  |
|   | 3.2. Explain ways of making contributions to discussions that help to move them forward.                                  |
|   | 3.3. Describe methods of active listening.  |
|   | 3.4. Explain the purpose of summarising verbal communications.  |
| 4. Understand the purpose of feedback in developing communication skills. | 4.1. Describe ways of getting feedback on communications  |
|   | 4.2. Explain the purpose of using feedback to develop communication skills.   |
| 5. Be able to plan communication.   | 5.1. Identify the purpose of communications and the audience(s).  |
|   | 5.2. Select methods of communication to be used.  |

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
|   | 5.3. Confirm methods of communication, as required.   |
| 6. Be able to communicate in writing.                                     | 6.1. Find and select information needed for written communications.   |
|   | 6.2. Organise, structure and present information so that it is clear, accurate and meets the needs of the audience. |
|   | 6.3. Use language that suits the purpose of written communication and the audience.                                 |
|   | 6.4. Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear.          |
|   | 6.5. Proofread and check written communications and make amendments, as required.                                   |
|   | 6.6. Confirm what is important and what is urgent.  |
|   | 6.7. Produce written communications to meet agreed deadlines.   |
|   | 6.8. Keep a file copy of written communications sent.   |
| 7. Be able to communicate verbally.                                       | 7.1. Verbally present information and ideas to others clearly and accurately.                                       |
|   | 7.2. Make contributions to discussion(s) that move the discussion forward.  |
|   | 7.3. Actively listen to information given by other people, and make relevant responses.                             |
|   | 7.4. Ask relevant questions to clarify own understanding, as required.  |
|   | 7.5. Summarise verbal communication(s) and agree that the correct meaning has been understood.                      |
| 8. Be able to identify and agree ways of developing communication skills. | 8.1. Get feedback to confirm whether the communication has achieved its purpose.                                    |
|   | 8.2. Use feedback to identify and agree ways of improving own communication skills.                                 |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Wallpapering Skills  
**Unit Reference Number:** F/503/8119

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Be able to select equipment and materials for wallpapering. | 1.1. Select relevant tools and materials for wallpapering                                |
| 2. Be able to plan and prepare for the wallpapering task.      | 2.1. Describe obvious defects in the surface to be papered.                              |
|  | 2.2. Estimate the number of complete drops needed to cover the surface area.             |
|  | 2.3. Demonstrate the setting up of a workstation in an appropriate position.             |
|  | 2.4. Mix adhesive according to paper type and the manufacturer's instructions.           |
|  | 2.5. Mark a plumb line from a suitable starting point.                                   |
| 3. Be able to wallpaper.                                       | 3.1. Apply adhesive to the paper, ensuring even and complete coverage.                   |
|  | 3.2. Demonstrate how to fold paper appropriately before applying to the wall.            |
|  | 3.3. Apply first drop to the plumb line and ensure subsequent drops are butted.          |
|  | 3.4. Demonstrate good wallpapering technique to minimise creases and bubbles.            |
|  | 3.5. Ensure internal and external angles are correctly finished.                         |
|  | 3.6. Demonstrate how to cut and apply the paper around a range of fixtures and fittings. |
|  | 3.7. Demonstrate how to trim excess paper and remove any excess paste.                   |
| 4. Be able to maintain tools and the working area.             | 4.1. Demonstrate how to correctly clean tools and the working area                       |

### Assessment Method

Follow instructions and requirements in line with current health and safety regulations.

### Equivalences

M/500/5391

## UNIT SPECIFICATIONS

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**Unit Title:** Using and Maintaining Woodworking Tools

**Unit Reference Number:** F/503/8122

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

### Introduction

| Learning Outcomes                                   | Assessment Criteria  |
|---|--|
| The learner will:                                   | The learner can:   |
| 1. Be able to use manual woodworking tools.         | 1.1. Explain the use of six manual tools used in carpentry.<br>1.2. Identify the manual tools required for a given task.<br>1.3. Demonstrate the correct use of the manual tools for a given task  |
| 2. Be able to maintain manual and electrical tools. | 2.1. Explain how to safely check the sharpness of manual tools.<br>2.2. Check sharpness is appropriate to tasks.<br>2.3. Use wheel, oilstone and honing guide to sharpen chisels, plane blades and gouges.<br>2.4. Explain how to check the wiring of electrical tools.<br>2.5. Check wiring of two electrical tools to ensure safe operation. |
| 3. Be able to use electrical tools in woodwork.     | 3.1. Explain the use of five electrical woodworking tools.<br>3.2. Demonstrate the use of appropriate electrical tools to:<br>a) cut timber to given dimensions<br>b) drill holes to given dimensions<br>c) sand to a smooth finish<br>d) insert screws to a given depth<br>e) countersink screws<br>f) counterbore large diameter holes.      |
| 4. Know how to store woodworking tools.             | 4.1. Demonstrate the correct method of storage for:<br>a) electrical tools<br>b) manual tools  |

### Assessment Method

Follow instructions and requirements in line with current health and safety regulations.

### Equivalences

K/500/5387

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Business Organisations  
**Unit Reference Number:** F/504/9587

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand the different types and purpose of businesses.              | 1.1. Explain the role and function of a business.<br>1.2. Describe different types of business and explain how they differ.   |
| 2. Understand the different types of business ownership.                  | 2.1. Describe the main types of business ownership.<br>2.2. Explain the differences between types of business ownership.  |
| 3. Understand organisational structures of different types of businesses. | 3.1. Describe the organisational structure of different types of businesses.<br>3.2. Identify the main advantages and disadvantages of different types of organisational structure. |
| 4. Understand the role of communication in business.                      | 4.1. Describe how a business communicates internally and externally.<br>4.2. Explain why communication is important to a business.  |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understand the Role of the Social Care Worker  
**Unit Reference Number:** F/505/3302

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand working relationships in social care settings.                       | 1.1. Explain how a working relationship is different from a personal relationship.  |
|  | 1.2. Describe different working relationships in social care settings.  |
| 2. Understand the importance of working in ways that are agreed with the employer. | 2.1. Describe why it is important to adhere to the agreed scope of the job role.  |
|  | 2.2. Outline what is meant by agreed ways of working.   |
|  | 2.3. Explain the importance of full and up-to-date details of agreed ways of working.   |
| 3. Understand the importance of working in partnership with others.                | 3.1. Explain why it is important to work in partnership with others.  |
|  | 3.2. Identify ways of working that can help improve partnership working.  |
|  | 3.3. Identify skills and approaches needed for resolving conflicts.   |
|  | 3.4. Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul> |

### Assessment Method

Portfolio of Evidence.

### Equivalences

A/602/3113



## UNIT SPECIFICATIONS

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**Unit Title:** Understanding how to Meet the Physical Needs of Children

**Unit Reference Number:** F/505/8838

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand health and hygiene requirements for the development of young children's physical needs. | 1.1. Describe the general health and hygiene requirements for the development of young children's physical needs. |
|   | 1.2. Describe the necessary provision and variation that may occur within families and cultures.                  |
| 2. Understand commonly encountered illnesses and how to support children and families.                | 2.1. Describe the signs and symptoms of commonly encountered illnesses in young children.                         |
|   | 2.2. Describe how to care for a sick child with a range of illnesses and how best to support the family.          |
| 3. Understand the importance of keeping health records and maintaining confidentiality.               | 3.1. Give examples of appropriate record keeping.   |
|   | 3.2. Explain why it is important to maintain confidential records.  |

### Assessment Method

N/A

### Equivalences

R/500/5240

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding How to Select Plants

**Unit Reference Number:** F/506/5370

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Understand plant categories and their uses.              | 1.1. Define the terms: shrub, tree, ground cover, wall shrub, annual, perennial, biennial, half hardy, herbaceous, corm, bulb, tuber and rhizome.<br>1.2. Describe the aesthetic practical and environmental uses of the above.   |
| 2. Know how to select plants to produce particular effects. | 2.1. Explain the importance of considering the wide range of plant characteristics when selecting plants.<br>2.2. Explain the importance of considering the wide range of site characteristics when selecting plants, for example, habit, height, spread, flowering period and foliage.<br>2.3. Identify at least three plants that will provide at least three different features.<br>2.4. Identify at least three plants suitable for cut flowers.<br>2.5. Identify at least three herbaceous or evergreen perennials to provide continuity of display over a year.<br>2.6. Choose a range of hardy annuals suitable for a summer/autumn border.<br>2.7. Choose a range of bedding plants suitable for a seasonal border.<br>2.8. Choose four plants suitable for display containers in three different situations. |
| 3. Know how to select plants for a specified location.      | 3.1. Select plants that would encourage optimum bio-diversity within a specified location and site.   |

### Assessment Method

N/A

### Equivalences

J/500/5106 Understanding how to Select Plants

## UNIT SPECIFICATIONS

**Unit Title:** Work in a Business Environment  
**Unit Reference Number:** F/601/2470

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 2

### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand how to respect other people at work.   | 1.1. Describe what is meant by diversity and why it should be valued.   |
|  | 1.2. Describe how to treat other people in a way that is sensitive to their needs.  |
|  | 1.3. Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs.  |
|  | 1.4. Describe ways in which it possible to learn from others at work.   |
| 2. Understand how to maintain security and confidentiality at work and deal with concerns.         | 2.1. Describe the purpose and benefits of maintaining security and confidentiality at work.   |
|  | 2.2. Describe requirements for security and confidentiality in an organisation.   |
|  | 2.3. Describe legal requirements for security and confidentiality, as required.   |
|  | 2.4. Describe procedures for dealing with concerns about security and confidentiality in an organisation.   |
| 3. Understand the purpose and procedures for keeping waste to a minimum in a business environment. | 3.1. Explain the purpose of keeping waste to a minimum.   |
|  | 3.2. Describe the main causes of waste that may occur in a business environment.  |
|  | 3.3. Describe ways of keeping waste to a minimum.   |
|  | 3.4. Identify ways of using technology to reduce waste.   |
|  | 3.5. Outline the purpose and benefits of recycling.   |
|  | 3.6. Describe organisational procedures for recycling materials.  |
| 4. Understand procedures for disposal of hazardous materials.                                      | 4.1. Describe the benefits of procedures for the recycling and disposal of hazardous materials.   |
|  | 4.2. Describe organisational procedures for the recycling and disposal of hazardous materials.  |
| 5. Know how to support sustainability in an organisation.  | 5.1. Outline the purpose of improving efficiency and minimising waste.  |
|  | 5.2. Describe ways of improving own working methods and use of technology to achieve efficiency and reduce waste.   |
| 6. Be able to respect and support other people at work in an organisation.                         | 6.1. Complete work tasks alongside other people in a way that shows respect for <ul style="list-style-type: none"> <li>a) backgrounds</li> <li>b) abilities</li> <li>c) values, customs and beliefs.</li> </ul> |

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
|   | <p>6.2. Complete work tasks with other people in a way that is sensitive to their needs.</p> <p>6.3. Use feedback and guidance from other people to improve own way of working.</p> <p>6.4. Follow organisational procedures and legal requirements in relation to discrimination legislation, as required.</p>                             |
| 7. Be able to maintain security and confidentiality.                        | <p>7.1. Keep property secure, following organisational procedures and legal requirements, as required.</p> <p>7.2. Keep information secure and confidential, following organisational procedures and legal requirements.</p> <p>7.3. Follow organisational procedures to report concerns about security / confidentiality, as required.</p> |
| 8. Be able to support sustainability and minimise waste in an organisation. | <p>8.1. Complete work tasks, keeping waste to a minimum.</p> <p>8.2. Use technology in work task(s) in ways that minimise waste.</p> <p>8.3. Follow procedures for recycling and disposal of hazardous materials, as required.</p> <p>8.4. Follow procedures for the maintenance of equipment in own work.</p>                              |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Food Safety in Catering  
**Unit Reference Number:** H/502/0132

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 2

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand how individuals can take personal responsibility for food safety. | 1.1. Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour.  |
|   | 1.2. Describe how to report food safety hazards.   |
|   | 1.3. Outline the legal responsibilities of food handlers and food business operators.  |
| 2. Understand the importance of keeping him/herself clean and hygienic.         | 2.1. Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination  |
|   | 2.2. Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds.   |
| 3. Understand the importance of keeping the work areas clean and hygienic.      | 3.1. Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal |
|   | 3.2. State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning  |
|   | 3.3. Outline the importance of pest control.   |
| 4. Understand the importance of keeping food safe.                              | 4.1. State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards                                     |
|   | 4.2. Explain how to deal with food spoilage including recognition, reporting and disposal  |
|   | 4.3. Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food   |
|   | 4.4. Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food  |
|   | 4.5. Describe stock control procedures including deliveries, storage, date marking and stock rotation  |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Hedgelaying

**Unit Reference Number:** H/502/3743

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Know the health and safety issues in relation to hedgelaying.             | 1.1. Describe own responsibilities under the current and relevant legislation.<br>1.2. Identify two items of PPE (Personal Protective Equipment) and explain why they are important.   |
| 2. Know a range of hand tools used for hedgelaying and how to care for them. | 2.1. Identify the hand tools to be used and describe their purpose.<br>2.2. Identify the importance of sharp, correct tools.<br>2.3. Explain why tools should be cleaned.  |
| 3. Know about the methodology of hedgelaying.                                | 3.1. Identify one reason a farmer would have a hedge laid and identify the benefit to a conservationist.<br>3.2. Identify when hedgelaying should normally take place and why this is important.<br>3.3. Identify when hedgelaying should take place for very old hedges and describe the benefits of this.<br>3.4. Describe what is involved in the methodology of hedgelaying and identify two tools which are used.<br>3.5. Define a pleacher.<br>3.6. Explain the technique that should be used with a billhook or axe.<br>3.7. Explain the importance of the stump, or 'heel' which is removed, sloping away from the centre of the stem.<br>3.8. Describe the consequence of cutting the stump too high. |
| 4. Know how to lay a hedge.  | 4.1. Apply all health and safety requirements.<br>4.2. Identify 5-10 metres of hedge to be laid.<br>4.3. Prepare the hedge; clearing out rubbish, cutting out brush.<br>4.4. Cut the pleachers using the correct technique.<br>4.5. Lay the hedge using the correct technique.   |
| 5. Understand the importance of maintaining laid hedges.                     | 5.1. Describe two consequences of leaving a planted hedge and one effect of this.<br>5.2. Identify the advantage of trimming the hedge as it develops and the result of this.<br>5.3. Identify two consequences of dense outer growth through too much trimming.<br>5.4. Identify, at the base of a hedge, how to recognise the time to lay the hedge.   |

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
|   | 5.5. Describe the shape that should be aimed for when a hedge is trimmed and why this is important.        |
| 6. Know how the characteristics of hedgelaying reflect geology. | 6.1. Identify a style of hedge that uses stakes and the purpose of the stakes and how they should be used. |
|   | 6.2. Identify a regional style and how it would look.  |
|   | 6.3. Describe how a regional style may differ from a local style.  |

**Assessment Method**

N/A

**Equivalences**

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Practical Skills for Dry Stone Walling  
**Unit Reference Number:** H/503/2801

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

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| Learning Outcomes               | Assessment Criteria   |
|---------------------------------|---|
| The learner will:               | The learner can:  |
| 1. Be able to dismantle a wall. | 1.1. Carry out an environmental impact assessment.<br>1.2. Clear debris and remove any lying stone to suitable locations.<br>1.3. Safely remove top stones and place at correct distance from wall.<br>1.4. Take down a wall and grade stone, placing it in appropriate locations.<br>1.5. Repair any environmental damage.<br>1.6. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe.  |
| 2. Be able to lay foundations.  | 2.1. Identify line of wall and remove debris and obstructions.<br>2.2. Correctly identify and select appropriate hand tools or machinery.<br>2.3. Set out and excavate line of wall accurately.<br>2.4. Select and lay suitable stones to correct depth, width, line and level.<br>2.5. Make sure the foundation is secure.<br>2.6. Repair any environmental damage.<br>2.7. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe.   |
| 3. Be able to construct a wall. | 3.1. Construct and set up batter frames to the correct dimensions for the wall.<br>3.2. Correctly identify and select appropriate hand tools.<br>3.3. Select suitable size stones and lay securely with the correct orientation for each course.<br>3.4. Lay each course to the correct line and level with appropriate joints and batter.<br>3.5. Ensure appropriate filling is used and is of suitable size.<br>3.6. Lay through stones at appropriate heights and centres.<br>3.7. Securely fix copings.<br>3.8. Repair any environmental damage.<br>3.9. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy and safe. |



**Assessment Method**

In line with Awarding Organisation guidance.

**Equivalences**

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Plastering Techniques  
**Unit Reference Number:** H/503/8159

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes                                     | Assessment Criteria   |
|---|---|
| The learner will:                                     | The learner can:  |
| 1. Know about tools and equipment used in plastering. | 1.1. Describe the uses of a range of hand tools used in plastering.   |
|   | 1.2. Describe the correct care of hand tools used in plastering.  |
|   | 1.3. Describe the correct storage procedures for hand tools and equipment used in plastering.                   |
|   | 1.4. Explain why correct procedures for care and storage of tools and equipment are essential.                  |
| 2. Know about materials used in plastering.           | 2.1. Explain the purpose of a range of common and specialist materials used in plastering.                      |
|   | 2.2. Describe the process involved in mixing two types of plaster.  |
| 3. Be able to mix plaster.                            | 3.1. Mix two types of plaster correctly.  |
| 4. Know about backgrounds that receive plaster.       | 4.1. Explain the characteristics of a range of common backgrounds for plaster.                                  |
| 5. Understand how to prepare for plastering.          | 5.1. Explain checks required before starting to plaster.  |
|   | 5.2. Explain the process for checking the suction of a wall.  |
|   | 5.3. Explain a method for setting out a wall.   |
|   | 5.4. Explain the process for fixing angle-beads.  |
| 6. Be able to prepare for plastering.                 | 6.1. Apply the checks required prior to plastering in a practical environment.                                  |
| 7. Know about floating techniques.                    | 7.1. Describe the procedure for floating a wall using either plumb and dot or broad screed methods.             |
| 8. Be able to use floating techniques.                | 8.1. Demonstrate floating techniques in a practical environment.  |
| 9. Be able to review own work.                        | 9.1. Describe what worked well and what could be improved in relation to plastering processes and end products. |

### Assessment Method

Follow instructions and requirements in line with current health and safety regulations..

### Equivalences

K/500/5390

## UNIT SPECIFICATIONS

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**Unit Title:** Working in Craft  
**Unit Reference Number:** H/504/7749

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Know different types of organisations in the craft industry.             | 1.1. Describe different types of craft organisations.<br>1.2. Describe how different types of craft organisations relate to other areas of the craft industry.                |
| 2. Know job roles in the craft industry.                                    | 2.1. Describe two different jobs in the craft industry.<br>2.2. Describe how two craft job roles impact on other roles in the same and different areas of the craft industry. |
| 3. Know the skills and training required for jobs in craft.                 | 3.1. Describe the skills and training needed for different jobs in craft.   |
| 4. Know about progression opportunities in the craft industry.              | 4.1. Describe opportunities for progression in craft.   |
| 5. Know own skills and qualities relevant to craft job roles.               | 5.1. Describe own skills and qualities relevant to craft job roles.   |
|   | 5.2. Select a job role of interest from the craft industry and compare own skills and qualities with those required for the role.   |
| 6. Be able to prepare a C.V. for a specific job role in the craft industry. | 6.1. Prepare a C.V. suitable for application for a specific job role in the craft industry.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Produce Craft Work  
**Unit Reference Number:** H/505/3261

**Credit Value of Unit:** 3

**GLH of Unit:** 20

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to plan the production of craft work.                | 1.1. Use different methods to record development of ideas.  |
|   | 1.2. Use ideas to create a production plan, describing each stage of the craft work and the tasks involved. |
|   | 1.3. Prepare work area, tools and materials to produce craft work.  |
| 2. Be able to produce craft work.                               | 2.1. Use selected tools, equipment and a range of materials to produce craft work.                          |
|   | 2.2. Use materials and a range of techniques to produce craft work that matches ideas.                      |
|   | 2.3. Display craft work in an appropriate way or setting.   |
|   | 2.4. Maintain a safe working environment during the craft work making process.                              |
| 3. Be able to evaluate the creative and craft making processes. | 3.1. Evaluate the creative process.   |
|   | 3.2. Review the craft making process to identify opportunities for improvement or further development.      |
|   | 3.3. Produce an action plan for the future development of craft work.                                       |

### Assessment Method

Portfolio of Evidence.

### Equivalences

A/503/0553

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings  
**Unit Reference Number:** H/601/5474

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand the implications of duty of care.  | 1.1. Define the term 'duty of care'.  |
|  | 1.2. Describe how the duty of care affects own work role.                                   |
| 2. Understand support available for addressing dilemmas that may arise about duty of care. | 2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.  |
|  | 2.2. Explain where to get additional support and advice about how to resolve such dilemmas. |
| 3. Know how to respond to complaints.  | 3.1. Describe how to respond to complaints.   |
|  | 3.2. Identify the main points of agreed procedures for handling complaints.                 |

### Assessment Method

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Creative Craft Skills  
**Unit Reference Number:** J/504/4620

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand the health and safety requirements when undertaking creative activity. | 1.1. Identify studio/work room safety rules.<br>1.2. Agree to and follow studio/work room safety rules.<br>1.3. Use materials and art room equipment safely.   |
| 2. Know how to research and develop ideas for creative activity.                     | 2.1. Select and use a range of sources to develop own ideas.<br>2.2. Identify ways of incorporating ideas creatively to take forward practical activity.   |
| 3. Know how to experiment with media using a sketchbook and/or journal.              | 3.1. Refer to the work of other artisans/craftworkers/designers and/or cultures to initiate his/her own ideas.<br>3.2. Draw upon the work of others when using a sketchbook and/or journal to illustrate development of own ideas.<br>3.3. Describe and comment on ideas development identifying possible outcomes in relation to creative activity. |
| 4. Know how to use a range of materials and equipment.                               | 4.1. Select and use a range of materials/equipment needed for chosen activity to meet intended outcomes.<br>4.2. Experiment with the materials/equipment selected giving reasons for choice/s.<br>4.3. Comment on results.   |
| 5. Understand techniques to undertake activity.                                      | 5.1. Select and use a variety of techniques to execute activity and meet intended outcomes.<br>5.2. Experiment with techniques selected.<br>5.3. Describe and comment on the effectiveness of techniques to meet intended outcomes.  |

### Assessment Method

N/A

### Equivalences

F/503/2983 Creative Craft Skills

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Cooking Skills  
**Unit Reference Number:** K/504/9602

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Know how to plan meals.  | 1.1. Plan three meals for a day, taking into account basic nutritional value and cost.   |
| 2. Understand a range of cooking equipment, including care and maintenance.             | 2.1. Identify a range of tools and equipment that can be used to produce meals, including electrical appliances.                         |
|   | 2.2. Describe appropriate dishes that could be cooked using each piece of equipment.   |
|   | 2.3. Outline care and maintenance required for kitchen equipment.  |
| 3. Use a variety of ingredients, basic cookery methods and equipment to produce dishes. | 3.1. Cook or prepare a range of dishes using fresh and convenience ingredients taking into account availability of ingredients and cost. |
|   | 3.2. Select and use a range of tools and equipment to produce meals.   |
|   | 3.3. Use a range of cookery methods, such as boiling, frying, baking and grilling.   |
|   | 3.4. Give reasons for the methods use.   |
|   | 3.5. Review own skills, recording and assessing progress.  |
| 4. Understand the importance of health and safety requirements in the kitchen.          | 4.1. Identify why it is important to meet health and safety requirements in the kitchen.   |
|   | 4.2. Identify the main health and safety risks in a kitchen.   |
|   | 4.3. Carry out all tasks safely and hygienically.  |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding How Children Learn  
**Unit Reference Number:** K/504/9616

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Know the stages of children's learning and development.   | 1.1. Describe the key stages of children's learning and development and when they occur.   |
| 2. Understand the factors that influence children's learning.  | 2.1. Identify the key environmental, physical, social, cultural and genetic factors that can affect children's learning and development. |
|  | 2.2. Describe how these factors can affect children's learning and development.  |
|  | 2.3. Explain how adults can help children learn through interaction.   |
| 3. Be able to recognise groups that may have particular difficulties affecting their learning and development. | 2.4. Identify key professionals, whose role includes aiding children's intellectual development.   |
|  | 3.1. Explain how to identify groups that may have difficulties with learning and development.  |
|  | 3.2. Describe how activities can be adapted to meet the learning needs of groups with particular difficulties.                           |

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Work with Other People in a Business Environment

**Unit Reference Number:** K/505/0166

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand how to work as part of a team to achieve goals and objectives. | 1.1. Explain the purpose of working with other people to achieve goals and objectives.                         |
|  | 1.2. Identify situations in which working with others can achieve positive results.                            |
|  | 1.3. Explain the purpose and benefits of agreeing work goals and plans when working with others.               |
|  | 1.4. Describe situations in which team members might support each other.                                       |
|  | 1.5. Provide support to other people in a team.  |
|  | 1.6. Explain the purpose of agreeing quality measures with a team.   |
| 2. Understand how to communicate as part of a team.                          | 2.1. Explain the purpose of communicating with other people in a team.   |
|  | 2.2. Identify different methods of communication and when to use them.   |
|  | 2.3. Communicate effectively with other people in a team.  |
| 3. Understand the contribution of individuals within a team.                 | 3.1. Explain the purpose of recognising the strengths of others.   |
|  | 3.2. Explain the value of diversity within teams.  |
|  | 3.3. State why it is important to respect individuals working within a team.                                   |
|  | 3.4. Show respect for individuals in a team.   |
| 4. Understand how to deal with problems and disagreements.                   | 4.1. Identify the types of problems and disagreements that may occur when working with other people in a team. |
|  | 4.2. Describe ways of dealing with problems and disagreements when working with other people in a team.        |
|  | 4.3. Resolve a problem or disagreement within limits of own authority and experience.                          |
| 5. Understand the purpose of feedback when working as a team.                | 5.1. Explain the purpose of giving and receiving constructive feedback.  |
|  | 5.2. Describe ways of using feedback to improve own work and a team as a whole.                                |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Provide nutrients to crops or plants  
**Unit Reference Number:** L/502/0853

**Credit Value of Unit:** 2

**GLH of Unit:** 15

**Level of Unit:** 2

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Know how nutrient requirements vary and their method of application.            | 1.1. Describe how nutrient requirements vary according to the crop or plant grown and stage of development.   |
|  | 1.2. Describe the range of conditions in which nutrient stress can occur.   |
|  | 1.3. Describe the nutrients which are commonly used in the cultivation of crops or plants.  |
|  | 1.4. Describe methods of providing nutrients to crops or plants.  |
|  | 1.5. Describe the types of records required and the importance of accurate record keeping.  |
| 2. Know the types of equipment required and how to maintain them.                  | 2.1. Describe the equipment and methods of maintaining used to provide nutrients to crops or plants.  |
| 3. Know the current health and safety legislation and environmental good practice. | 3.1. Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.         |
|  | 3.2. Describe how environmental damage can be minimised.  |
| 4. Be able to provide nutrients to plants or crops.                                | 4.1. Identify the condition of plants or crops in relation to nutrient requirements.  |
|  | 4.2. Apply nutrients correctly to maintain crop or plant growth and development as required.  |
|  | 4.3. Provide clear and accurate information for recording purposes.   |
| 5. Be able to work safely and minimise environmental damage.                       | 5.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements. |
|  | 5.2. Carry out work in a manner which minimises environmental damage.   |
| 6. Be able to select use and maintain equipment.                                   | 6.1. Select and use appropriate equipment according to manufacturer's instructions and legal requirements.  |
|  | 6.2. Prepare, maintain and store equipment in a safe and effective working condition.   |

### Assessment Method

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Improve own Performance in a Business Environment  
**Unit Reference Number:** L/601/2469

**Credit Value of Unit:** 2

**GLH of Unit:** 6

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand how to improve own performance.                    | 1.1. Explain the purpose and benefits of continuously improving performance at work.                                |
|  | 1.2. Explain the purpose and benefits of encouraging and accepting feedback from others.                            |
|  | 1.3. Explain how learning and development can improve own work, benefit organisations, and identify career options. |
|  | 1.4. Describe possible career progression routes.   |
|  | 1.5. Describe possible development opportunities.   |
| 2. Be able to improve own performance using feedback.            | 2.1. Encourage and accept feedback from other people.   |
|  | 2.2. Use feedback to agree ways to improve own performance in the workplace.  |
|  | 2.3. Complete work tasks, using feedback given, to improve performance.   |
| 3. Be able to agree own development needs using a learning plan. | 3.1. Investigate and agree where further learning and development may improve own work performance.                 |
|  | 3.2. Confirm learning plan changes.   |
|  | 3.3. Follow a learning plan.  |
|  | 3.4. Review progress against learning plan and agree further learning updates, if required.                         |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Principles of Communication in Adult Social Care Settings  
**Unit Reference Number:** L/602/2905

**Credit Value of Unit:** 2

**GLH of Unit:** 17

**Level of Unit:** 2

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Understand why communication is important in adult social care settings.                              | 1.1. Identify different reasons why people communicate.   |
|  | 1.2. Explain how effective communication affects all aspects of working in adult social care settings.                        |
|  | 1.3. Explain why it is important to observe an individual's reactions when communicating with them.                           |
| 2. Understand how to meet the communication and language needs, wishes and preferences of an individual. | 2.1. Explain why it is important to find out an individual's communication and language needs, wishes and preferences.        |
|  | 2.2. Describe a range of communication methods.   |
| 3. Understand how to reduce barriers to communication.   | 3.1. Identify barriers to communication.  |
|  | 3.2. Describe ways to reduce barriers to communication.   |
|  | 3.3. Describe ways to check that communication has been understood.   |
|  | 3.4. Identify sources of information and support or services to enable more effective communication                           |
| 4. Understand confidentiality in adult social care settings.   | 4.1. Define the term "confidentiality".   |
|  | 4.2. Describe ways to maintain confidentiality in day to day communication.   |
|  | 4.3. Describe situations where information normally considered to be confidential might need to be shared with agreed others. |
|  | 4.4. Explain how and when to seek advice about confidentiality.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Principles of Personal Development in Adult Social Care Settings

**Unit Reference Number:** L/602/3035

**Credit Value of Unit:** 2

**GLH of Unit:** 17

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| The learner will:  | The learner can:   |
| 1. Understand what is required for good practice in adult social care roles.           | 1.1. Identify standards that influence the way adult social care job roles are carried out.                                      |
|  | 1.2. Explain why reflecting on work activities is an important way to develop own knowledge and skills.                          |
|  | 1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.                             |
| 2. Understand how learning activities can develop knowledge, skills and understanding  | 2.1. Describe how a learning activity has improved own knowledge, skills and understanding.                                      |
|  | 2.2. Describe how reflecting on a situation has improved own knowledge, skills and understanding.                                |
|  | 2.3. Describe how feedback from others has developed own knowledge, skills and understanding.                                    |
| 3. Know how a personal development plan can contribute to own learning and development | 3.1. Define the term "personal development plan".  |
|  | 3.2. Identify who could be involved in the personal development plan process.  |
|  | 3.3. Identify sources of support for own learning and development.   |
|  | 3.4. List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding. |

### Assessment Method

This unit needs to be assessed in line with The Skills for Care and Development Assessment Principles.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Using Email

**Unit Reference Number:** M/502/4300

**Credit Value of Unit:** 3

**GLH of Unit:** 20

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will be able to   | The learner can  |
| 1. Use e-mail software tools and techniques to compose and send messages. | 1.1. Select and use software tools to compose and format e-mail messages, including attachments. |
|   | 1.2. Determine the message size and how it can be reduced.                                       |
|   | 1.3. Send e-mail messages to individuals and groups.   |
|   | 1.4. Describe how to stay safe and respect others when using e-mail.                             |
|   | 1.5. Use an address book to organise contact information.  |
| 2. Manage incoming e-mail more effectively.                               | 2.1. Follow guidelines and procedures for using e-mail.  |
|   | 2.2. Read and respond to e-mail messages appropriately.  |
|   | 2.3. Use email software tools and techniques to automate responses.                              |
|   | 2.4. Describe how to archive e-mail messages, including attachments.                             |
|   | 2.5. Organise, store and archive e-mail messages effectively.                                    |
|   | 2.6. Respond appropriately to e-mail problems.   |

### Assessment Method

See IT User Assessment Strategy available from [www.e-skills.com](http://www.e-skills.com)

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Customer Service in the Retail Sector

**Unit Reference Number:** M/502/5821

**Credit Value of Unit:** 3

**GLH of Unit:** 22

**Level of Unit:** 2

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| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will:   | The learner can:   |
| 1. Understand the effect of customer service on retail business.  | 1.1. Describe the key features of excellent customer service.  |
|   | 1.2. Describe how excellent customer service affects a retail business.  |
|   | 1.3. Describe the key features of unsatisfactory customer service.   |
|   | 1.4. Describe how unsatisfactory customer service affects a retail business.   |
|   | 1.5. Describe the main methods used by retail businesses to maintain and increase customer loyalty.  |
| 2. Understand how retail businesses find out about customers' needs and preferences.                      | 2.1. Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for.                       |
|   | 2.2. Describe how customer feedback is collected and used to improve customer service.   |
| 3. Understand the importance to a retail business of customer service standards, policies and procedures. | 3.1. Explain the difference between customer service standards, customer service policies and customer service procedures.   |
|   | 3.2. Describe the benefits to the customer of customer service standards, policies and procedures.   |
|   | 3.3. Describe the benefits to retail businesses of customer service standards, policies and procedures.  |
| 4. Understand how customer complaints and problems are resolved in a retail business.                     | 4.1. Describe the main types of customer complaints and problems.  |
|   | 4.2. Describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood. |
|   | 4.3. Describe the key stages in resolving complaints to the customers' satisfaction.   |

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding the Value of Food and Nutrition for Children and Young People  
**Unit Reference Number:** M/504/9620

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Know the nutritional value of common food and drink.   | 1.1. Explain what constitutes a balanced diet.<br>1.2. Give examples of balanced menus suitable for a range of ages and for meeting the different dietary requirements of religious and cultural practices.   |
| 2. Know why attractive presentation of food and drink is important.   | 2.1. Describe ways in which children and young people's food can be attractively presented.<br>2.2. State why it is important to present food attractively.   |
| 3. Understand health and safety requirements and legislation in relation to food preparation and storage.   | 3.1. Describe the health and safety requirements for food preparation and storage.<br>3.2. Identify key legislation relating to food preparation and storage and explain why it is important.<br>3.3. Explain the consequences of failing to meet health and safety requirements in food preparation and storage.                   |
| 4. Understand the importance of introducing children to cultural and religious variations in types of food, preparation, utensils and eating habits | 4.1. Identify examples of cultural and religious variations in types of food, preparation, utensils and eating habits.<br>4.2. Explain why it is important to know about cultural and religious variations in types of food, preparation, utensils and eating habits when preparing and cooking food for children and young people. |

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Word Processing Software  
**Unit Reference Number:** R/502/4628

**Credit Value of Unit:** 4

**GLH of Unit:** 30

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| The learner will be able to   | The learner can  |
| 1. Enter and combine text and other information accurately within word processing documents.            | 1.1. Identify what types of information are needed in documents.<br>1.2. Use appropriate techniques to enter text and other information accurately and efficiently.<br>1.3. Select and use appropriate templates for different purposes.<br>1.4. Identify when and how to combine and merge information from other software and other documents.<br>1.5. Select and use a range of editing tools to amend document content.<br>1.6. Combine or merge information within a document from a range of sources.<br>1.7. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available. |
| 2. Create and modify layout and structures for word processing documents.                               | 2.1. Identify the document requirements for structure and style.<br>2.2. Identify what templates and styles are available and when to use them.<br>2.3. Create and modify columns, tables and forms to organise information.<br>2.4. Select and apply styles to text.  |
| 3. Use word processing software tools to format and present documents effectively to meet requirements. | 3.1. Identify how the document should be formatted to aid meaning.<br>3.2. Select and use appropriate techniques to format characters and paragraphs.<br>3.3. Select and use appropriate page and section layouts to present and print documents.<br>3.4. Describe any quality problems with documents.<br>3.5. Check documents meet needs, using IT tools and making corrections as necessary.<br>3.6. Respond appropriately to quality problems with documents so that outcomes meet needs.  |

### Assessment Method

See IT User Assessment Strategy available from [www.e-skills.com](http://www.e-skills.com)

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Health and Safety in a Practical Environment

**Unit Reference Number:** R/504/9366

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| The learner will:  | The learner can:  |
| 1. Know the Health and Safety requirements, procedures and equipment relevant to their work environment. | 1.1. Describe the purpose and main features of current health and safety requirements, including legislation, relevant to their work environment. |
|  | 1.2. Describe the procedures for reporting accidents and potential hazards in their work environment.   |
|  | 1.3. Locate emergency equipment such as the fire/emergency alarm and first aid box in their work environment.                                     |
| 2. Be able to recognise and manage risk in their work environment by following safe working practices.   | 2.1. Identify and describe the risks in their work environment.   |
|  | 2.2. Describe the purpose and use of safety equipment and/or clothing to minimise risk in their work environment.                                 |
|  | 2.3. Follow health and safety procedures relevant to their work environment.  |

### Assessment Method

Evidence gained through the use of a simulated work environment such as a training workshop or office is acceptable.

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Good Practice for use in the Kitchen

**Unit Reference Number:** R/505/3286

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 2

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### Introduction

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| The learner will:   | The learner can:  |
| 1. Be able to use a variety of measuring methods.   | 1.1. Use imperial, metric and alternative measurements to measure liquids and solids accurately.  |
| 2. Understand the importance of health and safety requirements when working in a kitchen. | 2.1. Identify safety hazards and take corrective action.  |
|   | 2.2. Apply safe practices during practical work in order to protect the safety of themselves and others.  |
| 3. Be able to apply the principles of food and personal hygiene.                          | 3.1. Identify the key principles for preparation of raw and cooked food, prevention of cross contamination and appropriate temperature control. |
|   | 3.2. Apply the key principles of personal hygiene during the preparation of food.   |
| 4. Be able to apply correct storage methods for food.                                     | 4.1. Use the fridge, freezer and dry goods store correctly, safely and hygienically.  |
| 5. Be able to organise and maintain the work area for food preparation.                   | 5.1. Organise work area efficiently.  |
|   | 5.2. Work in a methodical and organised manner.   |
|   | 5.3. Prepare and use a time plan and accurately use recipes.  |
| 6. Be able to clear away safely and efficiently.  | 6.1. Use appropriate techniques to leave a workstation in a clean and tidy condition.   |
| 7. Be able to use kitchen equipment correctly.  | 7.1. Identify appropriate knives, utensils and electrical equipment for use in food preparation.  |
|   | 7.2. Use and store kitchen equipment correctly.   |

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

Summary Record of Achievement  
603/3957/3 Ascentis Level 2 Award in Work Preparation

| Unit Title                | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---------------------------|-------|--------------|----------------|--------------------|--|
| Responsible Work Practice | 2     | 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  
600/8926/X Ascentis Level 2 Certificate in Work Preparation

| Unit Title                | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---------------------------|-------|--------------|----------------|--------------------|--|
| Responsible Work Practice | 2     | 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) \_\_\_\_\_

## APPENDIX 1

### 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  
H/504/9372  
Responsible Work Practice

| Criteria  | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe responsibilities of employees and organisations in relation to health and safety.  |                   |                  |                     |                 |
| 1.2. Explain why organisations set out requirements in relation to conduct and behaviour at work.   |                   |                  |                     |                 |
| 1.3. Describe the facilities available for employees in relation to their health and safety, physical and mental wellbeing and employee rights. |                   |                  |                     |                 |
| 2.1 Describe the different attitudes and behaviours that apply within and outside the workplace.  |                   |                  |                     |                 |
| 2.2. Explain how positive attitudes and behaviours contribute to effective working practice.  |                   |                  |                     |                 |
| 3.1 Explain how employees can represent a positive image of their organisation when dealing with customers or others outside of the workplace.  |                   |                  |                     |                 |
| 3.2. Explain the importance of maintaining an appropriate attitude and appearance in the workplace.   |                   |                  |                     |                 |

**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](mailto:development@ascentis.co.uk)