Ascentis Entry Level Award and Diploma in

Work Preparation (Entry 3)

Specification

Ofqual Number:

603/3939/1 Entry 3 Award
Ofqual Start Date: 01/02/2019
Ofqual Review Date: 31/07/2029
Ofqual Certification Review Date: 31/07/2030

600/8985/4 Entry 3 Diploma
Ofqual Start Date: 01/08/2014
Ofqual Review Date: 31/07/2029
Ofqual Certification Review Date: 31/07/2030

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
October 2026 v2	Section added	The Use of Artificial Intelligence (AI) in Assessments
	Review and Certification Dates	Front Page
	Learner Declaration of Authenticity added	Tracking Sheet

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 50 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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Company limited by guarantee. Registered in England and Wales No. 06799564. Registered Charity No. 1129180

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ASCENTIS ENTRY LEVEL AWARD AND DIPLOMA IN WORK PREPARATION (ENTRY 3)

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 Work Preparation qualifications are to:

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

Target Group

These qualifications are for learners who:

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

Regulation Codes

Ofqual Number (Ofqual/CCEA):

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

Rules of Combination

603/3939/1 Ascentis Entry Level Award in Work Preparation (Entry 3)				
Learners must achieve 7 credits in total. A minimum of 4 credits must be taken from Group A and a minimum of 1 credit (maximum of 2 credits) from Group B. Remaining credit is awarded for units in Group A, B or C. Although not mandatory, we do recommend your learners take unit Responsible Work Practice L/505/5697.				
Unit Group A (Employability): Learners must achieve a minimum of 4 credits from Group A.				
Title	Level	Credit Value	GLH	Unit reference
Applying for a Job	E3	1	10	H/505/3180
Building Working Relationships with Colleagues	E3	2	20	R/504/9447
Communication in the Workplace	E3	2	20	T/504/9456
Customer Care	E3	2	20	H/504/9467
CV Writing	E3	1	10	L/505/4968
Developing Meeting Skills	E3	1	10	L/504/9480
Exploring Job Opportunities	E3	1	10	A/504/5148
Improving own Learning and Performance	E3	2	20	R/504/9495
Interview Skills	E3	1	10	Y/505/3189
Introduction to Enterprise Skills	E3	1	10	D/505/3193
Oral Presentation Skills	E3	3	10	T/505/5614
Personal Presentation in the Workplace	E3	1	10	H/504/9503
Planning and Reviewing Learning	E3	2	16	K/504/5212
Presentation Software	E3	2	15	A/502/0170
Problem solving skills for work	E3	2	20	J/505/3219
Recognising and Respecting Diversity in the Workplace	E3	1	10	J/504/9560
Recognising Prejudice and Discrimination	E3	1	10	F/504/9508
Responsible Work Practice	E3	1	10	L/505/5697
Rights and Responsibilities in the Workplace	E3	1	10	A/504/5215
Teamwork Skills	E3	2	20	R/504/9514
Understanding Change in the Workplace	E3	2	20	H/504/9517
Understanding Opportunities in Work Based Learning	E3	1	10	K/504/9373
Understanding Structures in the Workplace	E3	2	20	K/504/9521
Work Experience	E3	1	10	M/504/9360
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 reference
Introduction to Building and Construction	E3	1	10	L/504/9883
Introduction to Business Administration	E3	1	10	K/504/9874
Introduction to Catering	E3	1	10	T/504/9876
Introduction to Engineering	E3	1	10	F/504/9878
Introduction to Hairdressing and Beauty	E3	1	10	J/504/9879
Introduction to Health and Social Care	E3	1	10	F/504/9881
Introduction to Hospitality	E3	1	10	R/504/9884
Introduction to Land Based Industries	E3	1	10	A/504/9880
Introduction to Retail	E3	1	10	J/504/9882
Introduction to the Creative Industries	E3	1	10	Y/504/9885

Introduction to the Hospitality Industry	E3	1	10	A/502/4834
Introduction to the Information and Communication Technology Sector	E3	1	10	M/504/9875
Introduction to the Performing Arts	E3	3	30	M/504/4711
Introduction to Travel and Tourism	E3	1	10	A/504/9877
Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 7 credits in total for the Award.				
Title	Level	Credit Value	GLH	Unit reference
Basic Food Preparation	E3	2	20	J/600/0711
Basic Performing Arts Skills	E3	3	30	H/504/7816
Clean and Prepare a Cycle for Use	E3	1	10	J/504/9574
Customer service	E3	2	18	R/504/5138
Effective relationships with customers and colleagues	E3	2	20	A/601/6064
Groom a Small Animal	E3	2	20	Y/503/9311
Health and Safety in a Practical Environment	E3	1	10	F/504/9363
Identification of Basic External and Internal Car Parts	E3	1	10	R/505/3188
Media Literacy: Introduction to Understanding News	E3	2	20	F/505/4966
Presentation Software Skills	E3	2	15	M/505/1691
Recognise Trees and Plants and their Importance to Wildlife	E3	2	20	H/504/9565
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	10	D/504/9581
Routine Vehicle Checks	E3	2	20	F/505/3221
Spreadsheet Software	E3	2	15	M/506/2609
Using Email	E3	1	10	Y/505/3225
Washing a Car Exterior	E3	1	7	K/505/3228
Word Processing Software	E3	2	15	M/505/3229

600/8985/4 Ascentis Entry Level Diploma in Work Preparation (Entry 3)				
Learners must achieve 39 credits in total. A minimum of 20 credits must be taken from Group A and a minimum of 1 credit (maximum of 3 credits) from Group B. Remaining credit is awarded for units in Group A, B or C. Although not mandatory, we do recommend your learners take unit Responsible Work Practice L/505/5697.				
Unit Group A (Employability): A minimum of 20 credits must be taken from Group A.				
Title	Level	Credit Value	GLH	Unit reference
Applying for a Job	E3	1	10	H/505/3180
Building Working Relationships with Colleagues	E3	2	20	R/504/9447
Communication in the Workplace	E3	2	20	T/504/9456
Customer Care	E3	2	20	H/504/9467
CV Writing	E3	1	10	L/505/4968
Developing Meeting Skills	E3	1	10	L/504/9480
Exploring Job Opportunities	E3	1	10	A/504/5148
Improving own Learning and Performance	E3	2	20	R/504/9495
Interview Skills	E3	1	10	Y/505/3189
Introduction to enterprise skills	E3	1	10	D/505/3193
Oral Presentation Skills	E3	3	10	T/505/5614
Personal Presentation in the Workplace	E3	1	10	H/504/9503
Planning and Reviewing Learning	E3	2	16	K/504/5212
Presentation Software	E3	2	15	A/502/0170
Problem solving skills for work	E3	2	20	J/505/3219
Recognising and Respecting Diversity in the Workplace	E3	1	10	J/504/9560
Recognising Prejudice and Discrimination	E3	1	10	F/504/9508
Responsible Work Practice	E3	1	10	L/505/5697
Rights and Responsibilities in the Workplace	E3	1	10	A/504/5215
Teamwork Skills	E3	2	20	R/504/9514
Understanding Change in the Workplace	E3	2	20	H/504/9517
Understanding Opportunities in Work Based Learning	E3	1	10	K/504/9373
Understanding Structures in the Workplace	E3	2	20	K/504/9521
Work Experience	E3	1	10	M/504/9360
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 reference
Introduction to Building and Construction	E3	1	10	L/504/9883
Introduction to Business Administration	E3	1	10	K/504/9874
Introduction to Catering	E3	1	10	T/504/9876
Introduction to Engineering	E3	1	10	F/504/9878
Introduction to Hairdressing and Beauty	E3	1	10	J/504/9879
Introduction to Health and Social Care	E3	1	10	F/504/9881
Introduction to Hospitality	E3	1	10	R/504/9884
Introduction to Land Based Industries	E3	1	10	A/504/9880
Introduction to Retail	E3	1	10	J/504/9882
Introduction to the Creative Industries	E3	1	10	Y/504/9885

Introduction to the Information and Communication Technology Sector	E3	1	10	M/504/9875
Introduction to the Performing Arts	E3	3	30	M/504/4711
Introduction to Travel and Tourism	E3	1	10	A/504/9877

Unit Group C (Sector Units): Learners can take units from Group C for remaining credits required to achieve 39 credits in total for the Diploma.

Title	Level	Credit Value	GLH	Unit reference
Basic Food Preparation	E3	2	20	J/600/0711
Basic Performing Arts Skills	E3	3	30	H/504/7816
Clean and Prepare a Cycle for Use	E3	1	10	J/504/9574
Customer service	E3	2	18	R/504/5138
Developing Skills for a Healthy Lifestyle	E3	3	30	Y/506/5312
Developing Skills for Listening to Children	E3	3	30	L/504/9608
Effective relationships with customers and colleagues	E3	2	20	A/601/6064
Exploring a Career in the Creative Sector	E3	3	30	D/504/9788
Groom a Small Animal	E3	2	20	Y/503/9311
Health and Safety in a Practical Environment	E3	1	10	F/504/9363
Identification of Basic External and Internal Car Parts	E3	1	10	R/505/3188
Introduction to Carpentry and Joinery	E3	3	30	L/501/5183
Introduction to Food and Nutrition for Children and Young People	E3	3	30	R/505/3210
Introduction to the Hospitality Industry	E3	1	10	A/502/4834
Media Literacy: Introduction to Understanding News	E3	2	20	F/505/4966
Participating in Leisure Activities	E3	3	30	F/504/8181
Planning for and Taking Part in a Visit	E3	3	28	A/502/9497
Presentation Software Skills	E3	2	15	M/505/1691
Recognise Trees and Plants and their Importance to Wildlife	E3	2	20	H/504/9565
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	10	D/504/9581
Respecting Children	E3	3	30	J/504/9610
Routine Vehicle Checks	E3	2	20	F/505/3221
Sowing and Growing Plants	E3	3	30	K/505/3195
Spreadsheet Software	E3	2	15	M/506/2609
Understanding Human Growth and Development	E3	3	30	R/506/5311
Using Email	E3	1	10	Y/505/3225
Valeting a Car Interior	E3	3	30	K/504/2889
Washing a Car Exterior	E3	1	7	K/505/3228
Word Processing Software	E3	2	15	M/505/3229

Unit certification is available for all units.

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

The recommended guided learning hours for these qualifications are -

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

The total qualification time for these qualifications are -

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

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience.

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

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

Resources to Support the Delivery of the Qualification

Ascentis has devised a suite of learner workbooks and tutor presentation resources to support units within this qualification. The workbooks should support the delivery of the qualification but should not represent the sole learning material within the respective unit. They have been carefully designed and mapped to most assessment criteria however, due to the nature of some assessment criteria, additional evidence may be required, and tutors should always ensure this. The tasks can be contextualised to meet specific needs of learners and emerging local employment needs. Please refer to the separate Employability Resource Mapping Document available on the Ascentis electronic portal to identify the appropriate workbook for the units you are delivering.

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

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 in the Customer Centre at www.ascentis.co.uk.

Qualification Approval

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

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk

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 reasonable adjustments and special considerations are available from the login area of the Ascentis website in the Customer Centre at 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. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

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

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

In Northern Ireland it is the CCEA General Conditions of Recognition

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case any appeal is 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
- Audio 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.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login area of the Ascentis website www.ascentis.co.uk.

External Verification

Recognised centres will be verified 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:

- 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 Quality Assurers will usually do this through discussion with the 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 the Ascentis website.

Group A Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice

Unit Reference Number: L/505/5697

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to develop an understanding of responsibilities in the workplace including health and safety, codes of conduct, attitudes and behaviours, punctuality and personal presentation. Learners will know what is expected of them in the workplace and be able to contribute positively to the environment.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Health and Safety responsibilities of employees are to work in line with training given by the employer, take care of own safety and that of others, report any potential risks to health and safety to the employer. Conduct and behaviour at work may relate to timekeeping and punctuality, hours of work, personal presentation, behaviours and codes of conduct, health and safety etc. Sources of help and support may be available from supervisors, managers and human resources and in documents such as Health and Safety guidelines and procedures, staff handbook, contract of employment, instruction manuals, on posters and signage etc. Positive attitudes and behaviours include respect for others, active listening, supporting others in need, taking responsibility for tasks and actions, actively contributing to team targets etc. Positive attitudes and behaviours are important to enable individuals to work together to achieve the organisational goal and reduce disputes and disruptions. Arriving on time is important to show respect for your employers and others at work, to work full contractual hours that you are paid for, shows you are organised, contributes to the organisation's image and professionalism etc. Appropriate dress may include formal wear (suits, shirts, ties etc.), informal wear, uniforms, protective wear etc. and footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the organisations computer systems to locate policies. These may be on a local intranet system, or saved in specific locations. • Use word processing kills to keep a checklist of policies and documents they have read. • Use a spreadsheet to create a timesheet, supporting punctuality and professionalism. • Use the internet to research clothing worn in their typical working environment.	Learners could: • Think about how managing personal hygiene and presentation / appearance at work can impact their well-being and confidence. • Describe the sense of achievement when arriving to work promptly and carrying out tasks in a timely manner, learners could link this to their understanding for managing personal well-being at work. • Think about who they would talk to if they felt standards were difficult for them to maintain. • Put personal well-being action plans in place to support them if they feel stress. Examples include taking breaks by walking outside in the fresh air, having lunch with colleagues, taking screen breaks.	Learners could: • Think about their responsibilities for the environment and sustainability at work. Taking positive action includes: -reducing energy usage -reduce paper use -recycling waste correctly -walking or taking public transport to work to reduce car use.

Unit Title: Exploring Job Opportunities

Unit Reference Number: A/504/5148

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** Entry 3

This unit supports learners to explore different job opportunities and identifies people or organisations that may help them find a suitable job option. Learners need to show how they have researched the local labour market and describe a particular job opportunity that matches their own skills, qualities, experiences and interests.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Advice and information about job options may be obtained from a career's advisor, job centre, career advice centre, the internet, employment agencies, agency websites etc. Learners need to carry out a review of their own skills, experiences, qualities and interests, gather information about the labour market and describe why a particular job option is suitable for themselves.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Collect research online to find employment in the area they are interested in, using filters for jobs, hours and wage expectations. Learners can bookmark sites of interest, sign up to receive job alerts. • Develop an action plan for career goals. Use digital tools to using a word processed document, spreadsheet or notebook app.	Learners could: • Discuss the feelings of independence and control in looking for appropriate employment and using their skills. • Think about aspects of the Five Ways to Well-being which are important for job planning: **Keep learning:** taking short courses, reading about current affairs, upskilling in IT skills, researching jobs of interest etc, to help plan and develop in their career. **Give:** Volunteering brings a number of well-being benefits. Individuals are able to upskill, help the local community and feel able to make informed decisions for their career based on their volunteering work.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: A/504/5215

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to develop an understanding of an employee's rights and responsibilities in the workplace and the steps that may be taken should problems at work arise which result in either grievance or disciplinary actions.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Employee rights may include: ▪ National minimum wage ▪ Sick leave and pay ▪ Holiday leave and pay ▪ Part-time workers' rights ▪ Agency workers' rights ▪ Working hours ▪ Bullying ▪ Punctuality / Dress Codes / Hygiene / Attitude / Behaviour Employee rights may vary depending on the employment sector or job role. Learners should be able to describe the specific rights for their role and sector. Laws to protect employees include: ▪ Equality Act ▪ Employment Act ▪ Health and Safety at Work Act Individuals, organisations and documents that may provide information to employees about rights may include human resources department, ACAS, Trade Unions, Citizens Advice, workplace specific organisations, contract of employment. Employee responsibilities may include: ▪ Time-keeping and punctuality ▪ Attendance on contracted days/hours ▪ Working to the required standard ▪ Working within contract of employment ▪ Code of conduct and work standards as required Individuals, organisations and documents that may provide information to employees about their responsibilities may include human resources department, Citizens Advice, contract of employment, job descriptions, staff handbooks etc. Sources of advice when faced with disciplinary procedures may come from trade unions, Disciplinary policies and procedure documents, HR, Citizens Advice etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the organisations computer systems to locate policies. These may be on a local intranet system or saved in specific locations. • Use the internet to search for current employment laws and health and safety legislation, bookmarking sites of interest. • Use a check list in word processed documents, or spreadsheets to maintain a log of laws/policies/Acts they have reviewed. Skills include word processing, copy and paste, hyperlinking etc.	Learners could: • Put personal well-being action plans in place to support them if they feel stressed or anxious. Examples include taking breaks by walking outside in the fresh air, having lunch with colleagues, taking screen breaks. • Think about how standards that are shared and agreed by an employer will help an individual know who talk to if they have any issues or concerns. • Describe the benefits of making professional and social relationships with colleagues in the workplace on their well-being	Learners could: • Think about their responsibilities for the environment and sustainability at work. Taking positive action to: reduce energy usage, reduce paper use, recycle waste correctly.

Unit Title: Introduction to Enterprise Skills

Unit Reference Number: D/505/3193

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit looks at the skills, attitudes and qualities of an entrepreneur and enables learners to identify their own strengths in terms of these enterprising skills. Learners will be able to list successful entrepreneurs.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Entrepreneurial attitude and qualities include motivation, hardworking, creative thinker, innovative, business focus, risk taking, determination, good communication, planning and organising etc. Learners should consider their own strengths in terms of the qualities and skills listed above. Enterprise skills may be developed through volunteering, work experience, taking part in an enterprise project etc. Successful entrepreneurs include Richard Branson, Bill Gates, Steve Jobs, Walt Disney, J.K.Rowling, Jeff Bezos etc. Entrepreneurial skills, attitudes and qualities include financial skills, marketing skills, business skills.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the internet to research entrepreneurs, collecting a digital list of individuals in a document (e.g. Word, Excel, PowerPoint). • Complete self-reflection to describe the digital knowledge and skills they would like to develop such as: -using specific apps on a device -word processing skills -digital photo/video skills -staying safe online.	Learners could: • List their strengths and weaknesses and what they may wish to work on. • Know that the process of gaining new skills or planning their career or projects is a quality found in entrepreneurs. This links to the Five Ways to Well-being: **Keep learning**: gaining new knowledge, skills about something of interest. **Connect:** building relationships with others, including people who they respect and could learn entrepreneurial skills from.	Learners could: • Learn about entrepreneurs who focus on the environment and sustainability.

Unit Title: Recognising Prejudice and Discrimination

Unit Reference Number: F/504/9508

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This aim of the unit is to develop an understanding of prejudice and discrimination in the workplace and the impact that it has on individuals and the organisation as a whole.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Examples of stereotyping may include:

- All black people are good at sport
- All men are strong and tough
- Women are good cooks
- Young men are messy and unclean
- Women are emotional
- Italians are artistic and stylish

Discriminatory language is the use of language that causes offence or excludes different categories of people based on their race, gender, ability or sexuality.

Examples of discriminatory language include being told that you have to speak English in the workplace rather than your native language to others with the same native language, being turned down for a job on the basis of your accent, being singled out to take an English test at interview etc.

Examples of discriminatory behaviour include physical assault on another person, name calling, threats against another person, making fun of someone else, written insults, wearing badges that may cause offence, not employing a woman who is of child bearing age etc.

Discriminatory language and behaviour in the workplace cause friction amongst individuals, poor working relationships, poor productivity, more staff absence, stress and anxiety, poor staff retention etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Access equality and diversity guidance within workplace handbook or intranet. • Use the internet to research ways that organisations encourage equality, diversity and inclusion in the workplace.	Learners could: • Understand their own roles in relation to prejudice and stereotyping within the workplace and how this links to positive or negative feelings of well-being. • Explore some of the concepts from the Five Ways to Well-being such as: **Connecting:** building relationships with a diverse range of people across the workplace. Taking time to get build a connection and friendship, asking questions to learn about each other. • Think about how it might feel to experience discrimination at work, and how it impacts a person's well-being. • Taking part in activities/national events that celebrate diversity in the workplace.	Learners could:

Assessment Method

As an Entry 3 unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal

Unit Title: Customer Care

Unit Reference Number: H/504/9467

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit is designed to provide an understanding of the principles of customer care in a workplace setting and consider the impact of poor customer care on the customers and the organisation. Learners will develop communication skills to deal positively with customers and respond to a customer query in line with organisational policies and procedures.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Importance of maintaining good customer relationships - customer engagement, customer retention, staff morale and motivation, reduced customer complaints, positive reviews and recommendations, increased customer numbers, customer satisfaction.

Providing good customer care – timeliness, accuracy and consistency, meeting customer expectations, listening skills, keeping customers informed.

Communicating with customers – Verbal (language, tone, pace, telephone conversations, body language), non-verbal (emails, written communications), adapting communication to different situations.

Impact of poor communication with customers (misunderstandings, complaints, dissatisfied customers, loss of business, loss of reputation, poor reviews).

Learners should be familiar with their organisation's policies and procedures in relation to customer service and standards.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think how customer feedback could be made through different methods: email, social media, customer web chat, letter. Practice responding appropriately. • Think about how customer databases help to support good customer relationships. • Use online sources to locate information about different policies and procedures, GDPR etc.	Learners could: • Identify the feelings that they might relate to dealing with customers both positive and negative. • Think about the personal skills they might develop working within customer service such as: communication, resilience, patience, listening, eye contact, etc. • Think about how helping customers can bring a positive sense of worth and well-being.	Learners could: • Think about how an organisation might have sustainability policies in place, and how these are important to customers. Learners could look for examples of how they are promoted e.g. on websites, posters/adverts etc.

Unit Title: Personal Presentation in the Workplace

Unit Reference Number: H/504/9503

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Through this unit, learners will know the personal presentation expectations within their workplace and be able to demonstrate suitable dress and appearance conventions and codes of conduct whilst at work.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Dress and appearance conventions include: ▪ Clothing may include formal wear (suits, shirts, ties etc.), informal wear, uniforms, protective wear etc ▪ Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc ▪ Personal hygiene including keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc. Conduct in the workplace may relate to time-keeping and punctuality, personal presentation, behaviours and language, health and safety etc.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Describe the feelings of confidence and positive well-being gained from maintaining their personal appearance and hygiene. They can think about how it links to performance in a job role. • Think about how building connections with colleagues can help them to be responsible at work, by having someone to seek advice/support from.

Unit Title: Understanding Change in the Workplace

Unit Reference Number: H/504/9517

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit aims to develop an understanding of change in the workplace and consider how individuals respond to change and the impact that this has on the working environment.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Changes that may happen in the workplace include changes in management and leadership, new technology, changes of business ownership, responses to crisis and challenges, changes to long-and short-term strategies, relocation etc. Reponses to change may include denial (doing the same as you have always done), acceptance (embracing change and seeing the opportunities), resistance (obstructing change), moving on (looking for a new job). Positive effects that change can have on an organisation include new business opportunities and growth, staying up to date with current trends, innovation and creativity, increased efficiency and productivity, staff learn new skills through training and development etc. Negative effects that change can have on an organisation include low staff morale, increased costs in training new skills, inefficiency, less productivity etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about digital skills that might be important when businesses make changes. Upskilling in areas such as: -using Teams -using video conferencing -email and chat systems for -customer interactions.	Learners could: • Benefit from knowing personal skills they might develop to support the changes across a workplace such as: reading updates and communications, asking questions to ensure understanding, confidence building in new groups and teams. • Build connections with people around them to ensure to ensure they have someone to talk to about the changes. • Think about how they would protect their own mental well-being when dealing with change. They might develop an action plan of steps they would follow to help them be resilient such as: planning time to relax, having a work buddy to share any concerns with, taking breaks in the day for a walk.	Learners could: • Think about how environmental issues might be a change for a workplace. Priorities such as becoming carbon neutral, reducing waste, or thinking of new ways of working in a 'green' way.

Unit Title: Applying for a Job

Unit Reference Number: H/505/3180

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Through this unit, learners will be able to identify different methods of applying for a job and present relevant information in an application form.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Methods of applying for a job may include creating a CV, filling in an application form, creating a covering letter. Information needed to complete a job application include personal details (name, address, contact number, email address), qualifications and courses undertaken, work experience, interest and hobbies etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan and upload supporting information, such as certificates.	Learners could: • Think about activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction). • Think how knowledge about sustainability might be important for an application, e.g. if applying for a job in an organisation that focus on the environment e.g. council services, garden centres, energy suppliers.

Unit Title: Recognising and Respecting Diversity in the Workplace

Unit Reference Number: J/504/9560

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit develops an awareness of the impact that differences can have on individuals working together and provides a greater understanding of the employer's and employee's responsibility to promote equality and challenge discrimination.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Diversity in the workplace means working in ways that positively recognise and respect differences in abilities, background, values, customs and beliefs.

Similarities and differences between people may relate to age, gender, sexual orientation, race, religion, beliefs, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity etc.

Promoting equality in the workplace involves respecting others opinions and views, inclusive culture, treat everyone fairly, equal opportunities for all, equal access to development opportunities, being able to challenge discrimination etc.

Discrimination at work may occur if there are no facilities for disabled employees, if a pregnant woman is overlooked for promotion, if a person is not employed on the basis of their age, giving men higher rates of pay than woman who do the same job, not selecting someone for interview on the basis of their foreign name etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Access equality and diversity guidance within workplace handbook or intranet. • Use the internet to research ways that organisations encourage equality, diversity and inclusion in the workplace.	Learners could: • Explore some of the concepts from the Five Ways to Well-being such as: **Connecting:** building relationships with a diverse range of people across the workplace. Taking time to get build a connection and friendship, asking questions to learn about each other. **Keep learning:** learn about the different cultures and faiths, of friends and people they work with. Learning about things such as special religious events can strengthen relationships, understanding and respect.

Unit Title: Problem Solving Skills for Work

Unit Reference Number: J/505/3219

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit enables learners to identify problems in the workplace and take appropriate steps to resolve the problem.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Problems at work may include targets not being met, tasks being incomplete, poor working relationships, people not performing as expected, work load too heavy, skills and achievements not being recognised, insufficient materials and resources to complete the task, poor quality materials and resources etc.

Solving problems involves:

- Identifying the problem
- Discussing the problem with relevant people
- Seeking the assistance of someone to solve the problem
- Suggesting alternative solutions to solve the problem
- Selecting and justifying the best option to resolve the problem
- Actively taking part in solving the problem

Sources of support to solve a problem may include colleagues, managers, supervisors etc.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to problems experienced in the workplace (worry, anxiety, low mood, lack of motivation etc). • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. Benefit from knowing personal skills they might develop to support problems experienced at work e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice.

Unit Title: Planning and Reviewing Learning

Unit Reference Number: K/504/5212

Credit Value of Unit: 2 **GLH of Unit:** 16 **Level of Unit:** Entry 3

This unit focusses on the need to improve skills in order to achieve the learner's goals. Learners will explore a range of development activities and access to support from others to aid their achievement of planned targets.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners will identify the skills and qualities needed to achieve their goals and describe their strengths and what they need to improve.

Setting learning targets may include developing activities to meet planned achievements, setting deadlines and identifying sources of support, and planning progress review dates.

Meeting targets and improving performance involves following an action plan to meet development needs, ways of learning (training, shadowing, work experience, etc), learning styles (visual, auditory, kinaesthetic etc), support from others (work colleagues, friends, peers, teachers/tutors etc.).

Review Progress and achievement involves identifying targets that have been met and what they have learned. Learners should review their progress with a tutor/supervisor.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Create a development plan with personal goals using digital software (word, PowerPoint, excel, notebook etc).	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people.

Unit Title: Understanding Opportunities in Work Based Learning

Unit Reference Number: K/504/9373

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will explore the value of work-based learning in preparing them for the transition from education to the workplace

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Work-based learning provides learners with real-life experiences where they can develop their employability skills. The benefits of work-based learning include developing employability skills, application of academic skills, connects education with work, opportunity to explore different job roles and organisations etc. Work-based learning opportunities include apprenticeships, job shadowing, work experience, internships, community-based work programmes, career field trips etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Collect a list of digital skills that need to be developed to help with employability skills. Examples include: using email, word processing, spreadsheets, touch typing etc.	Learners could: • Think about relationships that support them in work-based learning, workplace mentors, buddies or line managers will help with plans for work-based learning. Having honest conversations about plans for learning, talking about any anxiety or worries will be very beneficial to individual well-being.	Learners could: • Think about the sustainability project that they might experience in a workplace, knowing how a sustainability working group would work together to improve the working environment.

Unit Title: Understanding Structures in the Workplace

Unit Reference Number: K/504/9521

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit develops an understanding of how organisations are structured and the impact that this has on communication and decision making to achieve the planned objectives.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Organisational values and objectives indicate the direction of the organisation and influence the way in which individuals work together to achieve results. An organisation's statement of objectives and values are often shown in Mission Statements and Vision Statements. The organisational structure indicates the lines of authority within the workplace indicating who reports to who, responsibilities and accountabilities. It also determines how information flows through an organisation.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use digital skills to find out information on organisational structures, values and objectives. This might be on a website, intranet or in documents saved in specific location on computer systems. • Practice using functions in email as a form of communication with others in an organisation.	Learners could: • Think about how an organisations mission and vision statement can be used to support well-being of people in the workplace. There may be processes and policies in place to ensure that any employee problems are supported. • Think about the individuals who are in roles that could be there for support in the workplace e.g. human resources team, line manager, mentor.

Unit Title: Developing Meeting Skills

Unit Reference Number: L/504/9480

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will develop an understanding of the format and features of workplace meetings and be able to prepare for and contribute effectively at a meeting.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Meetings may be held for decision making, problem solving, team update, creativity and innovation, information sharing, progress updates, ad-hoc meetings for a specific purpose, managerial updates, strategic etc. Key terms used at formal meetings include agenda, ad-hoc, adjourn, minutes, AGM, apologies, chairman, AOB, proposer, seconder, standing orders etc. Meeting minutes include date and time of meeting, attendees, apologies, acceptance of previous minutes, agenda topics, decisions made, actions agreed, AOB, date and time of next meeting. Effective contribution to meetings includes being prepared, listening, not interrupting, use positive body language, take notes, staying on topic, being respectful of others opinions and views etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about skills that will support meetings and planning. Examples include: word processing, touch typing, embedding link in documents, attaching documents to emails.	Learners could: • Benefit from practising the communication skills required in meetings, to help them feel more confident. • Self-assess the skills that will increase confidence and well-being at work. Skills such as: maintaining eye contact, asking and responding to questions, professional body language etc.	Learners could: • Be aware that organisations often share meeting documents electronically so that paper use and waste is reduced.

Unit Title: CV Writing

Unit Reference Number: L/505/4968

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

An up-to-date CV shows a prospective employer whether an applicant has the skills, knowledge and qualities needed for a particular job role. This unit aims to develop the necessary understanding and skills to complete a CV using an appropriate format.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. CV is the shortened version of the word Curriculum Vitae which is Latin for “course of life”. It is a written overview of someone’s work life, skills and experiences. A CV informs a perspective employer about the skills, knowledge and experiences of an applicant for a given job role. CVs may be formatted to include personal details, work experiences, training and qualifications, interests and hobbies etc. Personal details include full name, address, contact telephone numbers, email address. Work experience lists all the jobs and work roles including any voluntary experiences in reverse order (the most recent first). List all the key skills relevant to the job being applied for including IT packages used. Training and qualifications will list all the courses and training and formal qualifications that have been completed or are currently being studied. The most recent should be placed first. Interests may relate to any relevant hobbies and past-times that may demonstrate skills relevant to the job. These may be playing in a team sport, being a member of a drama group or keeping fit.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter. • Research examples of CVs and covering letters online, using templates that are appropriate to themselves and what they are applying for. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for.	Learners could: • Describe activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Describe experience, skills or interests they have in sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Work Experience

Unit Reference Number: M/504/9360

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for work experience so that they will work appropriately within their role and be able to review their placement.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Organisations that provide work experience may be private, public and charitable organisations.

Conduct in the workplace may relate to time-keeping and punctuality, personal presentation, behaviours and language, health and safety etc.

Dress and appearance conventions include:

- Clothing may include formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc.
- Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.
- Personal hygiene including keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc.

Reviewing a work experience involves:

- Identifying what has been learned during the placement
- Identifying actions to build on the learning for the future

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Undertake self-reflection to describe the digital skills they would like to develop for the workplace. • Create action plans using Microsoft word and presentation tools. • Compare how workplace policies and information is shared with employees, through email, intranet, online manuals etc. • Think about how they keep personal information safe in the workplace.	Learners could: • Describe the benefits of making professional and social relationships with colleagues in the workplace on their well-being. • Understand their roles and responsibilities within the workplace and how this connects to feelings of well-being and satisfaction. • Learn new skills which can lead to confidence and sense of purpose.	Learners could: • Think about how they can support sustainability in the workplace by following procedures for: -waste and recycling -saving energy.

Unit Title: Building Working Relationships with Colleagues

Unit Reference Number: R/504/9447

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to develop an understanding of good, positive working relationships with people at work. Learners will demonstrate their ability to work with peers to achieve tasks within their role.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. People that an employee needs to interact with may include other team members, staff from other departments supervisors, managers, employers, managers from other departments etc. Good working relationships with colleagues is important to maintain effective communications, achieve tasks and activities, prevent disputes and conflict, improve staff morale etc. Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc. Working with peers involves: ▪ Taking part in discussions ▪ Working in line with instructions ▪ Accepting guidance, help and feedback from peers

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about how people work together in different ways. Many people working from home means people work and communicate in different ways. Many will use online systems to work together, such as Teams, Zoom.	Learners could: • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others such as listening, taking turns, eye contact etc. • Feel confidence in knowing how to improve relationships when working with others. • Make links to the Five Ways to Well-being: **Connect**: making efforts to get to know others when working together on tasks.

Unit Title: Improving own Learning and Performance

Unit Reference Number: R/504/9495

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit enables learners to take steps to improve their own learning and performance by identifying areas for improvement, setting realistic targets for development and reviewing performance against targets.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Different ways of learning include visually (seeing), auditory (hearing), kinaesthetic (by doing), reading and writing. Planning improvements involves: ▪ Identifying areas for improvement ▪ Setting realistic targets for achievement ▪ Setting timescales for improvement ▪ Taking part in development activities ▪ Reviewing performance against targets

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Undertake self-reflection to describe the digital knowledge and skills they would like to develop such as: - using specific apps on a device - word processing skills - digital photo/video skills - staying safe online • Use online research to see the different methods people use to document their learning goals, looking at templates to support their plan.	Learners could: • Know that planning to develop and improve themselves links closely to well-being. The Five ways to Well-being are: • Connect: spending time with others, meeting new people, building on social interactions. • Give: Offer time and energy to others, including volunteering or just helping a friend, give compliments. • Be Active: Build activity into daily routines, making small changes to increase overall health and fitness. • Take notice: Take time to notice what is happening around them, focus on sights and sounds, taking time to be in nature in the garden or a park. • Keep learning: reading about a new subject, visiting a museum, learning new skills all help to increase a sense of interest, purpose and well-being.

Unit Title: Teamwork Skills

Unit Reference Number: R/504/9514

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will develop an understanding of how they may contribute to team discussions and take part in team activities to achieve aims and objectives.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Roles and responsibilities will vary depending on the organisation, personal skills and experience, task and activity etc.

Positive contributions to team discussions may include not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time etc.

Participating in a team activity involves:

- Agreeing aims and objectives
- Identifying personal skills of members of the team
- Agreeing individual roles within the team
- Carry out tasks as agreed

Reviewing own role involves:

- Reviewing own contribution to the team activity
- Stating what went well and what could have been done better

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Undertake self-reflection to describe the digital knowledge and skills they would like to develop such as: - using specific apps on a device - word processing skills - digital photo/video skills - staying safe online • Use online research to see the different methods people use to document their learning goals, looking at templates to support their plan.	Learners could: • Know that planning to develop and improve themselves links closely to well-being. The Five ways to Well-being are: • Connect: spending time with others, meeting new people, building on social interactions. • Give: Offer time and energy to others, including volunteering or just helping a friend, give compliments. • Be Active: Build activity into daily routines, making small changes to increase overall health and fitness. • Take notice: Take time to notice what is happening around them, focus on sights and sounds, taking time to be in nature in the garden or a park. • Keep learning: reading about a new subject, visiting a museum, learning new skills all help to increase a sense of interest, purpose and well-being.

Assessment Method

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

Unit Title: Communication in the Workplace

Unit Reference Number: T/504/9456

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit explores communication in the workplace and looks at different ways in which individuals communicate and the appropriate method in a given situation. Learners will understand and be able to use appropriate verbal and non-verbal communication.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Giving and receiving information in the workplace may be verbally, non-verbally, in writing etc. Good communication involves active listening, respect for others thoughts and opinions, open body language, asking questions, being clear, seeking clarity, providing feedback, building relationships etc. Poor communication involves judging others, lack of attention, using technical jargon, not listening to the concerns of others, interrupting etc. Methods of communication may include presentations, documents, emails, letters, posters, notices, face to face, in groups, one to one etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use word processed documents and/or emails to communicate with others in their workplace. • Find information about the workplace on staff intranet or online documents/ handbook. • Learn about systems such as Teams, Zoom to understand how teams can communicate even when they are not in the same building.	Learners could: • Identify the personal skills they might develop when working and communicating with others such as: listening, cooperation, eye contact, confidence, taking turns to speak, asking questions. Learners could practise these skills in day-to-day life with friends and family to build their confidence and sense of personal well-being.	Learners could: • Avoid printing materials and documents at work to support the environment. Make use of digital options that help to track communication e.g. Teams, email.

Unit Title: Oral Presentation Skills

Unit Reference Number: T/505/5614

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

This unit will provide learners with the strategies, techniques and skills they need to plan and deliver an oral presentation on a familiar subject with another person. They will demonstrate the use of visual and/or audio aids to enhance their presentation.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Techniques and strategies needed to present information to others effectively include: ▪ speaking clearly, don't rush, being natural, standing in a good position, keeping it simple and straightforward ▪ use of supporting aids such as PowerPoint, notes, video, film, images, real objects, use colour ▪ speaking skills such as pitch, tone and volume ▪ presentation styles such as informal or formal ▪ body language such as posture, gesture, facial expressions, hand signals. The structure of the presentation should take into account: ▪ who it is for ▪ the purpose of the presentation ▪ how long you have ▪ appropriate strategies and techniques ▪ availability of audio and visual aids. Learners are required to demonstrate their skills by giving a short oral presentation on a familiar subject with another person.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Develop their digital skills with presentation software, which could include: - uploading images - copying/pasting/inserting images and text - adding hyperlinks	Learners could: • Identify a subject that is of interest to them which will help with self-confidence when presenting. • Think about how they can use well-being strategies to prepare for a presentation e.g. writing notes, taking deep breaths, talking to a friend.	Learners could: • Choose to complete a presentation about the environment. For example, describing how to put sustainable living into practice by: energy saving, recycling, reducing waste etc.

Unit Title: Interview Skills

Unit Reference Number: Y/505/3189

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for taking part in an interview by planning what to wear, think about the questions they may be asked and pay attention to non-verbal communications.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Preparing for an interview involves: ▪ Deciding what to wear that is appropriate for the chosen workplace ▪ Maintaining personal hygiene ▪ Understanding the job role ▪ Planning interview questions Non-verbal communication involves posture and stance, gestures, facial expressions etc. Reviewing performance will involve stating what went well and what could have been improved.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about the different ways that interviews are carried out. Sometimes they are online, and learners could practise using Teams/Zoom etc.	Learners could: • Use role play to help prepare themselves for an interview. Practice techniques to stay calm e.g. : deep breaths, positive visualisation, good presentation, making notes. • Reflect on activities that they take part in which promote their individuality and positive well-being. These activities can support answers in an interview. Examples include describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.

Unit Title: Presentation Software

Unit Reference Number: A/502/0170

Credit Value of Unit: 2 **GLH of Unit:** 15 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to create a presentation using appropriate presentation software. They will structure, edit and format slides for a specific presentation purpose.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Examples of presentation software includes PowerPoint, Prezi, Canva, LibreOffice, Google Slides etc.

Copyright constraints ensures that the authors rights are protected and that their work is not used by others without permissions.

Learners will need to demonstrate their ability to:

- Select and use templates and themes
- Enter information and text onto slides
- Edit and format slide content
- Combine information from different forms or sources
- Store and retrieve presentation files
- Prepare slides for presentation
- Amend slides as appropriate
- Check slides using tools such as Spellchecker

GROUP B UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Introduction to the Travel and Tourism Industries

Unit Reference Number: A/504/9877

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The unit introduces the travel and tourism industries sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and follow instructions to demonstrate the skill appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisation include travel agents, call centres, tourist information centre, airlines, airports, cruise ships, ports, hotels, holiday companies, tour operators, visitor attractions etc. Job roles include call centre operator, tourist information centre assistant, travel agent, airline customer service, cabin crew, airport information assistant, cruise ship steward, hotel receptionist, hotel porter, hotel room attendant, housekeeper, port operative, resort representative, tour manager, tour guide, visitor attraction attendant etc. Working patterns include evenings, weekends and bank holidays. Various hours both full time and part time. Career opportunities include supervisory or managerial roles within retail environments such as Branch Manager, Operations Director, Regional Manager or Supervisor. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include customer service skills, working with others, administration skills, attention to detail, active listening skills, ability to use own initiative, verbal communication skills, ability to sell and promote products and services, use of computer and main software packages etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Land Based Industries

Unit Reference Number: A/504/9880

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The unit introduces the Land-based industries sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and follow instructions to demonstrate the skill appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisation include garden centres, public gardens and parks, farms, forests and woodlands, golf courses and sports grounds, construction developers etc. Job roles include agricultural assistant, botanist, building technician, countryside officer, farm worker, forest officer, garden nursery assistant, grounds person, horticulture worker, gardener, tractor driver, tree surgeon etc. Working patterns include days, evenings, weekends and bank holidays. Either full or part time. Career opportunities include supervisory or managerial roles within a land-based environment such as Unit Manager, Farm Manager, Head Gardener, Land Surveyor etc. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include ability to work with others, attention to detail, physical skills like movement, coordination and dexterity, good verbal communication skills, thinking and reasoning skills, ability to work on own, ability to work well with hands. Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Engineering

Unit Reference Number: F/504/9878

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The unit introduces the Engineering sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and follow instructions to demonstrate the skill appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The types of organisation that exist in the engineer sector relate to aerospace, agriculture, automotive, marine, computer and IT, civil engineering, electrical engineering, electronics, railways, manufacturing, nuclear operations, wind-turbines, robotics, security systems. Job roles within the sector include aeronautical engineer, agricultural contractor, motor mechanic, boat builder, CAD technician, network engineer, civil engineer, electrician, electronics engineer, marine engineer, maintenance fitter, nuclear technician, rail track maintenance engineer, railway signaller, robotics engineer, alarm fitter etc. Working patterns include days, evenings, weekends and bank holidays. Either full or part time. Career opportunities include supervisory or managerial roles within an engineering environment, armed services, certified aeronautical engineer, research and development facilities, chartered engineer status, project management roles, engineering consultant. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include maths knowledge, knowledge of engineering science and technology, design skills and knowledge, ability to use, repair and maintain machines and tools, analytical skills, attention to detail, knowledge of physics, ability to use computers and main software packages etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Health and Social Care

Unit Reference Number: F/504/9881

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Health and Social Care sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and follow instructions to demonstrate the skill appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisation include hospitals, care homes, client's homes, optician, pharmacists, medical centres, schools etc. Job roles include ambulance care assistant, care home advocate, care worker, nurse, counsellor, dental nurse, dispensing optician, emergency care assistant, health visitor, healthcare assistant, hospital porter, midwife, pharmacy assistant, podiatry assistant, school nurse etc. Working patterns include days, evening, weekends and bank holidays. Either full or part time hours. Career opportunities include supervisory or managerial roles within a health and social care environment such as Registered Manager, Social Worker, Clinical Practitioner, Dentist etc. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include patience, remain calm in stressful situations, sensitivity and understanding, attention to detail, working with others, working under pressure, working well with hands, excellent verbal communication skills, customer service skills, basic tasks on computer and hand-held devices etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Hairdressing

Unit Reference Number: J/504/9879

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the hairdressing sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Types of organisation include hair salons, barbers, health spas, hotels, adult care home or cruise ship etc.

Job roles include barber, junior hairdresser, senior hairdresser, hair stylist, wedding hairdresser, hair professional in theatre, film or television industry etc.

Working patterns include days, evenings and weekends. Either full or part time hours.

Career opportunities include supervisory or managerial roles within a hair environment such as Senior Stylist, Salon Manager, Salon Owner.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include customer service skills, attention to detail, patience, excellent verbal communications ability to work with others, ability to work well with hands, active listening skills, carry out basic tasks on computer or hand-held devices etc.

Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Retail

Unit Reference Number: J/504/9882

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the retail sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisation include shops, department stores, travel agents, call centres, supermarkets, cinemas, leisure centres, estate agents, petrol stations, Post Offices, Tourist Information Centre, garden centres, DIY stores etc. Job roles include customer service advisor, book seller, call centre operator, checkout operator, cinema attendant, florist, leisure centre assistant, lettings agent, personal shopper, petrol station sales assistant, Post Office counter assistant, retail seller, sales assistant, shelf filler, shopkeeper, Tourist Information Centre assistant, travel agent etc. Working patterns include evenings, weekends and bank holidays. Various hours both full time and part time. Career opportunities include supervisory or managerial roles within retail environments such as Department Manager or Area Manager. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include customer service skills, working with others, patience and ability to remain calm, attention to detail, ability to use own initiative, verbal communication skills, ability to sell and promote products and services, use of computer and main software packages etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Business Administration

Unit Reference Number: K/504/9874

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Business Administration sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Types of organisation include businesses, schools and colleges, hotels, legal offices, estate agents, insurance offices, recruitment agencies etc. Most organisations require some administrative support.

Job roles include admin assistant, secretary, customer adviser, receptionist, records clerk, insurance clerk, office manager, personal assistant, sales administrator, telephonist, estate agency administrator etc.

Working patterns include full time or part time, usually between 8am and 6pm.

Career opportunities include supervisory or managerial roles within office environments. Progression to other department such as IT, payroll or accounting, and legal, financial or medical environments with further training. Career opportunities may be offered by colleges, universities, apprenticeship providers and sector institutes.

Skills needed to work include administrative skills, attention to detail, working with others, working on own initiative, flexibility and open to change, excellent verbal and written communication skills, customer service skills, ability to use computer and main software packages.

Development activities may include courses, apprenticeships, online training etc.

Unit Title: Introduction to Building and Construction

Unit Reference Number: L/504/9883

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The unit introduces the Building and Construction sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The types of organisations that exist in the building and construction sector relate to architecture, general building, interior design and refurbishments, property development, double glazing, estate agency, quantity surveillance, metal fabrications etc. Job roles within the sector include architect, bricklayer, building control, site inspector, carpenter, construction labourer, plant operator, crane driver, dry liner, electrician, facilities manager, fencer, gas technician, glazier, kitchen and bathroom fitter, land and property valuer, paint sprayer, painter and decorator, plasterer, plumber, quantity surveyor, roofer, scaffolder, stonemason, tiler, welder etc. Working patterns include day time, evening and weekends. Both full time or part time, or on contract. Career opportunities include supervisory or managerial roles within construction environments, qualified tradesperson, site supervisor, estimator or construction manager. Career opportunities may be offered by colleges, universities, apprenticeship providers, sector institutes and in-house progression schemes, training and promotion. Skills needed to work include knowledge of building and construction techniques, attention to detail, ability to use, repair or maintain tools and machines, working well with hands, working with others, working under pressure, knowledge of maths, ability to carry out basic tasks on a computer, good level of fitness etc.

Unit Title: Introduction to the Information and Communication Technology Sector

Unit Reference Number: M/504/9875

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Information and Communication Technology sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The types of organisations that exist in the Information and Communication Technology sector relate to software design, hardware design, computer gaming, social media and apps, digital marketing, E-learning, computer services, networking, websites etc. Job roles within the sector include app developer, computer games tester, data entry clerk, digital marketer, e-learning developer, IT project manager, IT technician, IT trainer, network engineer or administrator, software developer, web designer, wen content manager etc. Working patterns include day time, evening and weekends. Both full time or part time. Career opportunities include supervisory or managerial roles within an ICT environment, network engineer, database administrator, business systems analyst, IT security or IT Project Management. Career opportunities may be offered by colleges, universities, apprenticeship providers, sector institutes and in-house progression schemes, training and promotion. Skills needed to work include ability to work with others, knowledge of computer operating systems, hardware and software, analytical skills, knowledge of engineering science and technology, attention to detail, customer service skills, excellent communication skills, flexible and open to change, ability to use a computer and the main software packages confidently.

Unit Title: Introduction to Hospitality

Unit Reference Number: R/504/9884

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Hospitality sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Types of organisations include hotels and accommodation, restaurants and food and drink outlets, night clubs, leisure and visitor attractions etc.

Job roles include bar person, barista, butler, cellar technician, room service assistant, housekeeper, publican, restaurant manager, wedding planner, event organiser, hotel receptionist, hotel porter etc.

Working patterns include evenings, weekend and bank holidays. Either full time or part time.

Career opportunities include supervisory or managerial roles within a hospitality environment such as Deputy Bar Manager or Bar Manager.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include customer service skills, good verbal communication skills, active listening skills, ability to sell products and services, attention to detail, working with others, a good memory, working under pressure, basic tasks using a computer or hand-held device etc.

Development activities may include courses, in-house training, apprenticeships or online training etc.

Unit Title: Introduction to Catering

Unit Reference Number: T/504/9876

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Catering sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisations include restaurants, pubs, canteens, take-aways, refectories, cruise ships, hotels, hospitals etc. Job roles include baker, cake decorator, chef, food factory worker, head chef, kitchen assistant, kitchen porter, school lunchtime supervisor, street food trader, waiter etc. Working patterns include usually shift work, evenings, weekends and bank holidays. Career opportunities include supervisory or managerial roles within catering environments such as Station Chef, Sous Chef, Head Chef, Restaurant Manager or Hospitality Management. Career opportunities may be offered by colleges, universities, apprenticeship providers and sector institutes such as Hotel and Catering Management Institute. Skills needed to work include attention to detail, knowledge of food production methods, working under pressure, working with others, knowledge of cooking processes, maths knowledge, ability to work well with your hands, use of computer and main software packages etc. Development activities may include courses, training, work shadowing, coaching, observing etc.

Unit Title: Introduction to the Creative Industries

Unit Reference Number: Y/504/9885

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit introduces the Creative Industries sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisations include theatres and arts venues, museums and visitor attractions, design companies, book publishers, TV and film production companies, marketing agencies etc. Job roles include actor, architectural technician, art gallery or museum curator, arts administrator, journalist, CAD design technician, musician, computer games tester, dancer, photographer, entertainer, fashion model, florist, furniture maker, graphic designer, illustrator, interior designer, market researcher, sewing machinist, stage hand, TV or film camera operator, visual merchandiser, web designer. Working patterns include various. Some roles are self-employed/contracted work. Others are employed status. Hours and days worked depends on role. Career opportunities include supervisory or managerial roles within a creative environment. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include attention to detail, ability to come up with ideas or new ways of doing things, open to change, flexibility, ability to sell products and services, work well under pressure, customer service skills, excellent verbal communication skills, use of computers and main software packages, creativity, ability to use own initiative etc. Development activities may include in-house training, apprenticeships or online training etc.

Unit Title: Introduction to the Performing Arts

Unit Reference Number: M/504/4711

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

This unit introduces the Performing Arts sector as a potential career. It covers the types of venues found in the sector, the performance and non-performance job roles available and the skills and responsibilities required to work in the sector. Finally, the learner will contribute to a discussion about a performance.

Learning Outcomes	**Assessment Criteria**
The learner will:	The learner can:
1. Know about performance venues.	1.1. List performance venues.
	1.2. Describe types of performances these venues may put on.
2. Know about performance roles in performance venues.	2.1. List the responsibilities required to carry out selected performance roles.
	2.2. List the skills required to carry out selected performance roles.
3. Know about non-performance roles in performance venues.	3.1. Identify non-performance roles
	3.2. List the responsibilities required to carry out selected non-performance roles
	3.3. List the skills required to carry out selected non-performance roles
4. Be able to report on a performance.	4.1. Contribute to a discussion about a performance.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Venues may include amateur, community or youth theatres, professional theatres, touring companies, cruise ships, entertainment clubs and venues, festivals, television, radio, film sets, recording studios etc. Performance roles include actor, broadcaster, TV presenter, choreographer, musician, dance teacher, dancer, entertainer, music teacher, stunt performer. Performance roles are responsible for preparing for and attending auditions, researching roles, learning lines and attending rehearsals, attending fittings for costumers, supporting back stage activities etc. Performance skills include knowledge of the arts, persistence and determination, knowledge of the English language, good verbal and non-verbal communication skills, physical skills like movement, coordination, dexterity and grace, physical fitness and endurance etc. Acting skills may include creativity, understanding of emotions, being able to memorise lines, understanding characters and roles, engaging an audience etc. Non-performance roles include costume designer, dressmaker, lighting technician, make-up artist, prop maker, set designer, stage hand, stage manager, sound engineer, production manager, wardrobe assistant etc. Non-performance roles are responsible for loading and unloading equipment and materials for performances, attending rehearsals, operating manual and automated stage scenery and props, maintaining the backstage area for which they have responsibility, liaising with performance roles and production roles etc. Non-performance skills include ability to use, repair and maintain machines and tools, working well with others, use of own initiative, attention to detail, ability to use a computer for basic tasks, design skills and knowledge, good communication skills, ability to work well with hands etc.

Unit Title: Introduction to the Hospitality Industry

Unit Reference Number: A/502/4834

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

This unit provides an introduction to the Hospitality Industry and develops an understanding of the types of outlets, services and job roles available in the sector.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the main outlets in the hospitality industry.	1.1. Give examples of outlets in the hospitality industry.
	1.2. State different services offered within the hospitality industry.
2. Know the job opportunities within the hospitality industry.	2.1. List job roles in the hospitality industry
	2.2. List the job opportunities available in the hospitality industry.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Examples of outlets include hotels and accommodation, restaurants and food and drink outlets, night clubs, leisure and visitor attractions etc. Services provided by the hospitality industry include provision of food and drink, accommodation, entertainment, events and conferences etc. Job roles include bar person, barista, butler, cellar technician, room service assistant, housekeeper, publican, restaurant manager, wedding planner, event organiser, hotel receptionist, hotel porter etc. Job opportunities may be found on websites, employment agencies, job centres, newspapers etc.

Unit Title: Planning For and Taking Part in a Visit

Unit Reference Number: A/502/9497

Credit Value of Unit: 3 **GLH of Unit:** 28 **Level of Unit:** Entry 3

Through this unit, learners will be able to plan a visit to a tourist destination of choice and take part safely in the visit.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Researching tourist destinations may include websites, brochures, leaflets, tourist information centres, local magazines and newspapers etc. Planning a day visit involves timings, activities, method of transport etc. Health and safety considerations may include suitable clothing and footwear for activity and weather, following signs and instructions, etc. Personal skills to take part in a visit may include appropriate clothing and footwear, keeping to time and behaving appropriately during the visit.

Assessment Method

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

Unit Title: Effective Relationships with Customers and Colleagues

Unit Reference Number: A/601/6064

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will gain an understanding of how to effectively develop relationships with customers and colleagues. They will be able to state how to communicate with customers and colleagues and the importance of body language in communications.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Communicating with customers – Verbal (language, tone, pace, telephone conversations), non-verbal (emails, written communications, body language), adapting communication to different situations. Language that should not be used as it may cause offence includes swearing, offensive language, abusive language, racist language etc. Language that should not be used as it may be considered to be too familiar may include using the person's first name without permission, using words such as love, dear, mate etc. Friendliness and helpfulness towards colleagues are important to maintain effective communications, achieve tasks and activities, prevent disputes and conflict, improve staff morale etc. Working with colleagues effectively involves: ▪ Contributing ideas and opinions in a polite and courteous manner ▪ Meeting own responsibilities in respect of tasks and role. ▪ Meeting the expectations of peers ▪ Seeking and accepting help from other as appropriate Examples of positive body language include eye contact, smiling, open arms, nodding etc. Examples of negative body language include not looking at the person, crossed arms, raising eyebrows, shrugging shoulders, looking miserable etc.

Unit Title: Remove and Replace Cycle Wheels, Tyres and Inner Tubes
Unit Reference Number: D/504/9581

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Through this unit, learners will be able to remove and replace cycle wheels, tyres and inner tubes by following instructions and working safely.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Protective equipment may include gloves, goggles, overalls etc. Tools, materials and equipment may include tyre levers, foot pump, spanners etc. Components of tyres include hub, rim, valve, spoke, axle etc.

Unit Title: Exploring a Career in the Creative Sector

Unit Reference Number: D/504/9788

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will explore careers in the Creative Sector and identify actions that will enable them to achieve their goal of working within a chosen area of work.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Sources of information on careers in the creative sector may include websites such as organisations such as Creative and Cultural Skills, Creative Industries Federation, Creative Industries Council, and Creative Careers etc. Areas of work or training may relate to performing arts, animation, antiques, architecture, art, computer games, interior design, broadcasting and newspapers, photography, TV and film, web design and content etc. Actions to achieve goals or opportunities may include college courses, university degree, apprenticeships, work experience, volunteering etc. CV is the shortened version of the word Curriculum Vitae which is Latin for “course of life”. It is a written overview of someone’s work life, skills and experiences. A CV informs a perspective employer about the skills, knowledge and experiences of an applicant for a given job role.

Unit Title: Participating in Leisure Activities

Unit Reference Number: F/504/8181

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

This unit aims to develop an understanding of local leisure activities and enables learners to take part in a chosen leisure activity of interest. They will be able to recognise the benefits of such activities and any issues relating to personal or general health and safety.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Leisure activities may include leisure swimming, sports halls and clubs, paintballing, mountain biking, skateboarding, canoeing, tennis courts, wall rock climbing, lawn bowls, go-karting, bowling alleys, aerobic exercise, yoga, dancing, horse riding, ice skating, golf, walking etc.

Information about access and costs may be available from local leisure centres and facilities, tourist information centres, websites and the internet, local newsletters and magazines, friends and family etc.

Specialist equipment or clothing may include sports-wear and kit, sports equipment, swimming costumes, goggles, swim hats, ice skates, golf clubs, walking boots, skateboards, rackets, bats, bowling balls etc.

Benefits of local leisure activities may include better mental and physical health, cultural awareness, strengthens relationships, reduces disease, sense of accomplishment, being part of a team, improved happiness etc.

The Health and Safety at Work Act sets out the general duties that employers have towards their employees. It also requires employers to protect people other than those they employ such as volunteer staff like coaches, club members, visiting teams and spectators, from risks to their health and safety from their work activities. Health and safety procedures may involve provision of safety equipment and protective clothing, appropriate staffing levels, staff training, notices and signage, risk assessments etc.

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: F/504/9363

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will consider the health and safety requirements of their working environment and identify potential problems that can occur if health and safety procedures are not followed. They will be able to state the procedures to follow in the event of an emergency and locate emergency equipment.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Health and safety requirements may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Potential problems that may arise will vary depending on the working environment but may include hazardous substances (toner, chemicals, acids, solvents etc), heat and fire, bacteria and viruses, physical (lifting, manual handling etc), slips, trip and falls, eye strain, repetitive strain injury etc. Emergencies might include fire, accidents, illnesses, injury etc. Learners should be able to describe what to do in the event of such emergencies according to their workplace policies and procedures and locate emergency equipment. Emergency equipment may include fire exits, extinguishers, fire alarm contact points, assembly points, first aid boxes etc.

Unit Title: Routine Vehicle Checks

Unit Reference Number: F/505/3221

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to develop an understanding on routine vehicle checks. Learners will demonstrate their ability to work safely when carrying out routine checks in the correct sequence and procedure.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Vehicle systems and components that require routine checks including oil, oil filter, water, windscreen wash bottle, tyre pressures, tyre tread, lamps and lights etc. Basic maintenance requirements include oil filter, air filter, brake pads and shoes etc. Tool and equipment required for vehicle maintenance include spanners, wrenches, socket set, air pressure gauge etc. PPE may include safety gloves, steel toe-capped boots, facemasks, goggles, high-viz etc.

Unit Title: Media Literacy: Introduction to Understanding News

Unit Reference Number: F/505/4966

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will develop an understanding of radio and TV News programmes and the choices that are made regarding new stories and the way in which news is presented.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. News programmes include BBC News, BBC Regional News, BBC Radio News, Channel 4 News. Sky News, ITV News etc. News products include tabloids, broadsheets, supplements, web editions. News producer's choices may be influenced by recency, size of story, simplicity, on-going news events, human interest angle, unexpectedness, local connections etc.

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

Unit Reference Number: H/504/9565

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of the unit is to develop an understanding of plants and trees and their importance to wildlife and human beings.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Common trees include alder, ash, beech, silver birch, blackthorn, crab apple, elder, elm, hawthorn, holly, oak, pine, poplar, willow, yew etc.

Parts of a tree include leaf, twig, branch, fruit, foliage, crown, trunk, roots etc.

Common plants include African violets, anemone, calendula, camelia, chrysanthemum, daffodils, gerbera, honeysuckle, hydrangea, iris, lavender, crocus, fuchsia, magnolia, rose, peony, tulips, snowdrops etc.

Parts of a plant include flower, leaf, stem, fruit, root etc.

The benefits of plants and trees includes reduces noise pollution, cleans the air, supports wildlife, improve the soil, provide shade and cool, enhance the view, reduces stress etc.

Unit Title: Clean and Prepare a Cycle for Use

Unit Reference Number: J/504/9574

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to clean and prepare a cycle for use using appropriate tools, equipment and materials.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Protective equipment may include goggles, gloves, overalls etc. Tools, materials and equipment include bucket, water, sponge, shampoo, cloths etc.

Unit Title: Respecting Children

Unit Reference Number: J/504/9610

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will develop an understanding of why children need to be respected and the ways in which adults and the physical environment can respect children.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why children need to be respected as individuals.	1.1. State why children need to be respected as individuals.
2. Know how adults show respect to children.	2.1. Outline ways adults show respect to children.
3. Be able to recognise how the physical environment respects children as individuals.	3.1. Select a physical environment that children visit.
	3.2. State ways in which the physical environment respects children.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Ways in which an adult can show respect to children includes being aware of their feelings, listening to them, not making fun of them when they make mistakes, allowing them to make some choices for themselves, treating them with good manners, showing that you trust them etc. Physical environments visited by children include schools, nurseries, clubs etc.

Unit Title: Basic Food Preparation

Unit Reference Number: J/600/0711

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit learners will demonstrate their skills in preparing food for cold presentation or cooking. Learners will use the appropriate equipment correctly and safely and work in a way that is hygienic.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Equipment may include spoons, whisks, bowls, chopping boards, knives, saucepans, frying pans, oven and hobs etc. Health, safety and hygiene requirements include maintaining a clean environment, cooking food items to the required temperature and duration, chilling foods in refrigerators, preventing cross-contamination particularly between ready to eat and raw foods, wearing appropriate protective clothing, personal hygiene etc.

Unit Title: Valeting a Car Interior

Unit Reference Number: K/504/2889

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to valet the interior of a car using the appropriate tools and equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify equipment and tools to valet a car interior.	1.1. Select tools and equipment required to valet a car interior.
2. Be able to valet a car interior.	2.1. Remove loose carpets, items and rubbish from car interior and boot.
	2.2. Vacuum seats, carpets and floors.
	2.3. Wipe inside windows clean.
	2.4. Clean windows using a proprietary cleaner, following manufacturer's instructions.
	2.5. Wipe all interior surfaces clean.
	2.6. Clean all interior vinyl surfaces using instructions.
	2.7. Replace items and carpets.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Tools and equipment may include vacuum cleaner, polish, cloths, glass cleaner, proprietary cleaners etc.

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

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

Through this unit, learners will demonstrate their ability to sow seeds and grow plants using equipment appropriately and safely. They will understand the stages of seedling development and terms such as 'hardening off' and 'planting out'.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use indoor sowing techniques.	1.1. Fill and seed trays and spot to an appropriate level.
	1.2. Water trays/spots of compost.
	1.3. Sow a range of seeds.
2. Be able to use outdoor sowing techniques.	2.1. Prepare the ground using appropriate methods.
	2.2. Sow, water, cover and protect seeds as instructed.
3. Be able to maintain and transplant seedling plants.	3.1. Identify stages of seedling development.
	3.2. Use appropriate tools and equipment to transplant seedlings/plants.
	3.3. Use appropriate handling methods to transplant seedlings/plants.
4. Be able to use the processes of "hardening off" and "planting out".	4.1. Use the correct method and equipment to "harden off" and "plant out" plants as directed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Equipment and materials used in planting may include hand held gardening tools, hand trowel, watering equipment, compost, fertiliser, bone meal, pots, seeds etc.

The stages of seedling development include:

- Sprout
- Seedling
- Vegetative
- Budding
- Flowering
- Ripening

Hardening off refers to tender plants such as seedlings, half hardy annuals, young plants and tender perennials being gradually exposed to cooler, more exposed conditions.

Planting out can begin when all danger of frost has passed.

Unit Title: Washing a Car Exterior

Unit Reference Number: K/505/3228

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to wash the exterior of a car using the appropriate tools and equipment.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Tools and equipment for washing a car exterior include hose, jet wash, bucket, sponge, car shampoo, cloth, chamois leather, polish, wax, water etc.

Unit Title: Introduction to Carpentry and Joinery

Unit Reference Number: L/501/5183

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their knowledge and understanding of carpentry tools, equipment and materials to undertake a simple task following instructions from a tutor. They will be able to work safely and correctly to minimise waste and mess and review their performance in discussion with the tutor.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about vocational area.	1.1 Name tools and equipment correctly, for example hammer, saw vice, etc.
	1.2 Recognise and identify correct materials, for example wood, nail, screws, etc.
2. Know how to interact with others.	2.1 Communicate with others.
	2.2 Follow simple instructions given by tutor.
3. Know how to work safely and correctly.	3.1 Use tools and equipment and handle correctly.
	3.2 Prepare materials for use correctly without excessive waste or mess.
	3.3 Adopt good working practices.
	3.4 Comply with health and safety procedures.
4. Know how to tackle basic problems.	4.1 Select correct tools and equipment for specific projects.
	4.2 Select correct materials for specific projects.
5. Know how to review their performance and personal skills.	5.1 Give an example of what went well and what went not so well.
	5.2 Participate in a discussion with their tutor about what might have been done differently.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Tools and equipment include hammer, saw, vice, spirit level, chisels, plane, drills etc. Materials used in carpentry and joinery include wood, nails, screws, glue, filler etc. Working safely involves using steel toe-capped boots, goggles, ear defenders, high-viz clothing, facemasks, hard hats etc.

Unit Title: Developing Skills for Listening to Children

Unit Reference Number: L/504/9608

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will explore the importance of listening to children and acknowledging their feelings and needs. Learners will be able to demonstrate listening skills without interrupting and know how to ask appropriate questions when listening to children.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Benefits of listening to children include developing trust, building relationships, improving child's confidence and self-esteem. Listening involves focussing on the child, being present physically and mentally, showing interest, observing their body language etc.

Unit Title: Presentation Software Skills

Unit Reference Number: M/505/1691

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to create a presentation using appropriate presentation software. They will structure, edit and format slides for a specific presentation purpose.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use information to create presentation slides.	1.1. Identify the types of information needed for an identified presentation.
	1.2. Create presentation slides.
	1.3. Identify copyright constraints on using others' information.
	1.4. Combine information for presentations in line with any copyright constraints.
	1.5. Store presentation files.
	1.6. Retrieve presentation files.
2. Be able to use presentation software tools.	2.1. Select a template and theme for slides.
	2.2. Use appropriate techniques to edit slides.
	2.3. Apply formatting techniques to slides.
3. Be able to prepare slides for presentation.	3.1. Identify how the slides should be presented.
	3.2. Check presentation using IT tools making corrections as appropriate.
	3.3. Present slides.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Examples of Presentation software includes PowerPoint, Prezi, Canva, LibreOffice, Google Slides etc.

Learners will need to demonstrate their ability to:

- Select and use different slide layouts
- Enter information and text onto slides
- Edit and format slide content
- Combine information from different forms or sources
- Store and retrieve presentation files
- Choose suitable slide structures
- Use slide templates
- Prepare slides for presentation
- Amend slides as appropriate

Unit Title: Word Processing Software

Unit Reference Number: M/505/3229

Credit Value of Unit: 2 **GLH of Unit:** 15 **Level of Unit:** Entry 3

The aim of this unit is to develop skills in using word processing software to create, edit, format and present text-based documents. It covers the use of basic word processing tools to produce straightforward or routine documents.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to input text and edit word processing documents.	1.1. Use keyboard or other input method to enter or insert text.
	1.2. Give examples of the types of document that could be created using a word processor.
	1.3. Store and retrieve document files, in line with local guidelines.
	1.4. Identify what would be used to create documents.
	1.5. Use editing tools.
	1.6. Identify editing used to aid meaning.
2. Be able to structure information within word processing documents.	2.1. Identify and use appropriate templates to create a new document.
	2.2. Use appropriate page layout to present and print documents.
	2.3. Name common items that can be used to change page layout.
3. Be able to use word processing software tools to format and present documents.	3.1. Use appropriate tools to format characters.
	3.2. Use appropriate techniques to format paragraphs.
	3.3. Identify tools that can aid in checking documents for accuracy and consistency.
	3.4. Use IT tools to check documents meet needs and make appropriate corrections.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of documents created using a word processor include letters, reports, meeting minutes, lists, CVs, instructions etc. Documents may be stored on a hard drive, pen drive, external drive, cloud etc. Word processing tools that may be used include inserting text, copy and paste, delete, alignments (left, centre, right, justified), bullets and numbering etc. Presentation and formatting tools may include bold, italic, underlining, fonts, colour and size of text, paragraph formatting (indents, hanging indents, spacing), page layouts (margins, page size) etc. Tools to check documents may include spellchecker and grammar checkers.

Unit Title: Spreadsheet Software

Unit Reference Number: M/506/2609

Credit Value of Unit: 2 **GLH of Unit:** 15 **Level of Unit:** Entry 3

The aim of this unit is to develop skills in using spreadsheet software to create, edit, format and present numerical documents. It covers the use of basic spreadsheet tools to produce straightforward or routine documents.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners will demonstrate spreadsheet skills to:

- Enter and edit numerical and other information onto spreadsheets
- Store and retrieve spreadsheet files.
- Summarise and display spreadsheets appropriately
- Use formulas and tools to process information
- Format spreadsheets in cells, rows and columns
- Generate charts or graphs from spreadsheet data
- Print spreadsheets.

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Unit Title: Customer Service

Unit Reference Number: R/504/5138

Credit Value of Unit: 2 **GLH of Unit:** 18 **Level of Unit:** Entry 3

The aim of the unit, is to develop an understanding of good customer service within the working environment and knowledge of verbal and non-verbal communication methods with customers.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand why good customer service is important.	1.1. State how poor customer service can impact on: • customers • the organisation itself
2. Understand customer needs and how own organisation tries to meet them.	2.1. State what products/services customers want from own organisation.
	2.2. State how the organisation provides products/services in ways that meet customer needs.
3. Know ways to provide good customer service.	3.1. List ways to make a good first impression.
	3.2. Give examples of how they give good customer service.
4. Be able to provide good customer service.	4.1. Use appropriate verbal and non-verbal communication skills to greet customers.
	4.2. Meet the customer service standards of the organisation when carrying out own role.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Customer service is important to keep customers happy, retain customers, generate loyal customers and repeat customers, give recommendations to others, speak positively about the organisation protect the company image and brand. Poor customer service will damage the organisation's reputation and lead to complaints and negative comments from customers. Making a good first impression involves greeting a customer with a smile, being polite and respectful and knowing the product or service you are selling. Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others etc. Customer service standards set out the level of service a customer can expect from the organisation and its employees include handling of complaint procedures, timescales for delivery, response time to queries etc.

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Unit Title: Identification of Basic External and Internal Car Parts

Unit Reference Number: R/505/3188

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to enable learners to identify and locate external and internal car parts and be able to locate and operate various items as requested.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify and locate basic external car parts.	1.1. Identify and locate the following: • windscreen • headlamp • indicators • brake light • wing mirrors • wiper blades • aerial • door handles • bonnet, boot • exhaust • bumper bars • tyres • petrol filler cap.
	1.2. Open bonnet and locate screen wash bottle
	1.3. Open boot and locate spare wheel.
2. Be able to identify and locate basic internal car parts.	2.1. Identify and locate the following: • steering wheel • gear lever • bonnet release lever • seatbelts • door handle • window control • radio • spare wheel • handbrake • indicator • wiper • light • horn • seat adjustment controls.
	2.2. Operate horn, radio, headlamps and Indicators

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. External car parts include windscreen, headlamp, indicators, brake light, wing mirrors, wiper blades, aerial, door handles, bonnet, boot, exhaust, bumper bars, tyres, petrol filler cap. Internal car parts include steering wheel, gear lever, bonnet release lever, seatbelts, door handle, window control, radio, spare wheel, handbrake, indicator, wiper, light, horn, seat adjustment controls. Learners must demonstrate the use of the horn, radio, headlamps and indicators.

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

Unit Reference Number: R/505/3210

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will develop an understanding of the elements of a balanced diet and know the main nutrients and their functions. They will also have an understanding of food allergies and the food restrictions that impact on diets of different religious and cultural groups.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what constitutes a balanced diet.	1.1. Identify the main nutrients in a balanced diet.
	1.2. Identify, from a given range, foods that contain the main nutrients.
	1.3. Outline the main nutrients and their basic functions.
	1.4. Identify suitable food for children and young people of different ages.
2. Know common food allergies and their effects.	2.1. Identify some food allergies.
	2.2. List the effects of common food allergies.
3. Know food restrictions that affect the diets of religious and cultural groups.	3.1. Give an example of food restrictions that affect the diets of different religious and cultural groups.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Main nutrients in a balanced diet include

- Proteins (meat, fish, eggs and beans) – build and repair muscle tissue
- Carbohydrates / starchy foods (cereals, pulses, veg and fruits) – provides energy for the body to use
- Fats (fats, oils, meat, fish, nuts, dairy products) – stores energy in the body
- Vitamins (meat, veg, nuts) – promote normal growth and proper metabolism, protect against certain diseases
- Minerals (dairy, fruits, whole grains) – support function of the heart, metabolism, bones and teeth
- Water – regulates body functions such as nutrient absorption and body temperature

Common food allergies include cow's milk, eggs, peanuts, shellfish, wheat, soy, fish etc.

Food allergies may cause swelling of the tongue, mouth or face, difficulty breathing, low blood pressure, vomiting, Diarrhoea, hives, itchy rash etc.

Food restrictions apply to religious and cultural groups such as Judaism, Buddhism, Hinduism, Islam, Rastafarianism, Seven-day Adventist, and Sikh.

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Unit Title: Understanding Human Growth and Development

Unit Reference Number: R/506/5311

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

This unit aims to develop a greater understanding of the stages of human growth and the factors that can impact on development.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Sequences of human growth and development include:

0-1 years – Infant
2-3 years – Toddler
3-5 years – Pre-school
5-12 years – School-age child
12-18 years – Adolescent
20-40 years – Young Adult
40-65 years – Middle Aged Adult
65+ years – Old Adult

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Unit Title: Groom a Small Animal

Unit Reference Number: Y/503/9311

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to groom a small animal ensuring the correct use of equipment and PPE and making sure the animal is safe and unharmed.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Animal grooming equipment may include brushes, clippers, gloves, nail clippers, shampoo, flea combs, dematting combs, slicker dog brush etc. PPE may include aprons or overalls, gloves, goggles, facemasks etc.

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Unit Title: Using Email

Unit Reference Number: Y/505/3225

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

Through this unit, learners will demonstrate their ability to use an email system to send and receive emails according to guidelines and procedures.

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners will need to demonstrate using email systems to include the following:

- Compose and format email messages
- Attach files and documents to email messages
- Send emails
- Follow guidelines and procedures for using email systems
- Respond to email messages
- Store emails
- Deal with common email problems
- Know where to get expert advice to solve a problem

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Unit Title: Developing Skills for a Healthy Lifestyle

Unit Reference Number: Y/506/5312

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

This unit encourages learners to review their own lifestyle and habits and aims to raise awareness of the components of a healthy lifestyle including healthy diet, personal fitness and maintaining good personal hygiene.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Personal fitness is important to maintain a healthy weight, improve mobility and flexibility, increased muscle strength and endurance, improve heart condition etc. Activities for developing personal fitness may include using gym equipment, aerobic exercise, walking, running, jogging, swimming, exercise classes, lifting weights etc. Food items that promote good health include fruits and berries, green vegetables, whole grains, fatty fish, walnuts, beans and pulses, tomatoes etc. Personal hygiene including keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc. Methods of contraception may include condoms, the pill, UIC, diaphragm, injection, patch etc. Sexually transmitted infections may include chlamydia, gonorrhoea, hepatitis B, herpes, HIV/AIDS, HPV/Genital warts, Syphilis, trichomoniasis (Trich) etc.

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Unit Title: Basic Performing Arts Skills

Unit Reference Number: H/504/7816

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to express emotions, feelings and ideas through a performance involving mime, dance and drama.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to express feelings, emotions or ideas through mime, dance and acting.	1.1. Illustrate an individual idea through mime, dance or acting.
	1.2. Illustrate a group idea through a dramatic improvisation.
	1.3. Perform a simple sequence of movements through mime demonstrating feelings, emotions or ideas.
	1.4. Perform a simple sequence of movements through dance demonstrating feelings, emotions or ideas.
	1.5. Perform a simple sequence of movements through drama demonstrating feelings, emotions or ideas.
2. Be able to prepare for a performance.	2.1. Use performance, technical or administrative skills to prepare for a simple performance.
3. Be able to use performance space.	3.1. Use performance space to illustrate an idea, in line with health and safety guidelines.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Performances will express feeling, emotions and ideas through mime, dance and acting.

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APPENDIX 1 - Summary Record of Achievement

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

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

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) _____

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APPENDIX 1 - Summary Record of Achievement

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

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

Learner Name _____

Minimum Credit Value of Qualification 39

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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APPENDIX 2 - Tracking Sheet

Unit Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

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

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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