Ascentis Level 2 Award in

Work Preparation

Specification

Ofqual Number:

603/3957/3 Award
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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
December 2025 V2	Extended Review Date	Front Page
October 2026 V3	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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TABLE OF CONTENTS

ASCENTIS LEVEL 2 AWARD IN WORK PREPARATION

Introduction 5
Aims 5
Target Group 5
Regulation Codes 5
Rules of Combination 6
Guided Learning Hours (GLH) and Total Qualification Time (TQT) 8
Time Limit for the Process of Credit Accumulation and Exemptions 8
Recommended Prior Knowledge, Attainment and / or Experience 8
Age Range of Qualification 8
Opportunities for Progression 8
Resources to Support the Delivery of the Qualification 8
Centre Recognition 9
Qualification Approval 9
Registration 9
Status in England, Wales and Northern Ireland 9
Reasonable Adjustments and Special Considerations 9
Enquiries and Appeals Procedure 9
Useful Links 9

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment 10
Internal Assessment 10
The Use of Artificial Intelligence (AI) in Assessments 10
Verification 11
Internal Verification 11
External Verification 11
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers 11

UNIT SPECIFICATIONS

Mandatory Unit Criteria 12
Group A Unit Criteria 14
Group B Unit Criteria 47
Group C Unit Criteria 57
Appendix 1: Summary Record of Achievement 117
Appendix 2: Tracking Sheet 119

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ASCENTIS LEVEL 2 AWARD IN WORK PREPARATION

Introduction

This qualification is 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.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

Aims

The aims of the vocational Work Preparation qualification is 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

This qualification is for learners who:

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

Regulation Codes:

Ofqual Number (Ofqual/CCEA):

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

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Rules of Combination

603/3957/3 Ascentis Level 2 Award in Work Preparation				
Learners must achieve 7 credits in total. A minimum of 4 credits must be taken from Group A and a minimum of 1 credit (maximum of 2 credits) from Group B. Remaining credit is awarded for units in Group A, B or C. Although not mandatory, we do recommend your learners take unit Responsible Work Practice H/504/9372.				
Unit Group A (Employability): A minimum of 4 credits must be taken from Group A.				
Title	Level	Credit Value	GLH	Unit Reference
Applying for a Job	2	1	10	K/503/2864
Building a Personal Career Portfolio	2	3	24	T/504/9537
Building Working Relationships with Colleagues	2	2	20	K/504/9454
Communication in the Workplace	2	2	16	R/504/9464
Customer Care	2	2	16	K/504/9471
Exploring Job Opportunities	2	1	8	L/504/9494
Improving Own Learning and Performance	2	2	14	R/504/9500
Interview Skills	2	1	10	T/503/2866
Oral Presentation Skills	2	3	24	D/504/9502
Personal Presentation in the Workplace	2	1	8	M/504/9505
Recognising and Respecting Diversity in the Workplace	2	1	8	A/504/9507
Recognising Prejudice and Discrimination	2	1	8	A/504/9510
Responsible Work Practice	2	1	8	H/504/9372
Rights and Responsibilities in the Workplace	2	1	8	F/504/9511
Solving Problems in the Workplace	2	2	16	L/504/9513
Teamwork Skills	2	2	16	D/504/9516
Work Experience	2	1	8	A/504/9362
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	2	1	8	Y/504/9904
Introduction to Business and Administration	2	1	8	Y/504/9899
Introduction to Catering	2	1	8	L/504/9902
Introduction to Engineering	2	1	8	D/504/9905
Introduction to Hairdressing and Beauty	2	1	8	F/504/9900
Introduction to Health and Social Care	2	1	8	K/504/9907
Introduction to Hospitality	2	1	8	T/504/9909
Introduction to Land-Based Industries	2	1	8	R/504/9898
Introduction to Retail	2	1	8	J/504/9901
Introduction to the Creative Industries	2	1	8	R/504/9903
Introduction to the Information and Communication Technology sector	2	1	8	H/504/9906
Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 2 credits in total for the Award.				
Title	Level	Credit Value	GLH	Unit Reference
Build Brick and Block Walls	2	2	16	A/504/9622
Communicate in a Business Environment	2	3	18	D/601/2475
Creative Craft Skills	2	3	24	J/504/4620

Developing Cooking Skills	2	3	24	K/504/9602
Developing Good Practice Skills for use in the Kitchen	2	3	24	R/505/3286
Establishing plants or seeds in soil	2	4	30	A/502/1223
Food Safety in Catering	2	1	9	H/502/0132
Health and Safety in a Practical Environment	2	1	8	R/504/9366
Hedgelaying	2	4	30	H/502/3743
Improve Own Performance in a Business Environment	2	2	6	L/601/2469
Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9	H/601/5474
Painting Methods - Pictorial Language	2	3	24	A/504/4680
Plastering Techniques	2	3	24	H/503/8159
Practical Skills for Dry Stone Walling	2	4	30	H/503/2801
Principles of Communication in Adult Social Care Settings	2	2	17	L/602/2905
Principles of Personal Development in Adult Social Care Settings	2	2	17	L/602/3035
Principles of Safeguarding and Protection in Health and Social Care	2	3	26	A/601/8574
Produce Craft Work	2	3	20	H/505/3261
Provide Nutrients to Crops or Plants	2	2	15	L/502/0853
Understand How to Handle Information in Social Care Settings	2	1	9	A/505/3301
Understand the Role of the Social Care Worker	2	1	9	F/505/3302
Understanding Business Organisations	2	3	24	F/504/9587
Understanding Customer Service in the Retail Sector	2	3	22	M/502/5821
Understanding how Children Learn	2	3	24	K/504/9616
Understanding how to Meet the Physical Needs of Children	2	3	24	F/505/8838
Understanding how to Select Plants	2	3	24	F/506/5370
Understanding Organic Horticulture	2	3	24	D/505/3307
Understanding the Cognitive Development of Children	2	3	24	A/505/7218
Understanding the Physical Development of Children and Young People	2	3	24	A/504/9619
Understanding the Retail Selling Process	2	2	15	A/502/5806
Understanding the Value of Food and Nutrition for Children and Young People	2	3	24	M/504/9620
Using and Maintaining Woodworking Tools	2	3	24	F/503/8122
Using Email	2	3	20	M/502/4300
Wallpapering Skills	2	3	24	F/503/8119
Word Processing Software	2	4	30	R/502/4628
Work in a Business Environment	2	2	18	F/601/2470
Work with Other People in a Business Environment	2	3	24	K/505/0166
Working in Craft	2	3	24	H/504/7749

Unit certification is available for all units.

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Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 70 GLH

Total Qualification Time (TQT)

The total qualification time for this qualification is 70 TQT

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, this qualification will enable learners to progress:

- Directly to employment
- Onto Traineeships
- Onto Apprenticeships
- 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.

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Centre Recognition

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

Qualification Approval

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

Registration

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

Status in England, Wales and Northern Ireland

This qualification is available in England and Northern Ireland (CCEA). It is 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 the reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

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

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.

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

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

Internal Assessment

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

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

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- 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. An example tracking sheet can be found in Appendix 2, with further tracking sheets available in the login area of the Ascentis website.

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.

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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 section 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

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.

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Unit Title: Responsible Work Practice

Unit Reference Number: H/504/9372

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

The aim of this unit is to develop an understanding of requirements of the workplace including health and safety, codes of conduct, attitudes and behaviours, and positive 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. Describe responsibilities of employees and organisations in relation to health and safety.
	1.2. Explain why organisations set out requirements in relation to conduct and behaviour at work.
	1.3. Describe the facilities available for employees in relation to their health and safety, physical and mental wellbeing and employee rights.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Describe the different attitudes and behaviours that apply within and outside the workplace.
	2.2. Explain how positive attitudes and behaviours contribute to effective working practice.
3. Understand the characteristics of effective work practice.	3.1. Explain how employees can represent a positive image of their organisation when dealing with customers or others outside of the workplace.
	3.2. Explain the importance of maintaining an appropriate attitude and appearance in the workplace.

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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 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. They are important to protect the image of the organisation and ensure that all employees are working in the same way in accordance with quality standards. Facilities that may be available to support employees may include 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. Characteristics of effective work practice include showing respect for your employers and others at work by arriving on time, to work full contractual hours that you are paid for, show that you are organised etc. Positive image and appearance may be represented by the clothing that you wear including formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc and footwear including 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:
• Find out more about their work responsibilities online, such as codes of conduct and information about substance misuse.
• Use digital tools to plan a timetable/action plan to help with timekeeping.
	Learners could:
	• Think about how building connections with colleagues can help them to be responsible at work, by having someone to seek advice/support from.
	• Describe the feelings of confidence and positive well-being gained from maintaining their personal appearance and hygiene.
		Learners could:
		• Support sustainability in the workplace by taking actions such as:
		  ○ Reducing energy usage
		  ○ Following waste and recycling procedures
		  ○ Taking part in workplace environmental activities.

Unit Title: Work Experience

Unit Reference Number: A/504/9362

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

Taking part in work experience is a valuable way to develop skills and find out more about the world of work. This unit prepares learners for a work experience placement by considering the organisation, their role within the organisations and their expectations of the placement. Learners will demonstrate their ability to take part in a work experience placement and review their role and contribution.

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

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.

Expectations and goals may include learning new skills, meeting other people, gaining confidence and self-esteem, providing evidence of skills for CVs and interviews etc.

Reviewing a work experience involves:

- Identifying how the placement related to their expectations and goals
- Identifying ways in which experience will contribute to future learning and development

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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: Recognising and respecting diversity in the workplace

Unit Reference Number: A/504/9507

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

In this unit, learners will develop an understanding of the ways in which differences and diversity in the workplace may be recognised and respected and know their own responsibilities in relation to equality. They will know how to challenge discrimination and why it is important.

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

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. Equality and discrimination in the workplace are regulated by the Equality Act 2010.

Diversity in the workplace recognises and respects differences of individuals. Differences between individuals that are not respected may cause conflict, abuse, upset and damage working relationships. Effective diversity empowers employees to challenge discrimination and encourages inclusion of diverse employees.

Promoting equality in the workplace means actively promoting equality and inclusion, treating everyone equally, not withholding information or opportunities based on characteristics, not making judgements or stereotyping etc.

Challenging discrimination is important to protect individuals and promote an inclusive and positive culture in the workplace. Challenging discrimination may involve whistleblowing, using the organisation's complaints procedure, referring to the Equality Act or taking legal action.

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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 • Think about the experiences of others, developing empathy and understanding for anyone who has experienced discrimination in the workplace. Learners could discuss how they would go about challenging any prejudice or discrimination they witness. • Explore some of the concepts from the Five Ways to Well-being such as: **Connecting:** building relationships with people across the workplace. • Taking part in activities that celebrate diversity in the workplace.

Unit Title: Recognising Prejudice and Discrimination

Unit Reference Number: A/504/9510

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

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

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Indicative Content

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

Stereotyping is defined as 'a set idea that people have about what someone is like, especially an idea that is wrong', *Cambridge Advanced Learner's Dictionary and Thesaurus*.

Characteristics which are protected in law against stereotyping include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy and maternity.

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 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 can 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

Well-being

Learners could:

- Think about the experiences of others, developing empathy and understanding for anyone who has experienced discrimination in the workplace. Learners could discuss how they would go about challenging any prejudice or discrimination they witness.
- Explore some of the concepts from the Five Ways to Well-being such as:
  Connecting: building relationships with people across the workplace.
- Taking part in activities that celebrate diversity in the workplace.

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Unit Title: Oral Presentation Skills

Unit Reference Number: D/504/9502

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

In this unit, learners will develop skills to effectively plan, prepare and deliver an oral presentation using appropriate visual aids to support their ideas, arguments and opinions. Learners will be able to respond to questions effectively and review the strengths and weaknesses of their performance.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The structure of the presentation should take into account: ▪ the audience ▪ the purpose of the presentation ▪ how long you have ▪ appropriate strategies and techniques to attract and maintain the audience's interest ▪ availability of audio and visual aids Planning a presentation involves: ▪ Researching topic and/or gathering relevant information ▪ Putting information into a logical order ▪ Considering questions that may be asked and plan answers ▪ Preparing the use of visual aids to support presentation ▪ Planning a conclusion or summary for the end Delivering a presentation to others effectively includes: ▪ speaking clearly, don't rush, being natural, standing in a good position, keeping it simple and straightforward ▪ use of supporting aids such as slide show, 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, Handling questions involves listening carefully, seeking clarification if you don't understand what is being asked, answering directly, concisely and with clarity, responding positively to criticism or comments etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Watch examples of presentations online, including booking free live webinars to observe skills when presenting online. • Watch tutorials and presentation clips online. • Explore digital aids to support presentations such as PowerPoint. Learners could also explore free online systems such as Canva.	Learners could: • Choose a subject that is of interest to them which will help with self-confidence when presenting. • Discuss the feelings that they might relate to receiving feedback, including both positive and negative. Discussing these factors can support individual well-being and confidence.

Unit Title: Teamwork Skills

Unit Reference Number: D/504/9516

Credit Value of Unit: 2 **GLH of Unit:** 8 **Level of Unit:** 2

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. They will give constructive ideas and suggestions and be able to respond constructively to criticism.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how roles and responsibilities can be allocated within a team.	1.1. Describe how different skills contribute to the work of a team.
	1.2. Assess own skills and strengths in relation the work of a team.
	1.3. Participate constructively in discussion and negotiation to agree roles and responsibilities to achieve a specific task.
2. Understand how to contribute to a team discussion.	2.1. Contribute constructive ideas and suggestions to a team discussion.
	2.2. Use appropriate language and body language during the discussion.
3. Understand how to participate in a team activity.	3.1. Describe the scope, aims and objectives of the activity.
	3.2. Carry out own role and responsibilities to the agreed standard and timescales.
	3.3. Give and respond to any advice and/or criticism constructively.
4. Be able to review own contribution to the team.	4.1. Assess own and other group members' contributions to team activities.
	4.2. Reflect on and discuss constructively with other team members how effectively the team worked.
	4.3. Describe ways in which the team could improve the way they work together.

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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, giving constructive ideas and suggestions, giving and responding positively to criticism, using appropriate language and body language for team members 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 ▪ Carrying out tasks as agreed Reviewing own role involves: ▪ Assessing own and others contribution to the team activity ▪ Discussing constructively the effectiveness of own and others contribution to team activities ▪ Identifying ways in which the team may work better in future

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Learn about modern team structures which include remote ways of working. They could use systems such as Teams, Zoom to understand how teams can work collaboratively even when they are not in the same building. • Maintain a log of the roles and activities of different people within the team.	Learners could: • Consider how building connections and working within a team can be very beneficial to positive mental health. • Identify the feelings that they might relate to working with others both positive and negative. • Think about the personal skills they could focus on developing when working with others such as listening, contributing to discussions.

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: F/504/9511

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

The aim of this unit is to provide a greater understanding of an employee's rights and responsibilities and understanding how to access support and information from key representative bodies should cases of disciplinary or grievance arise.

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

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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 responsibilities may include:

- Timekeeping 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

Right and responsibilities may be established and enforced through:

- Discrimination / Equal Opportunities / Harassment policies and procedures
- Written Contract of employment
- Health and Safety guidelines, policies and procedures
- Grievance and disciplinary procedures

Laws that protect employees at work include:

- Equality Act
- Employment Rights
- Health and Safety at work Act
- GDPR (Data Protection

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.

Disciplinary and grievance cases must follow the procedures as detailed in the Disciplinary and Grievance Policies. Such cases may involve the following stages:

- Verbal caution
- First written warning
- Second written warning
- Suspension
- Termination
- Instant dismissal due to gross misconduct.

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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: Applying for a Job

Unit Reference Number: K/503/2864

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** 2

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

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

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.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter etc. Convert to PDF for sharing. • 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: Building Working Relationships with Colleagues

Unit Reference Number: K/504/9454

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

The aim of this unit is to develop an understanding of good, positive working relationships with people at work. Learners will demonstrate their positive behaviours to promote effective working relationships.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. People that an employee may depend on in the workplace include other team members, staff from other departments supervisors, managers, employers, etc. Positive behaviours are important to enable individuals to work together to achieve the organisational goal and reduce disputes and disruptions. Positive behaviours that promote effective working with others include respect for others, active listening, supporting others in need, taking responsibility for tasks and actions, actively contributing to team targets etc. Negative behaviours may lead to poor communications, incomplete tasks and activities, disputes and conflict, low staff morale etc. Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc. Positive behaviours that contribute to effective working with others involves: ▪ Communicating clearly ▪ Contributing ideas and opinions in a polite and courteous manner ▪ Meeting own responsibilities in respect of tasks and role. ▪ Resolving any difficulties or differences ▪ Offering help and guidance to others as appropriate ▪ Listening to the ideas, suggestions and opinions of others

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
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.	Learners could: • Take part in sustainability actions across the workplace. Examples include joining green/sustainability working groups.

Unit Title: Customer Care

Unit Reference Number: K/504/9471

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

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 good communication skills to deal positively with customers and deal with customer feedback and comments. In addition, they will understand the benefits of policies and procedures to maintain good customer care.

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

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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. Impact of poor customer care – loss of revenue, loss of customers loyalty, reduced profits, poor reviews, increased complaints. 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). Policies and procedures relating to customer care - (customer service standards, complaints handling procedure, GDPR, Equality Act). Consequences of non-compliance of policies and procedures – disciplinary action and dismissal, increased complaints and dissatisfied customers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Consider how written complaints could be made through different methods: email, social media, customer web chat, letter. • Think about how customer databases/CRM systems 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 working with others both positive and negative. • Think about the personal skills they might develop working within customer service such as resilience, patience etc. • Consider how helping customers can bring a positive sense of worth and well-being.

Unit Title: Exploring Job Opportunities

Unit Reference Number: L/504/9494

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit enables learners to explore a range of sources of employment and identify people or organisations that may help them find a suitable job role. Learners need to show how they have researched and decided on realistic job opportunities that matches their own skills, qualities, experiences and interests. Finally, learners will communicate with employers or agencies to obtain further information about a job vacancy.

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

Indicative Content

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

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 and decide on a realistic job option for themselves.

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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. • Collect a digital list of employers/jobs they are interested in. Using skill sin documents to copy and paste, type and edit text, insert hyperlinks etc.	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. • Reflect on activities that they take part in which promote their individuality and positive well-being. These activities can support future applications 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 about 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: Personal Presentation in the Workplace

Unit Reference Number: M/504/9505

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

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. Describe a range of dress and appearance conventions and their appropriateness for different work settings.
	1.2. Explain why expected standards of presentation vary in different workplaces.
2. Be able to demonstrate appropriate personal presentation for the workplace.	2.1. Present and conduct themselves in a way that is suitable for a place of work, explaining the reasons for their choices.
	2.2. Describe how personal presentation contributes to creating a positive image to others.

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 timekeeping and punctuality, personal presentation, behaviours and language, health and safety etc.

Personal presentation is important to protect the image of the organisation, keep the individual safe and protected from harm, be recognised as a member of staff etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

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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.

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Unit Title: Communication in the Workplace

Unit Reference Number: R/504/9464

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

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 positive verbal and non-verbal communication and give and receive feedback appropriately.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Communication 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. Choosing the appropriate method of communication depends on the audience, the information that needs to be given, whether questions are likely to be asked, purpose of the communication, the number of people needing to be informed. Giving and receiving feedback should be a two-way conversation, respectful, focussing on key points only, based on behaviours not personalities, timely, 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.

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Unit Title: Improving own Learning and Performance

Unit Reference Number: R/504/9500

Credit Value of Unit: 2 **GLH of Unit:** 14 **Level of Unit:** 2

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

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
- Gathering feedback from others
- Reviewing performance against targets
- Planning future activities to improve own learning and performance

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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. • Use online questionnaires and tests to identity their preferred learning style.	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: Interview Skills

Unit Reference Number: T/503/2866

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** 2

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

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

Indicative Content

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

Interview skills involve:

- Deciding what to wear that is appropriate for the chosen workplace
- Finding out how to get to the interview (car, train, bus, on foot) so that you arrive on time
- Thinking about questions that the interviewer might ask and planning a response
- Gathering information about self to use at interview
- Introducing self at the interview location
- Clarifying questions from interviewer if they are unclear

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.

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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. • Research interview questions online. • Collect a list of potential interview questions in a word document/spreadsheet. • Use a travel app to plan their journey.	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: Building a Personal Career Portfolio

Unit Reference Number: T/504/9537

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

Personal Career Portfolios can play an important role when applying for a job as they bring together information and evidence on an individual's skills, abilities, experiences, knowledge and qualities. In this unit, learners will know how to develop a personal career portfolio and use it for personal, educational and career development.

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

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Indicative Content

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

Learners will be required to gather information about their own personal qualities, skills, experiences and knowledge and show how these attributes can help in achieving their personal goals.

A personal career portfolio should include evidence of skills, abilities, experience, knowledge and personal qualities.

Information that can be included in a portfolio may include certificates and diplomas, letters of recommendation, references, photos, training and personal development logs, samples of work, awards and accomplishments etc.

Building a portfolio involves:

- Selecting relevant information and evidence
- Choosing a ring binder or folder for presentation
- Creating a title page and table of contents
- Organising the contents into categories
- Checking all information for spelling and errors
- Customising your portfolio for each specific job

A CV includes a personal statement, personal details, work experience, qualifications and training, relevant interests and hobbies.

Personal goals may relate to a job, work experience, new skill, personal achievement etc.

An action plan involves:

- Identifying areas for improvement
- Setting realistic targets for achievement
- Setting timescales for improvement
- Taking part in development activities
- Getting feedback from others
- Reviewing performance against targets
- Agreeing further learning

A Personal Career Portfolio may be used when applying for a job, work experience, a place at college or further education etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify existing digital skills that would be beneficial to them in a job or training environment. • Discuss digital skills/tools that they could develop in the future to support them in a chosen area of work. • Use online search engines to identify job opportunities. • Use online career networking websites such as LinkedIn to develop an online career profile.	Learners could: • Discuss how training and employment can promote feelings of positive well-being. • Identify why alternatives to work, such as volunteering, is recognised as benefitting individual well-being, which also links to the Five Ways to Well-being. • Identify the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Research jobs or training options that link to roles and skills in sustainability and the environment (recycling, green energy, digital, green transport, construction) • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly.

Unit Title: Solving Problems in the Workplace

Unit Reference Number: L/504/9513

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

This unit enables learners to understand the different types of problems that may occur in the workplace and suggest ways in which they may be resolved.

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

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 being too heavy, skills and achievements not being recognised, insufficient materials and resources to complete the task, poor quality materials and resources etc.

Factors that my influence or limit solutions to problems may include time, money, skills, manpower, urgency, personal commitment to solve problem 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

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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.

Group B Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Introduction to Engineering

Unit Reference Number: D/504/9905

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the engineering sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The functions that exist in the engineering 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. Career opportunities may be offered by colleges, universities, apprenticeship providers, sector institutes and in-house progression schemes, training and promotion. Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

Unit Title: Introduction to Hairdressing and Beauty

Unit Reference Number: F/504/9900

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the hair and beauty sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the hair and beauty sector relate to hair salons, barbers, beauty clinic, health spas, hotels, nail bars, alternative therapy clinic, adult care home or cruise ship etc.

Job roles within the sector include aromatherapist, barber, beauty consultant, hairdresser, massage therapist, nail technician, reflexologist etc.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to the Information and Communication Technology sector

Unit Reference Number: H/504/9906

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Information and Communication Technology sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions 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.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to Retail

Unit Reference Number: J/504/9901

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Retail sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the retail sector relate to shops, department stores, travel agents, call centres, supermarkets, cinemas, leisure centres, estate agents, petrol stations, Post Offices, Tourist Information Centre, travel agents, garden centres, DIY stores etc.

Job roles within the sector 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.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to Health and Social Care

Unit Reference Number: K/504/9907

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Health and Social Care sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the health and social care sector relate to hospitals, care homes, client's homes, optician, pharmacists, medical centres, schools etc.

Job roles within the sector 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.

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

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Unit Title: Introduction to Catering

Unit Reference Number: L/504/9902

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Catering sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the catering sector relate to restaurants, pubs, canteens, takeaways, refectories, cruise ships, hotels, hospitals etc.

Job roles within the sector include baker, cake decorator, chef, food factory worker, head chef, kitchen assistant, kitchen porter, school lunchtime supervisor, street food trader, waiter etc.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to Land-Based Industries

Unit Reference Number: R/504/9898

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Land-Based Industries sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the land-based industries sector relate to garden centres, public gardens and parks, farms, forests and woodlands, golf courses and sports grounds, construction developers etc.

Job roles within the sector 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.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to the Creative Industries

Unit Reference Number: R/504/9903

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Creative Industries sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the creative industries sector relate to theatres and arts venues, museums and visitor attractions, design companies, book publishers, TV and film production companies, marketing agencies etc.

Job roles within the sector include actor, architectural technician, art gallery or museum curator, arts administrator, journalist, 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.

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to Hospitality

Unit Reference Number: T/504/9909

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Hospitality sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the hospitality industries sector relate to hotels and accommodation, restaurants and food and drink outlets, night clubs, leisure and visitor attractions etc.

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

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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Unit Title: Introduction to Business and Administration

Unit Reference Number: Y/504/9899

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Business and Administration sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

Indicative Content

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

The functions that exist in the business and administration sector relate to businesses, schools and colleges, hotels, legal offices, estate agents, insurance offices, recruitment agencies etc. Most organisations require some administrative support.

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

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

Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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UNIT SPECIFICATIONS

Unit Title: Introduction to Building and Construction

Unit Reference Number: Y/504/9904

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

This unit introduces the Building and Construction sector as a potential career. It covers the types of organisations found in the sector and the key job roles available. Learners will be able to describe different types of career opportunities and review their current skills required to work in the sector. Finally, the learner will demonstrate competence in a relevant skill and suggest how this skill may be used in future performance.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The functions 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. Career opportunities may be offered by colleges, universities, apprenticeship providers, sector institutes and in-house progression schemes, training and promotion. Training is important because it offers learning opportunities, improved skills and knowledge, boost staff performance and morale, ensure consistent work practices, improves staff retention, maintains quality standards, motivates staff, improves productivity etc.

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UNIT SPECIFICATIONS

Unit Title: Establishing Plants or Seeds in Soil

Unit Reference Number: A/502/1223

Credit Value of Unit: 4 **GLH of Unit:** 30 **Level of Unit:** 2

The aim of this unit is to develop skills in establishing plants and seeds using appropriate equipment and working safely to minimise environmental damage. Learners will understand how to avoid damage and pollution.

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

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

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, forks, spades and shovels, rakes, hoes, hand trowel, sprinklers, sprayers, watering equipment, compost, fertiliser, bone meal, pots, plants etc.

Personal protective equipment may include aprons, gloves, boots etc.

Equipment may be stored in garages, sheds, greenhouses, secure storage cabinets etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

pH is a scale used to specify the acidity. 1-6 indicate acidic, 7 is neutral and 8-14 indicate alkaline.

Seasonality of plants may be perennial, annual or biennial.

Aftercare of plants may include provision of water, nutrients, protection, support and initial pruning or cutting etc.

Backfill materials may include soil, sand, pebbles etc.

Protection methods include anti-desiccants, tree guards and shelters etc.

Assessment Method

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

Unit Title: Understanding the Retail Selling Process

Unit Reference Number: A/502/5806

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

Through this unit, learners will develop an understanding of the retail selling process and be able to follow the five steps of the selling model to make a sale. They will understand the importance of product knowledge and know how to keep this knowledge up to date and accurate.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The five steps of the selling process include: ▪ Meeting and greeting customers ▪ Understanding needs ▪ Demonstrating products and services ▪ Summarising and recommending ▪ Closing the sale Questioning techniques to identify customer needs include open questions, closed questions, probing questions. Product knowledge means understanding a product's characteristics, functional features, uses, benefits etc. Product knowledge may be kept up to date by training, hands-on experience, reading literature and instruction manual, research online, ask someone to demonstrate product etc. Buying signals indicate that a customer is now ready to buy the product. Buying signals from a customer include nodding the head, asking the price, repeating the benefits, smiling, leaning forward, asking about warranties, asking about delivery dates, asking about aftersales services etc.

Unit Title: Painting Methods - Pictorial Language

Unit Reference Number: A/504/4680

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

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

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

Unit Reference Number: A/504/9619

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

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

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Unit Title: Build Brick and Block Walls

Unit Reference Number: A/504/9622

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

The aim of this unit is to develop skills in building brick and block walls using appropriate materials, equipment and tools to the required standards and tolerances. Learners will be required to work safely and leave the area clean, tidy and free from debris.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Materials for construction may include bricks, blocks, sand and cement, lime, water, mortar plasticiser etc. Tools for bricklaying may include trowels, spirit levels, site levels, string line, cement mixer, wheelbarrows, hammer and chisels, circular saws, shovels, warning signs etc. Safety requirements may include steel toe-capped boots, goggles, gloves, hard hat, high viz jackets, manual handling techniques, safe use of hazardous substances, signage etc.

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Unit Title: Understand How to Handle Information in Social Care Settings
Unit Reference Number: A/505/3301

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 2

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

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

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Unit Title: Understanding the Cognitive Development of Children
Unit Reference Number: A/505/7218

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

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

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UNIT SPECIFICATIONS

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

Unit Reference Number: A/601/8574

Credit Value of Unit: 3 **GLH of Unit:** 26 **Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others.
	1.2. Identify the signs and/or symptoms associated with each type of abuse.
	1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused.
	2.2. Explain the actions to take if an individual alleges that they are being abused.
	2.3. Identify ways to ensure that evidence of abuse is preserved.
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	3.3. Identify reports into serious failures to protect individuals from abuse.
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: • working with person centred values • encouraging active participation • promoting choice and rights.
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the well-being of individuals.
	5.2. Explain the actions to take if unsafe practices have been identified.
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

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Indicative Content
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Assessment Method

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

Unit Title: Understanding Organic Horticulture

Unit Reference Number: D/505/3307

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

Indicative Content
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Unit Title: Communicate in a Business Environment

Unit Reference Number: D/601/2475

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

The aim of this unit is to consider, in depth, communications in a business environment. It covers the effective use of written and verbal communications and ways of improving communications through feedback from others.

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

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
5. Be able to plan communication.	5.1. Identify the purpose of communications and the audience(s).
	5.2. Select methods of communication to be used.
	5.3. Confirm methods of communication, as required.
6. Be able to communicate in writing.	6.1. Find and select information needed for written communications.
	6.2. Organise, structure and present information so that it is clear, accurate and meets the needs of the audience.
	6.3. Use language that suits the purpose of written communication and the audience.
	6.4. Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear.
	6.5. Proofread and check written communications and make amendments, as required.
	6.6. Confirm what is important and what is urgent.
	6.7. Produce written communications to meet agreed deadlines.
	6.8. Keep a file copy of written communications sent.
7. Be able to communicate verbally.	7.1. Verbally present information and ideas to others clearly and accurately.
	7.2. Make contributions to discussion(s) that move the discussion forward.
	7.3. Actively listen to information given by other people, and make relevant responses.
	7.4. Ask relevant questions to clarify own understanding, as required.
	7.5. Summarise verbal communication(s) and agree that the correct meaning has been understood.
8. Be able to identify and agree ways of developing communication skills.	8.1. Get feedback to confirm whether the communication has achieved its purpose.
	8.2. Use feedback to identify and agree ways of improving own communication skills.

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Reasons for communicating with others includes gaining clarity, agreeing deadlines, taking and giving instructions, informing others, discussions etc. Communication in the workplace may be verbally or in writing etc. Choosing the appropriate method of communication depends on the audience, the information that needs to be given, whether questions are likely to be asked, purpose of the communication, the number of people needing to be informed. Effective written communication includes appropriate language, format and structure of the document, checking for accuracy or information, checking spelling, punctuation and grammar, using plain English, proofreading etc. Effective verbal communication includes appropriate language, active listening, summarising, checking understanding, positive contributions to discussions, open body language etc. Giving and receiving feedback should be a two-way conversation, respectful, focussing on key points only, based on behaviours not personalities, timely, etc. Responding to feedback includes not getting defensive, listen carefully, respond positively, consider actions and changes to behaviour, agree steps moving forward.

UNIT SPECIFICATIONS

Unit Title: Wallpapering Skills

Unit Reference Number: F/503/8119

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of this unit is to develop wallpapering skills using materials and tools correctly. Learners will be required to demonstrate correct wallpapering techniques including planning, preparing and cleaning tools after use.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Tools and materials include pasting table, past/adhesive, pasting brush, decorator's scissors, Stanley knife, plumb line, spirit level, bucket, sponge, pencil, tape measure, smoothing brush etc. Defects in the surface may include cracks, bumps, chips etc.

Assessment Method

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

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UNIT SPECIFICATIONS

Unit Title: Using and Maintaining Woodworking Tools

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

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

In this unit, learners will demonstrate their ability to use and maintain manual and electrical woodworking tools in a practical setting. They will be able to show how to correctly store electrical and manual tools.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only.
Tools and equipment may include: hammer, saw, vice, spirit level, chisels, plane, drills, gouges, sand paper etc.
Maintaining manual and electrical tools includes sharpening, checking condition of wires and plugs, storing correctly etc.
Sharpening devices may include wheels, oilstones etc.
Electrical woodworking tools may include a jigsaw, drill, plane, circular saw, chop saw, sander, cordless screwdriver.

Assessment Method

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

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Unit Title: Understanding Business Organisations

Unit Reference Number: F/504/9587

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of this unit is to develop an understanding of businesses, their function, ownership, structure and communication methods.

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

Indicative Content

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

The role and functions of businesses may include manufacturing, service provision, retail, wholesale, financial services, education provision etc.

Business ownership includes sole trader, partnerships, limited liability company (LTD), public limited company (PLC).

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. Organisational structures may be hierarchical (tall) or flat.

Communicating internally and externally may include verbal communications (language, tone, pace, telephone conversations), non-verbal (emails, written communications, body language), adapting communication to different situations.

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Unit Title: Understand the Role of the Social Care Worker

Unit Reference Number: F/505/3302

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand working relationships in social care settings.	1.1. Explain how a working relationship is different from a personal relationship.
	1.2. Describe different working relationships in social care settings.
2. Understand the importance of working in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role.
	2.2. Outline what is meant by agreed ways of working.
	2.3. Explain the importance of full and up-to-date details of agreed ways of working.
3. Understand the importance of working in partnership with others.	3.1. Explain why it is important to work in partnership with others.
	3.2. Identify ways of working that can help improve partnership working.
	3.3. Identify skills and approaches needed for resolving conflicts.
	3.4. Explain how and when to access support and advice about: • partnership working • resolving conflicts.

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

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

Unit Reference Number: F/505/8838

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

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

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Unit Title: Understanding How to Select Plants

Unit Reference Number: F/506/5370

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

In this unit, learners will develop an understanding of the different types of plants and be able to select a suitable plant for a variety of specified locations taking into account the characteristics of the plant.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Plant categories may include shrubs, trees, ground cover, wall shrubs, annual, perennial, biennial, half hardy, herbaceous, corm, bulb, tuber and rhizome. Characteristics of plants includes habit, height, spread, flowering period and foliage.

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Unit Title: Work in a Business Environment

Unit Reference Number: F/601/2470

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

Through this unit, learners will develop an understanding of good working practices at work including equality, security, confidentiality, reducing waste and recycling and using and disposing of hazardous substances. Learners will be required to demonstrate these skills in a practical environment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to respect other people at work.	1.1. Describe what is meant by diversity and why it should be valued.
	1.2. Describe how to treat other people in a way that is sensitive to their needs.
	1.3. Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs.
	1.4. Describe ways in which it possible to learn from others at work.
2. Understand how to maintain security and confidentiality at work and deal with concerns.	2.1. Describe the purpose and benefits of maintaining security and confidentiality at work.
	2.2. Describe requirements for security and confidentiality in an organisation.
	2.3. Describe legal requirements for security and confidentiality, as required.
	2.4. Describe procedures for dealing with concerns about security and confidentiality in an organisation.
3. Understand the purpose and procedures for keeping waste to a minimum in a business environment.	3.1. Explain the purpose of keeping waste to a minimum.
	3.2. Describe the main causes of waste that may occur in a business environment.
	3.3. Describe ways of keeping waste to a minimum.
	3.4. Identify ways of using technology to reduce waste.
	3.5. Outline the purpose and benefits of recycling.
	3.6. Describe organisational procedures for recycling materials.
4. Understand procedures for disposal of hazardous materials.	4.1. Describe the benefits of procedures for the recycling and disposal of hazardous materials.
	4.2. Describe organisational procedures for the recycling and disposal of hazardous materials.
5. Know how to support sustainability in an organisation.	5.1. Outline the purpose of improving efficiency and minimising waste.
	5.2. Describe ways of improving own working methods and use of technology to achieve efficiency and reduce waste.

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
6. Be able to respect and support other people at work in an organisation.	6.1. Complete work tasks alongside other people in a way that shows respect for a) backgrounds b) abilities c) values, customs and beliefs.
	6.2. Complete work tasks with other people in a way that is sensitive to their needs.
	6.3. Use feedback and guidance from other people to improve own way of working.
	6.4. Follow organisational procedures and legal requirements in relation to discrimination legislation, as required.
7. Be able to maintain security and confidentiality.	7.1. Keep property secure, following organisational procedures and legal requirements, as required.
	7.2. Keep information secure and confidential, following organisational procedures and legal requirements.
	7.3. Follow organisational procedures to report concerns about security / confidentiality, as required.
8. Be able to support sustainability and minimise waste in an organisation.	8.1. Complete work tasks, keeping waste to a minimum.
	8.2. Use technology in work task(s) in ways that minimise waste.
	8.3. Follow procedures for recycling and disposal of hazardous materials, as required.
	8.4. Follow procedures for the maintenance of equipment in own work.

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. Equality and discrimination in the workplace is regulated by the Equality Act 2010.

Maintaining security and confidentiality may include not gossiping or sharing sensitive information, locking away confidential documents, only disclosing information to authorised people, closing down computers when not in use, using passwords etc. Information is protected through GDPR legislation.

Keeping waste to a minimum involves only printing documents when necessary, recycling, reusing resources such as packing or envelopes, buying recycles paper, printing on both sides etc.

Hazardous materials may include chemical, inks and toners, glues, disinfectants, paints, cleaning materials etc. Hazardous substances are regulated by COSHH.

Hazardous substances may cause irritation, skin damage, sore eyes/throat, etc.

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UNIT SPECIFICATIONS

Unit Title: Food Safety in Catering

Unit Reference Number: H/502/0132

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 2

The aim of this unit is to develop an understanding of food safety in catering. It covers the procedures for handling, storing and disposing of food items and ensuring the working environment is clean, safe and free from potential contamination.

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

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Indicative Content

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

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.

Personal hygiene involves wearing protective clothing, hand washing, personal illnesses, covering cuts and wounds etc.

Keeping the work are clean and tidy involves regular cleaning and disinfecting, safe use and storage of chemicals and hazardous materials, waste disposal, pest control etc.

Contamination may include microbial, chemical, physical and allergenic hazards.

Keeping food safe involves dealing with food spoilage, procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food etc.

Stock control involves handling deliveries, correct storage of items, date marking and stock rotation etc.

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Unit Title: Hedgelaying

Unit Reference Number: H/502/3743

Credit Value of Unit: 4 **GLH of Unit:** 30 **Level of Unit:** 2

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

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

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

Unit Title: Practical Skills for Dry Stone Walling

Unit Reference Number: H/503/2801

Credit Value of Unit: 4 **GLH of Unit:** 30 **Level of Unit:** 2

In this unit, learners will develop skills to prepare the foundations and build a dry-stone wall according to specific requirements. This is a practical unit in which learners must demonstrate their skills.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Preparing foundations involves identifying a suitable area for construction, clearing rubble and vegetation, selecting and arranging suitable stones, ensuring the foundations are correct depth, line and width as required, repairing any environmental damage, removing and disposing of any debris from site. Appropriate tools may include protective gloves, impact grade goggles, tape measure, lines and pegs, spirit level, fencing pliers, batter frame, walling, sledge, club, and claw hammers, chisels, garden spades, crowbars. Mattocks, buckets, wheelbarrows, bowsaws, site safety signs etc. A batter frame is a frame of wood or metal to the size and dimensions of the required wall, it is used to ensure accurate work by running guidelines between frames to work on. Through-stones are placed at regular intervals that straddle the wall and therefore hold the two sides together to prevent collapsing. Copings are similar to through-stones in that they straddle the wall and hold both sides together but they specifically hold down and protect the upper courses.

Assessment Method

In line with Awarding Organisation guidance.

Unit Title: Plastering Techniques

Unit Reference Number: H/503/8159

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

Through this unit, learners will develop a knowledge of plastering techniques and be able to demonstrate how to prepare and plaster a surface using the equipment appropriately.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Hand tools used in plastering include hawk, spot board, floats, trowel, mixing paddle, buckets, brushes etc. All equipment must be cleaned thoroughly after use. Materials used in plaster include plaster, finish plaster, bonding plaster, scrim, metal angle beading etc. Common backgrounds may include brick and block or plasterboard. Methods of plastering may include plumb and dot, broad screed etc.

Assessment Method

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

Unit Title: Working in Craft

Unit Reference Number: H/504/7749

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of this unit is to develop an understanding of the roles and requirements of working in the craft industry. Learners will explore a range of craft opportunities and select one role that is relevant to their skills and qualities.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Organisations in the craft industry include painting, sculptures, photography, illustration, jewellery making, pottery, product design, graphic design, fashion design etc. Job roles in craft may include model makers, cake decorators, photographers, artists, craft store employee, card makers, jewellery makers, gift makers etc. Skills required for crafting may include ability to come up with new ideas, initiative, attention to detail, ambition, time management, thinking skills, 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. Career opportunities may include senior designer roles, head of departments or self-employment/business ownership etc. CVs may be formatted to include personal details, work experiences, training and qualifications, interests and hobbies etc.

Unit Title: Produce Craft Work

Unit Reference Number: H/505/3261

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

Through this unit, learners will plan the production of a piece of craft work and commence producing the craft work for sale.

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

Indicative Content

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

Craft work may include model making, cake decorating, photography, painting, craft store customer service, card making, jewellery making, gift making etc.

A craft production plan will involve:

- Researching current trends
- Setting realistic goals
- Planning tasks and activities to produce craft work
- Establishing work habits
- Researching and selecting outlets for craft products
- Marketing and selling products

Tools and materials will vary depending on the craft work being undertaken.

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Unit Title: Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit Reference Number: H/601/5474

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 2

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

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

Assessment Method

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

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Unit Title: Creative Craft Skills

Unit Reference Number: J/504/4620

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

In this unit, learners will demonstrate their craft skills to experiment with ideas and gather feedback from potential users, create a craft product and meet intended outcomes.

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

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Indicative Content

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

Health and safety requirements will vary depending on the working environment but 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.

Craft work may include model making, cake decorating, photography, painting, craft store customer service, card making, jewellery making, gift making etc.

Idea's development may involve researching on the internet (Instagram, Pinterest etc.), surveying friends and potential customers, seeking feedback from others about your ideas and products, using social media (Facebook, twitter etc), researching other crafters etc.

A craft production will involve:

- Researching current trends
- Setting realistic goals
- Planning tasks and activities to produce craft work
- Establishing work habits
- Researching and selecting outlets for craft products
- Marketing and selling products

Tools and materials will vary depending on the craft work being undertaken.

Unit Title: Developing Cooking Skills

Unit Reference Number: K/504/9602

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of this unit is to develop cooking skills to be able to plan three meals a day and use a range of tools and equipment to prepare and cook a range of dishes using fresh or convenience ingredients. Learners will demonstrate their ability to work safety and hygienically and clean the area after use.

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

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, baking trays, electric appliances etc.

Cooking methods may include boiling, frying, baking and grilling.

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.

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Unit Title: Understanding How Children Learn

Unit Reference Number: K/504/9616

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

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

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

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Unit Title: Work with Other People in a Business Environment

Unit Reference Number: K/505/0166

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of this unit is to develop an understanding of how to work with others in a business environment, communicating and problem solving to the required standard. Learners will be required to demonstrate these skills in a practical environment.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Working with others involves setting ground rules, understanding the requirements of the task, setting goals and objectives, agreeing roles and responsibilities, dealing with different personalities and opinions, agreeing deadlines and timescales etc. Skills needed for effective communication include active listening, clear speaking, sharing, making decisions, respect, punctuality, turn taking, respect for others etc. Communications may be written, verbal, non-verbal etc. Problems at work may include targets not being met, poor working relationships, people not working as expected, work load too heavy, skills and achievements not being recognised etc. Solving problems involves: ▪ Identifying the problem ▪ Taking action ▪ Discussing the problem with relevant people ▪ Seeking the assistance of someone to solve the problem ▪ Actively taking part in solving the problem Reviewing progress involves measuring progress against targets, assessing what went well and what went less well, identifying targets met, using feedback from others (verbal or written), agreeing improvements in own work etc.

Unit Title: Provide nutrients to crops or plants

Unit Reference Number: L/502/0853

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

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

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Indicative Content
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Assessment Method

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

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Unit Title: Improve own Performance in a Business Environment

Unit Reference Number: L/601/2469

Credit Value of Unit: 2 **GLH of Unit:** 6 **Level of Unit:** 2

In this unit, learners will develop an understanding of the purpose of continuous professional development and be able to create a learning plan to improve own performance using feedback from others.

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

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Indicative Content

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

Improving own performance enables individuals to be more skilled and confident in their activities, improves job satisfaction, increased pay, increases self-motivation, career progression and promotion, increased employability etc.

Improving individual's performance benefits organisations by increasing productivity, improved staff morale, higher staff retention, improved team skills etc.

Improving own performance may be achieved by development opportunities including listening to feedback from others, observing others at work, work shadowing, training, courses, coaching and mentoring etc.

A learning plan involves:

- Identifying areas for improvement
- Setting realistic targets for achievement
- Setting timescales for improvement
- Taking part in development activities
- Getting feedback from others
- Reviewing performance against targets
- Agreeing further learning

Unit Title: Principles of Communication in Adult Social Care Settings

Unit Reference Number: L/602/2905

Credit Value of Unit: 2 **GLH of Unit:** 17 **Level of Unit:** 2

In this unit, learners will consider in depth the key principles of communication in an adult care setting and recognise ways in which communications may be improved and the barriers to communication reduced. Learners will know the importance of observing confidentiality in the workplace.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Communication in the workplace may be verbally (face to face, in groups, one to one, language, tone, pace), non-verbally (body language, gestures, facial expressions and posture), in writing (documents, emails, letters, posters, notices) 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, appropriate language for recipient, responding to reactions etc. Poor communication involves judging others, lack of attention, using technical jargon, not listening to the concerns of others, interrupting etc. Barriers to communication may include speech difficulties, lack of attention and interest, language barriers (accents, jargon, unfamiliar terms), cultural differences (regional colloquialism and expressions) etc. Communication Cycle model – Shannon and Weaver – the relationship between the sender, message, media and recipient. Coding and decoding messages. Observing confidentiality means not discussing anything with an unauthorised person, ensuring personal records and information are kept safe, observing GDPR regulations, only shared with agreed others if it is in the best interest of the service user.

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

Unit Reference Number: L/602/3035

Credit Value of Unit: 2 **GLH of Unit:** 17 **Level of Unit:** 2

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

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

Assessment Method

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

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Unit Title: Using Email

Unit Reference Number: M/502/4300

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

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

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 to individuals and groups ▪ Use the address book to store and retrieve contact information ▪ Follow guidelines and procedures for using email systems ▪ Using email systems safely and with respect for others ▪ Respond to email messages ▪ Delete unwanted emails ▪ Organise and store emails ▪ Deal with common email problems ▪ Archive email messages and attachments

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Unit Title: Understanding Customer Service in the Retail Sector
Unit Reference Number: M/502/5821

Credit Value of Unit: 3 **GLH of Unit:** 22 **Level of Unit:** 2

This unit is suitable for those wishing to enter a customer service role within the retail sectors. It aims to develop an understanding of the importance of customer service and how good customer service may be delivered. In addition, it looks at good communication skills and the ways in which complaints may be handled.

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

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Indicative Content

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

Good customer service contributes to the success of a retail business by resolving customer complaints, increasing customers, generating repeat business, establishing customer loyalty, increasing sales etc.

Factors that contribute to a positive initial impression include:

- greeting a customer (smile, polite, respectful, firm hand shake)
- making eye contact
- listening carefully and paying attention to the customer's requirements and needs
- summarising and checking understanding of customer's needs

Meeting the customer's needs involves knowing product or service details and information, using language that is appropriate to the customer, asking questions to find out exactly what their requirements are, presenting solutions, demonstrating products and services, agreeing sale and providing after sale service etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others' views and opinions etc.

Dealing with customer complaints involves being positive, timely responses, offer solution, take ownership (don't blame others) and follow up etc. Customers are protected in law by the Consumer Rights Act.

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Unit Title: Understanding the Value of Food and Nutrition for Children and Young People

Unit Reference Number: M/504/9620

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

In this unit, learners will explore the value of food and nutrition for children and young people. They will understand the key elements of a balanced diet and know the cultural and religious variations that apply. In addition, learners will understand the key legislation relating to food preparation and cooking.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. A balanced diet is made up of the following food groups: ▪ Proteins (meat, fish, eggs and beans) ▪ Carbohydrates / starchy foods (pasta, bread, potatoes and rice) ▪ Fats and sugars (cakes, biscuits etc.). Good fats and bad fats. ▪ Milk and dairy products (milk, cream and cheese) ▪ Fruit and vegetables (apples, pears, cabbage, spinach, green beans etc.). 5 A day. ▪ Vitamins and minerals; purpose of different food groups and vitamins and minerals Health, safety and hygiene requirements in food preparation and storage 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. Legislation relating to food safety includes Food Safety Act, Food Safety and Hygiene Regulations, Food Information Regulations. Culture and religion may require variations in terms of types of food eaten or not eaten, food preparation, utensils and eating habits.

Unit Title: Word Processing Software

Unit Reference Number: R/502/4628

Credit Value of Unit: 4 **GLH of Unit:** 30 **Level of Unit:** 2

The aim of this unit is to develop skills in using word processing software to create, edit, format and present text-based documents.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Templates may include CVs, table of contents, reports, certificate invitations, invoices, letterheads, brochures etc. Text may be entered into blank documents, template, tables, forms etc. Documents may be stored on a hard drive, pen dive, external drive, cloud etc. Word processing tools that may be used include inserting text, copy and paste, delete, columns and row, headings, alignments (left, centre, right, justified), bullets and numbering, merging text from other software and documents 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.

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: R/504/9366

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 2

In this unit, learners will consider the health and safety requirements of their working environment and identify potential hazards. They will be able to recognise risks in their workplace and suggest ways of eliminating or minimising the risk.

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

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 hazards 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. A risk is the likelihood of an individual being injured or becoming ill as a result of a hazard. Identified risks should be: ▪ Eliminated completely ▪ Controlled if it cannot be eliminated through use of PPE, training, use of alternative substances.

Assessment Method

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

Unit Title: Developing Good Practice for use in the Kitchen

Unit Reference Number: R/505/3286

Credit Value of Unit: 3 **GLH of Unit:** 24 **Level of Unit:** 2

The aim of the unit is to develop good working practice in a kitchen environment. Learners will know how to work safely to prevent injury to themselves and contamination of food. They will demonstrate that they are able to prepare and cook food methodically and in an organised manner.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Measuring methods should relate to both liquids and solids and using metric and imperial such as ounces, lbs, fluid ounces, grams, kilograms etc. Ways of handling food safely include washing hands, preventing cross contamination, cooking at correct temperatures, refrigerating at proper temperature, cleaning chopping boards etc. The principles of basic food hygiene rules include reducing the risk of food poisoning, preventing cross-contamination, preventing the spread of bacteria that cause illness, discarding unfit food, separating raw and cook foods, storing and cooking to the correct temperature etc. Safe ways of storing food include dry stores, refrigeration, correct containers, correct temperature etc.

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

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	2	1			

Learner Name _____

Minimum Credit Value of Qualification 7

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Summary Record of Achievement
Supplementary Sheet

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

Learner Name _____

Minimum Credit Value of Qualification _____

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet
H/504/9372
Responsible Work Practice

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

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 _____

Further Tracking Sheets can be found in the login area of the Ascentis website.

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