

Awards, Certificates and Diplomas in Skills for Working Life (4807)

Entry 3 Unit handbook for centres

November 2022 Version 1.2

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1 Introduction

City & Guilds offers the following Entry 3 Skills for Working Life qualifications:

| Qualification title | City & Guilds no. | Qualification accreditation number |
|---|-------------------|------------------------------------|
| Awards | | |
| City & Guilds Entry Level Award in Skills for Working Life (Entry 3) (QCF) | 4807-03 | 601/3711/3 |
| Certificates | | |
| City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) (QCF) | 4807-03 | 601/3709/5 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Animals) (Entry 3) (QCF) | 4807-03 | 601/3710/1 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Land and Plants) (Entry 3) (QCF) | 4807-03 | 601/3710/1 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Hospitality, Catering and Retail (Entry 3) (QCF) | 4807-03 | 601/3710/1 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Craft Design and Technology (Entry 3) (QCF) | 4807-03 | 601/3710/1 |
| Diplomas | | |
| City & Guilds Entry Level Diploma in Skills for Working Life (Entry 3) (QCF) | 4807-03 | 601/3802/6 |

This unit handbook should be read in conjunction with the Awards, Certificates and Diplomas in Skills for Working Life (4807) Qualification Handbook for Centres, which contains the following important information:

- introduction to the qualifications
- centre requirements
- structure of the qualifications
- course design and delivery.



2 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

| | |
|----------------------|--------------------|
| UAN: | R/502/0840 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to follow health and safety procedures.

Assessment criteria

The learner can:

- 1.1 work safely following health and safety procedures
- 1.2 respond to hazard warning signs and symbols
- 1.3 communicate with supervisor on safety matters
- 1.4 use, clean and store PPE, tools and equipment safely
- 1.5 maintain personal safety and hygiene.

Learning outcome

The learner will:

2. know how to work safely.

Assessment criteria

The learner can:

- 2.1 state why safe working practices should be followed
- 2.2 state why communication between worker and supervisor is important
- 2.3 state why it is important to clean and store tools correctly and follow hygiene procedures.

Learning outcome

The learner will:

3. be able to respond to a fire or smoke alarm.

Assessment criteria

The learner can:

- 3.1 recognise the appropriate warning signs, exit signs and fire extinguishers
- 3.2 respond by leaving the building by the designated route immediately
- 3.3 follow emergency evacuation and assembly procedures
- 3.4 state why set emergency procedures should be followed.

Unit 301 Work safely

Supporting information

Guidance and evidence

For this unit, learners will need to recognise personal protective clothing and equipment as appropriate to the environment in which they are operating/working/living.

Unit 302

Lift and handle safely

| | |
|----------------------|--------------------|
| UAN: | T/502/0782 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to lift, handle and move objects and materials. |
| Assessment criteria |
| The learner can: 1.1 prepare to lift items 1.2 lift and move items safely. |

| |
|--|
| Learning outcome |
| The learner will: 2. know why objects should be lifted safely. |
| Assessment criteria |
| The learner can: 2.1 state the dangers of lifting objects 2.2 state the dangers of using incorrect body postures/positions for lifting and moving objects. |

Unit 302 Lift and handle safely

Supporting information

Guidance and evidence requirements

For this unit, there should be access to a range of items to handle and lift, appropriate to the setting in which the learner is operating/working/living in.

Unit 303

Plan and make a journey using public transport

| | |
|----------------------|--------------------|
| UAN: | Y/502/0841 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

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|---|
| Learning outcome |
| The learner will: 1. be able to plan and make a journey on public transport. |
| Assessment criteria |
| The learner can: 1.1 plan to make a journey 1.2 state why a journey should be planned 1.3 prepare to make a journey 1.4 state why journeys should be made in a responsible fashion 1.5 make a journey. |

Unit 303 Plan and make a journey using public transport

Supporting information

Guidance and evidence

For this unit, a realistic journey must be taken, and the learner will need to use at least one mode of public transport.

Unit 304

Prepare for and attend an interview

| | |
|----------------------|--|
| UAN: | M/502/4278 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |
| Aim: | The learner will understand how to prepare for an interview. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to prepare for and attend an interview.

Assessment criteria

The learner can:

- 1.1 check the details of an interview
- 1.2 confirm attendance and request time off work
- 1.3 carry out preparations for an interview
- 1.4 state why it is important to prepare for an interview
- 1.5 present themselves appropriately at the place of interview
- 1.6 ask and respond to questions appropriately
- 1.7 state why it is important to present oneself and respond to questions appropriately.

Unit 304 Prepare for and attend an interview

Supporting information

Guidance and evidence

For this unit, the interview should be realistic and could be for a job, but it could also be for a volunteer role, a college place or any other suitable situation.

Unit 305

Applying for a job

| | |
|----------------------|---|
| UAN: | K/506/2639 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 11 |
| Aim: | The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. know different methods of applying for jobs.

Assessment criteria

The learner can:

- 1.1 identify the different types of job applications
- 1.2 identify the different methods for job applications.

Range

1.1 types – CVs, personal statement, application forms, covering letters.

1.2 methods – online, paper based, agency, telephone, in person, video.

| |
|--|
| Learning outcome |
| The learner will: 2. be able to apply for a job. |
| Assessment criteria |
| The learner can: 2.1 identify information needed to apply for a job 2.2 present the information for a job application in different formats 2.3 draft a CV 2.4 describe how to apply for a job online. |
| Range |
| 2.2 different formats – online, paper based. |

Unit 305 Applying for a job

Supporting information

Guidance and evidence

Jobs could be local, national or global.

For criterion 1.1 and 1.2 the learner needs to identify the different types and methods of applying for jobs.

For criterion 2.1 the learner needs to identify and gather all the required information needed to apply for a job.

For 2.2 the learner needs to complete an online and paper based application form.

For 2.3 the learner needs to draft a CV.

For 2.4 the learner needs to describe how to apply for a job online, ie they need to have an email address and Internet access.

| | |
|----------------------|---|
| UAN: | J/501/6946 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Aim: | The aim of this unit is to support the learner in planning, carrying out and evaluating a project (an activity or a piece of research) of his/her own choice. |
| Assessment | Learner portfolio. |

| |
|---|
| Learning outcome |
| The learner will: 1. plan a project (an activity or piece of research). |
| Assessment criteria |
| The learner can: 1.1 agree a suitable project 1.2 list the stages involved in the project 1.3 agree a timescale for the activities 1.4 agree the plan with a suitable person. |

| |
|--|
| Learning outcome |
| The learner will: 2. carry out a project. |
| Assessment criteria |
| The learner can: 2.1 follow the project plan 2.2 review progress with a suitable person 2.3 complete the project. |

| |
|---|
| Learning outcome |
| The learner will: 3. review the project. |
| Assessment criteria |
| The learner can: 3.1 state what went well 3.2 state what did not go well. |

Unit 306 Candidate project

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to **agree** a suitable project (a practical activity or a piece of research) with the assessor or supervisor. Evidence may be an assessor statement.

For 1.2 the learner needs to **list** the stages involved in the project.

For 1.3 the learner needs to **agree** a timescale for the activities, ie with the assessor or supervisor.

For 1.4 the learner needs to **agree** the plan with a suitable person, ie assessor or supervisor.

Evidence for 1.2 to 1.4 may be a detailed project plan signed by the learner and assessor.

For criterion 2.1 the learner needs to **follow** the project plan agreed in 1.4. Evidence may be a learner statement, annotated photos or a diary and an assessor observation or witness statement.

For 2.2 the learner needs to **review** progress with a suitable person, ie tutor or supervisor. Evidence may be a written review record.

For 2.3 the learner needs to **complete** the project. Evidence may include the project outcome, eg the completed piece of research or artefact, an assessor statement and/or a video, photo or audio recording.

For criterion 3.1 the learner needs to **state** what went well. This could be orally or in writing.

For 3.2 the learner needs to **state** what did not go well. This could be orally or in writing.

Evidence for 3.1 and 3.2 may be a learner statement or review record.

Unit 307

Effective communication

| | |
|----------------------|--|
| UAN: | Y/505/4648 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 11 |
| Aim: | The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. understand why effective communication is important.

Assessment criteria

The learner can:

- 1.1 state why effective communication is important
- 1.2 give examples of positive communication and body language
- 1.3 give examples of **appropriate** and **inappropriate verbal communication**
- 1.4 give examples of **appropriate** and **inappropriate non-verbal communication**.

Range

1.3 appropriate verbal communication – speaking calmly and clearly appropriate and positive language, active listening.

1.3 inappropriate verbal communication – shouting, swearing, negative language, abusive, derogatory.

1.4 appropriate non-verbal communication – positive facial expressions, shaking hands, open body language.

1.4 inappropriate non-verbal communication – negative facial expressions, not shaking hands, closed body language.

| |
|---|
| Learning outcome |
| The learner will: 2. understand the difference between confident, aggressive, passive and assertive behavior. |
| Assessment criteria |
| The learner can: 2.1 list examples of confident behaviour 2.2 list examples of aggressive behaviour 2.3 list examples of passive behaviour 2.4 list examples of assertive behaviour 2.5 state the difference between confident, aggressive, passive and assertive behaviour. |

| |
|---|
| Learning outcome |
| The learner will: 3. know the difference between positive and negative feedback. |
| Assessment criteria |
| The learner can: 3.1 give an example of positive feedback 3.2 give an example of negative feedback. |

Unit 307 **Effective communication**

Supporting information

Guidance and evidence

For outcome 1.1 evidence may be a learner statement or assessor record.

For 1.2 Evidence may be a learner statement, pictures chosen from a range (eg newspaper) or assessor record. The learner needs to give at least two examples of positive communication and body language.

For 1.3 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate verbal communication** Evidence may be a learner statement or assessor record.

For 1.4 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate non-verbal communication**. Evidence may be a learner statement, pictures chosen from a range (eg newspaper) or assessor record.

For criterion 2.1 the learner needs to list at three examples of confident behaviour. This can be their own behaviour or the behaviour of others, eg a video clip showing different behaviours could be used.

For 2.2 the learner needs to list at three examples of aggressive behaviour. This can be their own behaviour or the behaviour of others, eg a video clip showing different behaviours could be used.

For 2.3 the learner needs to list at three examples of passive behaviour. This can be their own behaviour or the behaviour of others, eg a video clip showing different behaviours could be used.

For 2.4 the learner needs to list at three examples of assertive behaviour. This can be their own behaviour or the behaviour of others, eg a video clip showing different behaviours could be used.

Evidence for 2.1 to 2.5 could be a learner statement.

For criterion 3.1 the learner needs to give an example of positive feedback. This can be their own behaviour or the behaviour of others, eg a video clip showing different feedback could be used.

For 3.2 the learner needs to give an example of negative feedback. This can be their own behaviour or the behaviour of others, eg a video clip showing different feedback could be used.

Evidence for 3.1 and 3.2 could be a learner statement.

For criterion 1.1 the learner needs to state why effective communication is important. Communication refers to spoken and non-spoken communication such as body language.

Unit 308

Effective speaking for the workplace

| | |
|----------------------|--|
| UAN: | R/505/4650 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 16 |
| Aim: | The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. know why it is important to speak effectively at work.

Assessment criteria

The learner can:

- 1.1 describe why it is important to speak effectively in the workplace
- 1.2 describe why confidence is important to speaking effectively in workplace.

Learning outcome

The learner will:

2. be able to use language appropriate to a face to face situation in the workplace.

Assessment criteria

The learner can:

- 2.1 describe the difference between formal and informal language
- 2.2 speak formally or informally as appropriate to the situation
- 2.3 identify ways to show politeness when speaking to others in the workplace
- 2.4 state the importance of positive body language in a face to face situation.

Range

2.1 formal language – structured, addressing people correctly.

2.1 informal language – using slang.

Learning outcome

The learner will:

3. be able to make and receive a telephone call in the workplace.

Assessment criteria

The learner can:

3.1 identify the differences between a face to face and telephone conversation

3.2 suggest ways to address some of the differences

3.3 make a formal telephone call

3.4 answer a telephone call in the workplace.

Learning outcome

The learner will:

4. be able to contribute to conversations and discussions in the workplace.

Assessment criteria

The learner can:

4.1 make relevant comments and suggestions

4.2 ask and answer straightforward questions

4.3 volunteer positive ideas or opinions.

Unit 308 Effective speaking for the workplace

Supporting information

Guidance and evidence

For 2.2 Evidence could be a witness statement.

For 3.1 Evidence can be given orally or in writing.

For 3.3 and 3.4 Evidence is likely to be an assessor or witness statement and may include an audio recording.

For criterion 4.1 the learner needs to take part in at least one conversation or discussion in the workplace and make at least one relevant comment and at least one suggestion.

For 4.2 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to ask at least one straightforward question and answer at least one straightforward question.

For 4.3 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to volunteer at least one positive idea or opinion.

Evidence for 4.1 to 4.3 is likely to be a witness or assessor statement.

For criterion 1.1 the learner needs to describe why it is important to speak effectively in the workplace. This description can be given orally or in writing.

For 1.2 the learner needs to describe why confidence is important to speaking effectively in workplace. This description can be given orally or in writing.

For criterion 2.1 the learner needs to describe the difference between **formal** and **informal language**. This description can be given orally or in writing.

For 2.2 the learner needs to speak formally or informally as appropriate to the situation. The learner needs to use language appropriate for a face to face situation.

For 2.3 the learner needs to identify ways to show politeness when speaking to others in the workplace. The learner can refer to their own performance in 2.2 or give other examples.

For 2.4 the learner needs to state the importance of positive body language in a face to face situation. The learner can refer to their own performance in 2.2 in their statement or give other examples.

For criterion 3.1 the learner needs to identify at least two differences between a face to face and telephone conversation.

For 3.2 the learner needs to suggest ways to address at least two of the differences identified in 3.1.

For 3.3 the learner needs to make a formal telephone call suitable for a workplace setting.

For 3.4 the learner needs to answer a telephone call in a workplace setting.

Unit 309

Effective written communication for the workplace

| | |
|----------------------|--|
| UAN: | Y/505/4651 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 14 |
| Aim: | The aim of this unit is to help the learner understand why effective written communication is important and when different types of written communication could be used. The learner will prepare a range of written communications. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. understand different types of written communication.

Assessment criteria

The learner can:

- 1.1 identify different types of written communication
- 1.2 state the different situations where formal and informal written communication could be used.

Learning outcome

The learner will:

2. understand why effective written communication is important.

Assessment criteria

The learner can:

- 2.1 state why effective written communication is important
- 2.2 give examples of **appropriate** and **inappropriate written language**.

Range

2.2 appropriate written language – suitable format, structured, addressing people correctly.

2.2 inappropriate written language – using slang, too informal for the situation.

| |
|--|
| Learning outcome |
| The learner will: 3. be able to send a written communication for the workplace. |
| Assessment criteria |
| The learner can: 3.1 send a formal written communication 3.2 send an informal written communication 3.3 answer a written communication. |

Unit 309 **Effective written communication for the workplace**

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to identify at least three different types of written communication. Evidence could be a list or examples of the different types.

For 1.2 the learner needs to state at least two situations where formal communication could be used and two situations where informal written communication could be used. Evidence could be a list or examples of the different types.

For 2.2 the learner needs to give examples of **appropriate** and **inappropriate written language**. This could be a list or examples of the different types.

For criterion 2.1 the learner needs to state why effective written communication is important. This can be orally or in writing.

For criterion 3.1 the learner needs to prepare a formal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a written letter of application or an email to a company to complain about late delivery.

For 3.2 the learner needs to prepare an informal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a note or email for a colleague.

For 3.3 the learner needs to prepare an answer to a written communication for the workplace. This can be in handwriting or using ICT. This could be a reply to a formal or informal communication.

For outcome 3 the written communication should be appropriate to the situation and learners should check their spelling, punctuation and grammar. One or two mistakes are acceptable as long as the meaning is clear.

Unit 310

Enterprise activity

| | |
|----------------------|--|
| UAN: | T/506/3115 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 28 |
| Aim: | The aim of this unit is to help the learner develop his/her enterprise skills by planning, carrying out and review producing a product or service. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to plan to an enterprise activity.

Assessment criteria

The learner can:

- 1.1 choose an enterprise activity
- 1.2 identify when and where to have the enterprise activity
- 1.3 identify what needs to be done
- 1.4 list the equipment and materials needed
- 1.5 advertise the enterprise activity.

Learning outcome

The learner will:

2. be able to carry out an enterprise activity.

Assessment criteria

The learner can:

- 2.1 undertake the enterprise activity safely.

Learning outcome

The learner will:

3. be able to review an enterprise activity.

Assessment criteria

The learner can:

- 3.1 identify an aspect of the activity that went well
- 3.2 identify an aspect of the activity that did not go well
- 3.3 identify an improvement that could be made to the activity.

Unit 310 Enterprise activity

Supporting information

Guidance and evidence

Evidence for 1.1 to 1.4 could be a plan for the activity.

Evidence for 1.5 could be a poster, leaflet or audio recording.

Evidence for 2.1 is likely to be an assessor or witness statement. This may be supported by a candidate statement, peer statements and photographic evidence.

Evidence for 3.1 to 3.3 could be gathered during a review with an assessor or could be a learner statement.

For criterion 1.1 the learner needs to choose an enterprise activity. The activity can be a group or solo activity and can be chosen from a range of activities suggested by their assessor or group. If this is a group activity the learner should choose an enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group. The choice of activity should be agreed with the assessor.

For 1.2 the learner needs to identify when and where to have the enterprise activity. If this is a group activity the learner should identify when and where to have the enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group.

For 1.3 the learner needs to identify what needs to be done for the agreed activity.

For 1.4 the learner needs to list the equipment and materials needed for the agreed activity.

For 1.5 the learner needs to advertise the enterprise activity.

For criterion 2.1 the learner needs to undertake the enterprise activity safely.

For criterion 3.1 the learner needs to identify at least one aspect of the activity that went well.

For 3.2 the learner needs to identify at least one aspect of the activity that did not go well.

For 3.3 the learner needs to identify at least one improvement that could be made to the activity.

Unit 311

Healthy living

| | |
|----------------------|---|
| UAN: | H/506/2722 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 16 |
| Aim: | The aim of this unit is to help learners to identify ways in which a healthy lifestyle can be achieved and encourage them to demonstrate activities which will improve their own lifestyle. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. understand what is needed for a healthy lifestyle.

Assessment criteria

The learner can:

- 1.1 list **factors** that contribute to a healthy lifestyle
- 1.2 list **barriers** that prevent a healthy lifestyle
- 1.3 identify ways in which a healthy lifestyle can be achieved.

Range

1.1 factors – diet, exercise, sleep, safe sex.

1.2 barriers – money, access to facilities, time pressures.

Learning outcome

The learner will:

2. be able to maintain a healthy lifestyle.

Assessment criteria

The learner can:

- 2.1 carry out activities to contribute to a healthy lifestyle
- 2.2 review how activities have contributed to a healthier lifestyle.

Unit 311 Healthy living

Supporting information

Guidance and evidence

For outcome 1, a healthy lifestyle might include: balanced diet, eg food groups, risks of over/under eating; sufficient sleep, eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

For criterion 2.1 the candidate needs to carry out activities to contribute to a healthy lifestyle, eg eat five portions of fruit/vegetables, cycle to work/college.

For 2.2 the learner needs to review how activities have contributed to a healthier lifestyle

Unit 312

Interview skills

| | |
|----------------------|---|
| UAN: | Y/506/3107 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 27 |
| Aim: | The aim of this unit is to help the learner equip with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. know how to prepare for an interview.

Assessment criteria

The learner can:

- 1.1 research the company and the job role
- 1.2 prepare brief answers to a given set of questions that are likely to be asked at the interview
- 1.3 prepare questions to ask in an interview
- 1.4 identify how to seek clarity from the interviewer about questions asked
- 1.5 identify any documents that may be asked for at interview
- 1.6 identify the route and means of transport to take to attend the interview on time.

Learning outcome

The learner will:

2. be able to present and perform well at an interview.

Assessment criteria

The learner can:

- 2.1 dress appropriately and display good personal hygiene for the interview
- 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview
- 2.3 give clear, straightforward answers to the questions asked.

Learning outcome

The learner will:

3. be able to review own performance at an interview.

Assessment criteria

The learner can:

- 3.1 identify one aspect of the interview that went well
- 3.2 identify one aspect of the interview that did not go well
- 3.3 identify actions to improve performance at future interviews.

Unit 312 Interview skills

Supporting information

Guidance and evidence

For criteria 1.1 to 1.5 the learner needs to prepare for a real or simulated job interview.

For 1.6 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For outcome 3 the learner needs to review their performance during a real or simulated interview.

| | |
|----------------------|--|
| UAN: | M/501/6925 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Aim: | The aim of this unit is to introduce the learner to computer literacy. |
| Assessment | Learner portfolio. |

This unit is barred with the following unit:

- **406** Introduction to ICT

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|--|
| Learning outcome |
| The learner will: 1. interact with and use an ICT system. |
| Assessment criteria |
| The learner can: 1.1 use correct procedures for start and shutdown of an ICT system and to open and close applications 1.2 use input devices 1.3 use output devices 1.4 use software applications 1.5 recognise and use interface features. |

| |
|---|
| Learning outcome |
| The learner will: 2. follow recommended safe operating practices. |
| Assessment criteria |
| The learner can: 2.1 list safety points to be remembered when using a computer 2.2 follow safe practices. |

| |
|---|
| Learning outcome |
| The learner will: 3. use ICT to search for, select and use information. |
| Assessment criteria |
| The learner can: 3.1 use appropriate search techniques 3.2 select information 3.3 use information for an agreed purpose. |

Learning outcome

The learner will:

4. enter, develop and present information for an agreed purpose using an ICT system.

Assessment criteria

The learner can:

- 4.1 enter information
- 4.2 format text
- 4.3 insert and position images
- 4.4 present the information for an agreed purpose.

Unit 313 Introduction to ICT

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to **use** correct procedures for start and shutdown of an ICT system (this can be logging on and off). They need to open and close applications such as those used in 1.4.

For 1.2 the learner needs to **use** at least two input devices, eg keyboard, microphone, touch screen and mouse.

For 1.3 the learner needs to **use** at least two output devices, eg screen, printer, sending an email.

For 1.4 the learner needs to **use** at least two software applications, eg word processing, graphics, web browser, email.

For 1.5 the learner needs to **recognise** and **use** at least two interface features, eg menus, scroll, drag and drop, option buttons.

Evidence for 1.1 to 1.5 may be an assessor or a witness statement.

For criterion 2.1 the learner needs to **list** (orally or in writing) at least two safety points to be remembered when using a computer, eg sitting correctly, taking a break. Evidence for 2.1 may be a learner statement or an annotated photograph.

For 2.2 the learner must **follow** safe practices. The tutor/assessor should ensure the learner can work safely. Evidence may be an assessor or witness statement.

For criterion 3.1 the learner needs to **use** appropriate search techniques, eg a menu, contents list or internet. Evidence may be screen prints, print outs or assessor observation.

For 3.2 the learner needs to **select** information. This can involve copying and pasting or capturing images. Evidence may be screen prints, print outs or assessor observation.

For 3.3 the learner needs to **use** information selected in 3.2 for an agreed purpose. The purpose should be stated and may be given by, or agreed with, an appropriate person. Examples of purposes could include planning a journey, emailing a friend, completing a course work assignment or producing a poster. Evidence may be screen prints, print outs or assessor observation. Evidence may be used for outcome 4.

For criterion 4.1 the learner needs to **enter** information. This can involve an email, on-line form, poster.

For 4.2 the learner needs to **format** text, eg change font style, size.

For 4.3 the learner needs to **insert** and **position** images. Images can include clip art, photographs, pie charts.

For 4.4 the learner needs to **present** the information for an agreed purpose.

Evidence for 4.1 to 4.4 may include printouts or screen prints showing changes to the information and the final document, eg email, on-line form, poster.

Unit 314

Investigating rights and responsibilities at work

| | |
|----------------------|--|
| UAN: | T/506/2725 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. understand rights and responsibilities in the workplace. |
| Assessment criteria |
| The learner can: 1.1 identify employee rights in the workplace 1.2 identify employee responsibilities in the workplace 1.3 identify employer responsibilities in the workplace 1.4 state why the rights of others should be respected 1.5 identify sources of help within the workplace. |

Unit 314 Investigating rights and responsibilities at work

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to give at least two examples of employee rights in the workplace.

For 1.2 the learner needs to give at least two examples of employee responsibilities in the workplace.

For 1.3 the learner needs to give at least two examples of employer responsibilities in the workplace.

For 1.5 the learner needs to identify at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 1.4 the learner needs to state why the rights of others should be respected.

| | |
|----------------------|---|
| UAN: | H/506/2784 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to give the learner an understanding of personal finance. |
| Assessment | Learner portfolio. |

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|--|
| Learning outcome |
| The learner will: 1. understand the advantages and disadvantages of borrowing money. |
| Assessment criteria |
| The learner can: 1.1 identify from where money can be borrowed 1.2 outline the advantages of borrowing money 1.3 outline the disadvantages of borrowing money . |

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|---|
| Range |
| 1.2 and 1.3 borrowing money includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans. |

| |
|--|
| Learning outcome |
| The learner will: 2. understand the advantages of saving money. |
| Assessment criteria |
| The learner can: 2.1 identify different ways of saving money 2.2 list the benefits of saving money . |

| |
|---|
| Range |
| 2.1 and 2.2 saving money includes ways of accumulating money (eg informal saving at home and more formal arrangements such as saving stamps, savings accounts, premium bonds) and ways of saving money by reducing expenditure (eg buying in bulk, in sales, cheaper items). |

| |
|---|
| Learning outcome |
| The learner will: 3. understand why it is important to keep personal financial information secure. |
| Assessment criteria |
| The learner can: 3.1 outline ways of keeping personal financial information secure 3.2 state the importance of keeping personal financial information secure. |

| |
|--|
| Range |
| 3.1 and 3.2 personal financial information details about an individual's money and accounts such as pay slips, bank details, PIN numbers. |

Unit 315 Personal finance

Supporting information

Guidance and evidence

For criterion 1.1 the learner must **identify** from where money can be borrowed, eg formal – overdrafts, loans, pay day loans and credit cards, informal – friend and family. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 1.2 the learner must **outline** the advantages of borrowing money, eg to be able to buy something such as a moped or car, be able to do something such as go out with friends or go to the cinema and be able to save money over time by buying a monthly bus/train pass and buying special offers/sale offers. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.3 the learner must **outline** the disadvantages of borrowing money, eg money has to be paid back, high interest rates, getting into debt, family arguments bailiffs and stress. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **identify** different ways of saving money, eg installing water meters, better tariffs for TV, broadband and telephone packages, making a shopping list and not buying on impulse, buy one get one free offers, bulk buying, shopping in sales and online sites, eg e-bay, stop smoking, voucher codes. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.2 the learner must **list** the benefits of saving money, eg it can be kept for future use for a specific purpose or in case of emergencies, money saved in some bank accounts earns interest, it gives you financial security, financial flexibility (more choice of how and when to spend – bulk buys and special offers). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 3.1 the learner must **outline** ways of keeping personal financial information secure, eg regularly change pass words, pay for purchases only on secure websites, maintain computer security, do not give out personal information to people you do not know, shred all paperwork that contains names, address, date of birth, email, account numbers, erase all data from unwanted devices and do not write down your pin. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.2 the learner must **state** the importance of keeping personal financial information secure, eg to keep money safe, keep information private and confidential, to prevent fraud, to prevent theft. Evidence may be a written or verbal learner statement or an assessor record.

Unit 316

Personal presentation and hygiene

| | |
|----------------------|--|
| UAN: | T/505/4656 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 15 |
| Aim: | The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. understand the importance of personal hygiene.

Assessment criteria

The learner can:

- 1.1 identify what makes up a good **personal hygiene** routine
- 1.2 state why good **personal hygiene** is important
- 1.3 state the negative social effects of poor **personal hygiene**
- 1.4 identify the health risks associated with **personal hygiene**.

Range

1.1, 1.2, 1.3 & 1.4 personal hygiene – bathing, using deodorants, brushing teeth, hand washing.

Learning outcome

The learner will:

2. understand the importance of personal presentation.

Assessment criteria

The learner can:

- 2.1 identify what is meant by good **personal presentation**
- 2.2 state why good **personal presentation** is important
- 2.3 state the negative effects of poor **personal presentation**.

Range

2.1, 2.2 & 2.3 personal presentation – clean clothes, clean shoes.

Unit 316 Personal presentation and hygiene

Supporting information

Guidance and evidence

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For criterion 1.1 the learner needs to identify what makes up a good personal hygiene routine.

For 1.2 the learner needs to state why good personal hygiene is important.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene.

For criterion 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important.

For 2.3 the learner needs to state the negative effects of poor personal presentation.

| | |
|----------------------|---|
| UAN: | Y/501/6921 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 21 |
| Aim: | The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. understand own study or training programme. |
| Assessment criteria |
| The learner can: 1.1 identify what he/she aims to achieve by the end of the study or training programme 1.1 describe what he/she needs to do in order to follow the programme 1.2 identify the centre rules and regulations that affect him/her as a learner. |

| |
|--|
| Learning outcome |
| The learner will: 2. know the facilities and support available in the place of study or training. |
| Assessment criteria |
| The learner can: 2.1 list the facilities provided in the place of study or training 2.2 identify the support available for learners. |

| |
|---|
| Learning outcome |
| The learner will: 3. recognise personal strengths (skills, qualities and attitudes) needed for learning and work. |
| Assessment criteria |
| The learner can: 3.1 identify positive qualities and attitudes needed for learning and work 3.2 list his/her own personal strengths 3.3 give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing. |

| |
|---|
| Learning outcome |
| The learner will: 4. agree an action plan for self improvement. |
| Assessment criteria |
| The learner can: 4.1 identify areas for improvement with an appropriate person 4.2 contribute towards an action plan or contract. |

Unit 317 Planning for progression

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to **identify** what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement or records from initial assessment and induction.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme, eg attend timetabled sessions, complete set tasks. Evidence may include a learner statement or annotated documents, eg Individual Learning Plan (ILP), training agreement, timetable, action plan.

For 1.3 the learner needs to **identify** the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook and induction pack but a handbook or induction pack without annotation or further evidence will not be sufficient.

For criterion 2.1 the learner needs to **list** some of the facilities provided (eg library, IT, canteen, crèche). Evidence may include highlighted information (eg student handbook and/or induction pack).

For 2.2 the learner needs to **identify** the support available (eg internal support could be tutor guidance, student support services and external support could be Connexions/Information Advice and Guidance (IAG) services. Evidence may include annotated information (eg student handbook and/or induction pack) or learner statement.

For criterion 3.1 the learner needs to **identify** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **list** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she feels good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussion.

Unit 318

Recognise the benefits of leisure time

| | |
|----------------------|--|
| UAN: | R/506/2652 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to recognise the benefits of leisure time. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. understand the meaning of leisure time. |
| Assessment criteria |
| The learner can: 1.1 define the meaning of leisure time . |

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| Range |
| 1.1 leisure time – time spent with friends and/or family, following a hobby, playing sport/games or time alone etc. |

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| Learning outcome |
| The learner will: 2. be able to recognise leisure time activities. |
| Assessment criteria |
| The learner can: 2.1 list leisure time activities 2.2 identify time available for leisure. |

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| Learning outcome |
| The learner will: 3. be able to recognise the benefits of leisure time. |
| Assessment criteria |
| The learner can: 3.1 outline the benefits of leisure time . |

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|--|
| Range |
| 3.1 benefits of leisure time – health, social life, family life, learning new skills etc. |

Unit 318 **Recognise the benefits of leisure time**

Supporting information

Guidance and evidence

For criterion 1.1 the learner must **define** the meaning of leisure time, eg use of free time for enjoyment, time spent with friends and/or family, following a hobby, playing sport/games or time alone. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.1 the learner must **list** leisure time activities, eg socialising with family and friends, volunteering, hobbies and interests, sport, exercise, outdoor activities, music, computer games, shopping, clubs and societies. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.2 the learner must **identify** time available for leisure, eg time not committed to work/study/training or other responsibilities. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, spider diagram, timetable or diary log.

For criterion 3.1 the learner must **outline** the benefits of leisure time, eg achieving a good work/life balance, learning a new skill, reducing stress, meeting new people, healthy lifestyle, more optimistic outlook on life, taking up new hobbies and interests. Evidence may be a written or verbal learner statement, an assessor record or a spider diagram.

Unit 319

Rights, responsibilities and citizenship

| | |
|----------------------|--|
| UAN: | M/506/2724 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH | 25 |
| Aim: | The aim of this unit is to help the learner gain a basic understanding of individuals' rights and responsibilities, aspects of the law and the democratic and electoral process. |
| Assessment | Learner portfolio. |

| |
|---|
| Learning outcome |
| The learner will: 1. understand individual rights and responsibilities. |
| Assessment criteria |
| The learner can: 1.1 give an example of a right 1.2 give an example of a responsibility 1.3 identify a relevant individual right 1.4 identify sources of support or information about rights and responsibilities 1.5 describe a personal responsibility 1.6 describe a responsibility that an individual has to others. |

Learning outcome

The learner will:

2. understand rights and responsibilities of a citizen.

Assessment criteria

The learner can:

- 2.1 give an example of citizen's rights and responsibilities as a:
- 2.2 consumer
- 2.3 member of a local community
- 2.4 member of society
- 2.5 state **how a citizen's rights are protected**.

Range

2.2 how a citizen's rights are protected – laws, enforcement agencies.

Learning outcome

The learner will:

3. understand aspects of rules and laws.

Assessment criteria

The learner can:

- 3.1 give a reason why society needs rules
- 3.2 give an example of a law and how it is enforced.

Learning outcome

The learner will:

4. know different types of elections.

Assessment criteria

The learner can:

- 4.1 list different types of elections that an individual can vote in
- 4.2 identify who can vote in a general election.

Range

4.1 types of elections – general, local, trade union, committee, referendum, council.

Unit 319 **Rights, responsibilities and citizenship**

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to give at least one example of a right
Evidence can be given orally or in writing.

For 1.2 the learner needs to give at least one example of a responsibility
Evidence can be given orally or in writing.

For 1.3 the learner needs to give at least one example of a right that is relevant to them in their situation. The learner should say why this is relevant to them. Evidence can be given orally or in writing.

For 1.4 the learner needs to identify at least two sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For criterion 2.1 the learner needs to give at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:

- a consumer
- a member of a local community
- a member of society.

Evidence can be given orally or in writing.

For criterion 3.1 the learner needs to give at least one reason why society needs rules. Evidence can be given orally or in writing.

For 3.2 the learner needs to give at least one example of a law and how it is enforced

For 3.1 and 3.2 evidence can be given orally or in writing.

For criterion 4.1 the learner needs to list at least three different types of elections that an individual can vote in

Evidence for 4.1 and 4.2 can be given orally or in writing.

For 1.5 the learner needs to describe a personal responsibility they have.
Evidence can be given orally or in writing.

For 1.6 the learner needs to describe a responsibility that an individual has to others. This may be their own responsibility. Evidence can be given orally or in writing.

For 4.2 the learner needs to identify who can vote in a general election.

| | |
|----------------------|--|
| UAN: | M/506/3114 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Aim: | The aim of this unit is to introduce the learner to safety legislation and working safely at work. |
| Assessment | Learner portfolio. |

| |
|---|
| Learning outcome |
| The learner will: |
| 1. understand health and safety legislation for the workplace. |
| Assessment criteria |
| The learner can: |
| 1.1 give a reason why health and safety legislation is important in the workplace |
| 1.2 identify the health and safety laws that apply to all workplaces. |

| |
|---|
| Range |
| 1.2 laws – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act. |

| |
|---|
| Learning outcome |
| The learner will: |
| 2. know about risks and hazards in the workplace. |
| Assessment criteria |
| The learner can: |
| 2.1 list the main hazards in a workplace |
| 2.2 list the main risks in the workplace |
| 2.3 contribute to a risk assessment. |

| |
|---|
| Range |
| 2.1 main hazards – trailing cables, blocked fire exits, electrical equipment. |
| 2.2 main risks – slips, trips and falls, no escape route, electric shock, injury or death. |

Learning outcome

The learner will:

3. know what responsibilities people have for safety in the workplace.

Assessment criteria

The learner can:

- 3.1 identify the person responsible for health and safety in the workplace
- 3.2 identify own behaviour for safe practice in the workplace
- 3.3 identify own responsibility for reporting hazards in the workplace
- 3.4 identify steps to be followed in the case of:
 - a. fire
 - b. accident
 - c. emergency.

Unit 320 Safe learning in the workplace

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to give one reason health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify 2 health and safety laws that apply to all workplaces.

For criterion 2.1 the learner needs to list the main hazards in a workplace.

For 2.2 the learner needs to list the main risks in a workplace.

For 2.3 the learner needs to plan how to reduce any risks and/or hazards, eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc. Learners should not be asked to carry out risk assessments.

For criterion 3.1 the learner should be specific as the workplace means either the learner's place of work/work experience placement or their potential work environment.

For 3.2 the learner needs to identify their own behaviour for safe practices in the workplace and carry out safe practices.

For criterion 3.3 the learner needs to understand that everyone has a responsibility for health and safety and they should be able to clearly identify their own responsibilities to themselves and to others.

For 3.4 the learner needs detail the steps to be followed in the case of:

- fire
- accident
- emergency.

The learner should consider hoax calls and the dangers/impacts these may have.

Unit 321

Searching for a job

| | |
|----------------------|--|
| UAN: | H/506/2641 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |
| Aim: | The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to find out about opportunities for work.

Assessment criteria

The learner can:

- 1.1 identify different sources of information to find out about jobs
- 1.2 use sources of information to find key facts about different jobs
- 1.3 identify different types of **employment and training opportunities**.

Range

1.3 employment and training opportunities – Apprenticeships, training for work, volunteering, internships, jobs.

Learning outcome

The learner will:

2. be able to search for job vacancies.

Assessment criteria

The learner can:

- 2.1 describe the key features of a job advert
- 2.2 identify own requirements and skills
- 2.3 identify job vacancies that meet own requirement and skills
- 2.4 identify how to sign up to different organisations' job alert systems.

Unit 321 Searching for a job

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to identify different sources of information to find out about jobs.

For 1.2 the learner needs to use sources of information to find key facts about different jobs.

For 1.3 the learner needs to identify different types of employment and training opportunities.

Jobs could be local, national or global.

For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

For 2.4 the learner is expected to identify some job boards and company websites which require users to create an account when they apply for jobs.

Unit 322

Take part in leisure activities

| | |
|----------------------|---|
| UAN: | K/506/2785 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to introduce learners to a range of leisure activities. |
| Assessment | Learner portfolio. |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise different types of leisure activities. |
| Assessment criteria |
| 1.1 The learner can: 1.2 identify leisure activities . |

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| Range |
| 1.2 leisure activities – challenging, relaxing etc. |

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| Learning outcome |
| The learner will: 2. be able to take part in leisure activities. |
| Assessment criteria |
| The learner can: 2.1 take part in a challenging activity 2.2 review a challenging activity 2.3 take part in a relaxing activity 2.4 review a relaxing activity. |

Unit 322 Take part in leisure activities

Supporting information

Guidance and evidence

For criterion 1.1 the learner must **identify** leisure activities, eg sport, social, family, clubs, hobbies and interests. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.1 the learner must **take part** in a challenging activity, eg an activity that has not been done before, overcomes fears, pushes the limits of ability. Evidence may be a written or verbal learner statement with an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.2 the learner must **review** a challenging activity, eg outline the activity and then identify aspects that were and were not enjoyed and/or aspects that went well and not so well. Evidence may be a written or verbal learner statement.

For criterion 2.3 the learner must **take part** in a relaxing activity, eg outside of work/college/place of study, in own leisure time, to reduce stress, promote well-being. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.4 the learner must **review** a relaxing activity, eg outline the activity and then identify aspects that were and were not enjoyed and if the activity helped to promote relaxation. Evidence may be a written or verbal learner statement.

The learner must take part in a challenging and relaxing activity, which appeals to their own lifestyle choices.

Unit 323

Undertaking work placement

| | |
|----------------------|--|
| UAN: | F/506/2727 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |
| Aim: | The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to identify potential work placement opportunities.

Assessment criteria

The learner can:

- 1.1 identify own skills and interests
- 1.2 identify work placement opportunities which match own skills and interests.

Learning outcome

The learner will:

2. know what is expected during the work placement.

Assessment criteria

The learner can:

- 2.1 identify appropriate behaviours and attitudes for the work placement
- 2.2 identify the route and means of transport to take to attend the work placement on time
- 2.3 identify different tasks to be performed during the work placement
- 2.4 identify appropriate sources of support during the work placement
- 2.5 identify a desired outcome of the work placement.

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| Learning outcome |
| The learner will: 3. be able to reflect on the experience of the work placement. |
| Assessment criteria |
| The learner can: 3.1 identify what went well during the work placement 3.2 identify what did not go well during the work placement 3.3 identify what was learned about the job role and their work placement 3.4 identify what was learned about personal qualities during the work placement 3.5 identify how to build on the work placement experience. |

Unit 323 Undertaking work placement

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to identify own skills and interests when considering a work placement.

For 1.2 the learner needs to identify work placement opportunities which match own skills and interests.

For criterion 2.1 the learner needs to identify appropriate behaviours and attitudes for the work placement.

For 2.2 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.3 the learner needs to identify different tasks to be performed during the work placement.

For 2.4 the learner needs to identify appropriate sources of support during the work placement.

For 2.5 the learner needs to identify a desired outcome of the work placement.

For criterion 3.1 the learner needs to identify what went well during the work placement.

For 3.2 the learner needs to identify what did not go well during the work placement.

For 3.3 the learner needs to identify what was learned about the job role and their work placement.

For 3.4 the learner needs to identify what was learned about personal qualities during the work placement.

For 3.5 the learner needs to identify how to build on the work placement experience.

Unit 324

Working as part of a team

| | |
|----------------------|--|
| UAN: | A/506/2726 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 24 |
| Aim: | The aim of this unit is to help the learner to develop team working skills by understanding the roles and procedures of teams and being able to work with others to achieve a shared goal. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. working as part of a team.

Assessment criteria

The learner can:

- 1.1 state what is meant by the term team
- 1.2 list different types of team
- 1.3 give an example of a successful team
- 1.4 list **different roles** in a team.

Range

1.4 different roles – leader, manager etc.

Learning outcome

The learner will:

2. understand the benefits of team working.

Assessment criteria

The learner can:

- 2.1 list the factors that make an effective team
- 2.2 list benefits of effective teamwork.

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| Learning outcome |
| The learner will: 3. understand how to work towards a team task. |
| Assessment criteria |
| The learner can: 3.1 identify the task of the team 3.2 plan the team task 3.3 identify own role in achieving the team task 3.4 identify others role in achieving the team task 3.5 list the support and resources needed to help work towards the team task. |

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| Learning outcome |
| The learner will: 4. be able to follow the plan. |
| Assessment criteria |
| The learner can: 4.1 follow plan 4.2 suggest an improvement to the plan. |

Unit 324 Working as part of a team

Supporting information

Guidance and evidence

For criterion 1.1 the learner needs to state what is meant by the term team.

For 1.2 the learner needs to list different types of team.

For 1.3 the learner needs to give an example of a successful team.

For 1.4 the learner needs to list different roles in a team.

For criterion 2.1 the learner needs to list the factors that make an effective team.

For 2.2 the learner needs to list benefits of effective teamwork.

For criterion 3.1 the learner needs to identify the task of the team.

For 3.2 the learner needs to plan the team task.

For 3.3 the learner needs to identify own role in achieving the team task.

For 3.4 the learner needs to identify others role in achieving the team task.

For 3.5 the learner needs to list the support and resources needed to help work towards the team task.

For criterion 4.1 the learner needs to follow plan to achieve the task.

For 4.2 the learner needs to suggest an improvement to the plan.

Unit 325

Recognise a healthy farm animal

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|----------------------|------------|
| UAN: | Y/502/0726 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise a healthy farm animal. |
| Assessment criteria |
| The learner can: 1.1 recognise signs of health in farm animals 1.2 inspect animals for health 1.3 list signs that indicate a farm animal is ill or unwell 1.4 report findings to supervisor 1.5 maintain personal safety and hygiene when inspecting animals. |

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| Learning outcome |
| The learner will: 2. know why farm animals should be checked for health. |
| Assessment criteria |
| The learner can: 2.1 state why farm animals should be regularly checked for health. |

Unit 325 Recognise a healthy farm animal

Supporting information

Guidance

For this unit there should be two different species of farm animals available. Learners will not need to restrain the animal; they can observe them in a pen or observe one that is restrained by a supervisor or other responsible person.

Unit 326

Move and prepare farm animal pens

| | |
|----------------------|------------|
| UAN: | D/502/0727 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

Learning outcome

The learner will:

1. be able to dismantle, move and set up farm animal pens.

Assessment criteria

The learner can:

- 1.1 dismantle farm animal pens
- 1.2 move pens to new destination
- 1.3 state why farm animal pens need to be moved and must be secure
- 1.4 construct pen and check it provides adequate shelter
- 1.5 give reasons for safe lifting techniques
- 1.6 set up pen with clean bedding, water and feed
- 1.7 introduce animal to new pen
- 1.8 maintain own safety and hygiene.

Unit 326 Move and prepare farm animal pens

Supporting information

Guidance

For this unit, the learner may require assistance when moving the pen.
Assistance may be given when introducing the animal to the pen.

Unit 327

Clean farm animal housing

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|----------------------|------------|
| UAN: | H/502/0728 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to clean out farm animal pen/housing and bed down. |
| Assessment criteria |
| The learner can: 1.1 prepare to clean farm animal housing 1.2 check that tools and equipment are safe to use 1.3 clean out farm animal housing 1.4 use, clean and store PPE, tools and equipment safely 1.5 maintain own safety and personal hygiene during operations 1.6 list safety procedures to follow during cleaning. |

| |
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| Learning outcome |
| The learner will: 2. know why farm animal housing needs cleaning. |
| Assessment criteria |
| The learner can: 2.1 state reasons for cleaning farm animal housing. |

Unit 327 **Clean farm animal housing**

Supporting information

Guidance

For this unit, the learner will need to clean out a pen that does not contain an animal. The animal(s) should be removed prior to the assessment by the supervisor or other responsible person.

Unit 328

Weigh farm animals

| | |
|----------------------|------------|
| UAN: | K/502/0729 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to weigh farm animals. |
| Assessment criteria |
| The learner can: 1.1 prepare to weigh farm animals 1.2 move and load animal into weighing equipment 1.3 give reasons for making sure the weigh area must be free from hazards 1.4 weigh and record farm animal details 1.5 release farm animal safely and return to pen 1.6 clean weighing equipment and dispose of waste 1.7 maintain own safety during operations 1.8 state why the weight of animals is recorded. |

Unit 328 Weigh farm animals

Supporting information

Guidance

For this unit, the learner may require assistance when moving the animal into the weighing area, crate or crush.

Unit 329

Feed young farm animals

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|----------------------|------------|
| UAN: | D/502/0730 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to feed milk substitute to young farm animals. |
| Assessment criteria |
| The learner can: 1.1 collect and check feeding equipment is safe to use 1.2 state why feeding equipment should be checked for safety/cleanliness before use 1.3 prepare milk substitute to feed to young farm animals 1.4 prepare feeding equipment 1.5 feed milk substitute to young farm animals 1.6 maintain own safety and hygiene during operations. |

| |
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| Learning outcome |
| The learner will: 2. know why milk substitute is fed to young farm animals. |
| Assessment criteria |
| The learner can: 2.1 give a reason for feeding milk substitute to young farm animals. |

Unit 329 Feed young farm animals

Supporting information

Guidance

For this unit, a young animal that is used to being handled and fed milk substitute should be used.

Unit 330

Characteristics and breeds of poultry

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|----------------------|------------|
| UAN: | L/502/0769 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise breeds and characteristics of poultry. |
| Assessment criteria |
| The learner can: 1.1 recognise breeds of poultry 1.2 give a reason for identifying different breeds of poultry correctly 1.3 recognise the characteristics of different breeds of poultry 1.4 state the purpose of different breeds of poultry. |

Unit 330 Characteristics and breeds of poultry

Supporting information

Guidance

For this unit, the learner will need to recognise at least one real live bird. However, pictures of different breeds that show their characteristics may be used, but it is preferable to use real birds where this is possible. Characteristics could mean colour of feathers, size, shape of beak, feet, comb, wattle etc.

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|----------------------|------------|
| UAN: | F/502/0770 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise suitable accommodation for poultry. |
| Assessment criteria |
| The learner can: 1.1 recognise types of housing for poultry 1.2 recognise the features of poultry accommodation 1.3 recognise types of suitable bedding for poultry 1.4 state why suitable bedding needs to be provided for poultry 1.5 state why adequate ventilation is required for poultry accommodation 1.6 state why poultry accommodation needs to be situated in a suitable position. |

Unit 331 Poultry housing and bedding

Supporting information

Guidance

For this unit, two types of accommodation for poultry should be available. Learners will be required to identify 6 features of one type of accommodation.

Unit 332

Check that poultry are healthy

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|----------------------|------------|
| UAN: | Y/502/0774 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to check poultry for health. |
| Assessment criteria |
| The learner can: 1.1 catch and hold poultry correctly 1.2 identify areas on a bird to check for health 1.3 recognise signs of health in poultry 1.4 give a reason for observing bird behaviour 1.5 state why sick birds must be isolated from the flock 1.6 maintain own safety and hygiene throughout operations. |

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| Learning outcome |
| The learner will: 2. know why poultry need to be checked for health. |
| Assessment criteria |
| The learner can: 2.1 give a reason for checking that a bird is healthy. |

Unit 332 Check that poultry are healthy

Supporting information

Guidance

For this unit there must be at least one bird available that the learner can check for signs of health. This task is to be carried out with the assistance of an experienced operator.

Unit 333

Disinfect poultry accommodation

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|----------------------|------------|
| UAN: | D/502/0775 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to disinfect poultry accommodation. |
| Assessment criteria |
| The learner can: 1.1 prepare poultry accommodation for disinfection 1.2 prepare tools, equipment and materials for use 1.3 state why it is important to mix disinfectant to the correct strength 1.4 disinfect poultry accommodation ensuring adequate ventilation throughout the process 1.5 restore the accommodation for bird use 1.6 use, clean and store PPE, tools and equipment safely 1.7 maintain the safety of self, others and animals during the operation. |

| |
|---|
| Learning outcome |
| The learner will: 2. know how to maintain the health and safety of people and birds when disinfecting poultry accommodation. |
| Assessment criteria |
| The learner can: 2.1 state why PPE needs to be worn 2.2 state why birds should be removed from the accommodation prior to disinfection. |

Unit 333 Disinfect poultry accommodation

Supporting information

Guidance

For this unit, the accommodation that needs to be disinfected must be free from birds or other animals. A supervisor or other experienced operator will need to make sure that the accommodation is emptied prior to the learner being assessed.

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|----------------------|------------|
| UAN: | H/502/0776 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. grade poultry eggs by weight. |
| Assessment criteria |
| The learner can: 1.1 prepare equipment for grading poultry eggs 1.2 state why eggs need to be weighed 1.3 sort and grade eggs by weight 1.4 pack eggs into marked boxes and store 1.5 state why eggs should be stored correctly before sale 1.6 give a reason for marking eggs with a best before date 1.7 state why dirty eggs should not be washed 1.8 maintain own safety and hygiene throughout operations. |

Unit 334 Grading poultry eggs

Supporting information

Guidance

For this unit, small, medium, large and extra large eggs must be available for grading.

Unit 335

Catch and lead a horse

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|----------------------|------------|
| UAN: | D/502/0694 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to catch and lead a horse. |
| Assessment criteria |
| The learner can: 1.1 prepare equipment required to catch horse 1.2 state why equipment for catching and leading horses needs to be safe to use 1.3 catch a horse 1.4 state why horses need to be approached calmly and confidently 1.5 lead a horse 1.6 release horse securely in new location 1.7 give a reason for shutting all gates and doors securely 1.8 use, clean and store PPE and other equipment safely 1.9 maintain the health and safety of self, others and animals during the operation. |

Unit 335 Catch and lead a horse

Supporting information

Guidance

For this unit, there should be an appropriately quiet horse or pony available for the learner to catch and lead.

Unit 336

Recognise signs of health in a horse

| | |
|----------------------|------------|
| UAN: | H/502/0695 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

Learning outcome

The learner will:

1. be able to check for signs of health in a horse.

Assessment criteria

The learner can:

- 1.1 prepare a horse for a health check
- 1.2 state why horses should be regularly checked for health
- 1.3 perform a basic health check on a horse using signs as an indicator of good health
- 1.4 list the signs that would indicate that a horse is unwell
- 1.5 state the action to be taken if a horse is showing signs of ill health
- 1.6 release horse safely after the health check
- 1.7 use, clean and store PPE and other equipment safely
- 1.8 maintain the health and safety of self, others and animals during the operation.

Unit 336 Recognise signs of health in a horse

Supporting information

Guidance

For this unit a horse needs to be tied up and checked for signs of health. Assistance to secure the horse with a quick release knot is permissible.

Unit 337

Fit and remove a rug

| | |
|----------------------|------------|
| UAN: | M/502/0697 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to fit and remove a rug from a horse. |
| Assessment criteria |
| The learner can: 1.1 prepare horse to receive a rug 1.2 put on a rug safely and securely 1.3 remove rug safely from horse 1.4 maintain own safety and hygiene throughout operations 1.5 give a reason why horses wear rugs. |

| |
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| Learning outcome |
| The learner will: 2. know why rugs are put on and removed correctly and safely. |
| Assessment criteria |
| The learner can: 2.1 give a reason for putting a rug on correctly 2.2 give a reason for removing rugs safely. |

Unit 337 Fit and remove a rug

Supporting information

Guidance

For this unit, the learner will need to recognise both stable rugs and those used in the field. They will only be required to fit one type of rug.

Unit 338

Saddle and bridle a horse

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|----------------------|------------|
| UAN: | L/502/0934 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to put a saddle and bridle on a horse. |
| Assessment criteria |
| The learner can: 1.1 prepare horse for tacking up 1.2 select saddle and bridle and check for safety 1.3 state why the correct tack should be put on the correct horse 1.4 carry out activities to tack up a horse 1.5 state why tack needs to be put on in the correct sequence 1.6 secure horse 1.7 maintain own safety and hygiene throughout operations. |

Unit 338 Saddle and bridle a horse

Supporting information

Guidance

For this unit, the learner will be directed to the correct tack to use to saddle and bridle a horse. The horse will already be restrained.

Unit 339

Clean horse tack

| | |
|----------------------|------------|
| UAN: | T/502/0698 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. clean a saddle and bridle. |
| Assessment criteria |
| The learner can: 1.1 prepare items of tack for cleaning 1.2 strip and clean a saddle 1.3 strip and clean a bridle 1.4 use, clean and store PPE and equipment safely. |

| |
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| Learning outcome |
| The learner will: 2. know why tack needs to be cleaned. |
| Assessment criteria |
| The learner can: 2.1 give a reason for keeping leather work clean 2.2 state why the bit needs to be kept clean. |

Unit 339 **Clean horse tack**

Supporting information

Guidance

For this unit the learner will need to take apart a saddle and bridle, and this may be done with some assistance. The learner will also need to reassemble the saddle and bridle, and assistance is allowed for this.

Unit 340

Recognise types and parts of the body of small animals

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|----------------------|------------|
| UAN: | L/502/0612 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise species, and parts of the body, of small animals. |
| Assessment criteria |
| The learner can: 1.1 recognise species of small animals 1.2 recognise parts of the body of small animals 1.3 state key differences between animal species 1.4 state how one animal species moves 1.5 maintain own safety and hygiene throughout operations. |

Unit 340 **Recognise types and parts of the body of small animals**

Supporting information

Guidance

For this unit, there needs to be access to sufficient animals from the range. Any species of rodent, reptile or bird can be used.

Unit 341

Assist with catching and restraining a small animal

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|----------------------|------------|
| UAN: | R/502/0613 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to catch and restrain a small animal. |
| Assessment criteria |
| The learner can: 1.1 recognise suitable equipment for catching and restraining small animals 1.2 assist with catching a small animal 1.3 assist with restraining a small animal 1.4 identify equipment used to move/transport small animals 1.5 move/transport a small animal from one location to another 1.6 maintain own safety and hygiene throughout operations 1.7 give a reason why care should be taken when moving and restraining animals. |

Unit 341

Assist with catching and restraining a small animal

Supporting information

Guidance

For this unit, there must be sufficient animals from the range and suitable equipment for restraining and handling. The learner will be able to move one type of animal correctly and safely.

Unit 342

Check that a small animal is healthy

| | |
|----------------------|------------|
| UAN: | Y/502/0614 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to restrain and complete a health check on a small animal. |
| Assessment criteria |
| The learner can: 1.1 prepare to restrain a small animal 1.2 restrain a small animal 1.3 recognise areas of the body for checking to establish health 1.4 identify signs of good health in small animals 1.5 maintain own safety and hygiene throughout operations. |

| |
|--|
| Learning outcome |
| The learner will: 2. know the signs of good health in a small animal. |
| Assessment criteria |
| The learner can: 2.1 state the signs which indicate that a small animal is healthy. |

Unit 342 **Check that a small animal is healthy**

Supporting information

Guidance

For this unit, one type of animal needs to be inspected for health. The animal can be restrained by the supervisor or other suitable person whilst the learner undertakes the health check.

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|----------------------|------------|
| UAN: | D/502/0615 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to groom a small animal. |
| Assessment criteria |
| The learner can: 1.1 give a reason for grooming a small animal 1.2 recognise items of grooming equipment 1.3 restrain a small animal for grooming 1.4 groom a small animal 1.5 use, clean and store PPE, tools and equipment safely 1.6 maintain the safety of self, others and animals during the operation 1.7 state why PPE needs to be worn. |

Unit 343 Groom a small animal

Supporting information

Guidance

For this unit, one type of animal needs to be groomed. The animal can be restrained by the supervisor or other suitable person whilst the learner undertakes the grooming activity.

Unit 344

Show visitors around a small animal enterprise

| | |
|----------------------|------------|
| UAN: | H/502/0616 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to greet and show visitors around a small animal unit. |
| Assessment criteria |
| The learner can: 1.1 present self appropriately 1.2 conduct self appropriately and politely 1.3 give a reason for greeting visitors politely 1.4 show visitors around the unit 1.5 state why visitors should not touch animals. |

Unit 344 Show visitors around a small animal enterprise

Supporting information

Guidance

For this unit learners need to show people around a small animal enterprise or unit. The visitors do not need to be strangers and they can be individuals who are known to the learner, but not the assessor.

Unit 345

Recognise trees and plants and their importance to wildlife

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|----------------------|------------|
| UAN: | Y/502/0824 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise common trees and plants. |
| Assessment criteria |
| The learner can: 1.1 recognise common trees 1.2 recognise common plants 1.3 recognise constituent parts of a tree or plant 1.4 identify the functions of constituent parts of trees or plants 1.5 state the benefits of trees to wildlife 1.6 state the difference between deciduous and evergreen trees. |

Unit 345 **Recognise trees and plants and their importance to wildlife**

Supporting information

Guidance

For this unit, learners should recognise trees ideally commonly found in woodland and hedgerows of the local area.

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|----------------------|------------|
| UAN: | D/502/0923 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to edge and repair a footpath. |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment 1.2 prepare site for work 1.3 carry out activities to edge and repair a footpath 1.4 state why secure edging is required at the sides of a path 1.5 state why wooden stakes are cut off at an angle 1.6 use, clean and store PPE, tools and equipment safely 1.7 maintain the safety of self and others during the operation. |

Unit 346 Edge and repair a footpath

Supporting information

Guidance

For this unit, if there are different tools not listed in the Unit Recording Document, indicate which other tools were recognised by writing them in under 'other'. The path maintained should be of appropriate woodland/park type, ie not concrete or tarmac.

Unit 347

Maintain an area of habitat

| | |
|----------------------|------------|
| UAN: | H/502/0924 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to maintain an area of habitat. |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment for work 1.2 carry out maintenance appropriate to the habitat 1.3 give a reason for maintaining a habitat 1.4 recognise plants and animals common to the habitat 1.5 list plants and animals commonly found in a habitat 1.6 state why animals, birds and insects should be encouraged to a wildlife area 1.7 dispose of waste materials and tidy site 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 347 Maintain an area of habitat

Supporting information

Guidance

For this unit, any type of maintenance work for any type of habitat may be used, for example wetland, log pile, woodland, hedge, wildflower meadow etc. If there are different tools not listed in the Unit Recording Document, indicate which other tools were recognised by writing them in under 'other'.

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| UAN: | K/502/0925 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to plant young trees. |
| Assessment criteria |
| The learner can: 1.1 prepare tools, materials and equipment for use 1.2 prepare ground for planting 1.3 state the best time of year to plant young trees 1.4 carry out activities to plant trees 1.5 name conditions when it is unsuitable to plant trees 1.6 name maintenance tasks that need to be undertaken 1.7 dispose of waste and tidy site 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 348 **Plant young trees**

Supporting information

Guidance

For this unit, any suitable type of tree can be used, as appropriate to the area.

Unit 349

Show visitors around a wildlife area

| | |
|----------------------|------------|
| UAN: | R/502/0935 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to greet and show visitors around a wildlife area. |
| Assessment criteria |
| The learner can: 1.1 present self appropriately 1.2 conduct self appropriately 1.3 state why visitors should be greeted politely 1.4 greet visitors and show visitors around an area of habitat, conservation or wildlife 1.5 state why visitors should not trample on plants 1.6 identify plants, trees and animals to visitors. |

Unit 349 **Show visitors around a wildlife area**

Supporting information

Guidance

For this unit, the wildlife area could be any type of habitat, conservation or wildlife area. The visitors do not need to be strangers and they can be individuals who are known to the learner.

Unit 350

Recognise parts of plants

| | |
|----------------------|------------|
| UAN: | K/502/0617 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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|---|
| Learning outcome |
| The learner will: 1. be able to recognise parts of plants. |
| Assessment criteria |
| The learner can: 1.1 recognise constituent parts of a plant. |

| |
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| Learning outcome |
| The learner will: 2. know the functions of parts of a plant. |
| Assessment criteria |
| The learner can: 2.1 list the functions of different parts of a plant. |

Unit 350 **Recognise parts of plants**

Supporting information

Guidance

For this unit, different types of plants may be used to cover all of the range, as required.

Unit 351

Harvest a crop

| | |
|----------------------|------------|
| UAN: | T/502/0622 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to harvest a crop. |
| Assessment criteria |
| The learner can: 1.1 prepare tools and check they are safe to use 1.2 give a reason for identifying an unsuitable crop 1.3 confirm crop is ready to harvest 1.4 carry out activities to harvest a crop 1.5 reject unsuitable crop as appropriate 1.6 give a reason for rejecting a crop 1.7 dispose of waste and tidy site 1.8 maintain the safety of self and others during the operation. |

Unit 351 Harvest a crop

Supporting information

Guidance

For this unit, any type of crop that is suitable for harvesting may be used. When choosing tools, those appropriate to the task should be chosen. Please state which tools were used on the Unit Recording Document.

Unit 352

Insert plant material

| | |
|----------------------|------------|
| UAN: | M/502/0618 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to insert plant material. |
| Assessment criteria |
| The learner can: 1.1 collect and prepare plant material for inserting 1.2 give a reason for handling plant material carefully 1.3 choose tools and equipment and check they are safe to use 1.4 carry out activities to insert plant materials 1.5 provide immediate aftercare to plant 1.6 state the conditions needed for plants to grow 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 352 Insert plant material

Supporting information

Guidance

For this unit, one type of plant material only needs to be used. When choosing tools and equipment, those appropriate to the task should be chosen. Please state which tools and equipment were used on the Unit Recording Document.

Unit 353

Control weeds in a planted area

| | |
|----------------------|------------|
| UAN: | T/502/0619 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to control weeds in a planted area. |
| Assessment criteria |
| The learner can: 1.1 recognise the weeds to be removed in the planted area 1.2 collect tools and equipment 1.3 name a method of weed control 1.4 carry out activities to weed an area 1.5 state types of material suitable for use as a mulch 1.6 list soil conditions when mulch should not be applied 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 353 Control weeds in a planted area

Supporting information

Guidance

For this unit, weeds that are not harmful for the learner to handle should be used. When choosing tools and equipment, those appropriate to the task should be chosen. Please state which tools and equipment were used on the Unit Recording Document.

| | |
|----------------------|------------|
| UAN: | K/502/0620 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to edge up a lawn, flowerbed or shrubbery. |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment 1.2 edge amenity area 1.3 give a reason for edging up an amenity area 1.4 state why plants should not be covered with excess soil 1.5 dispose of waste and finish area as appropriate 1.6 use, clean and store PPE, tools and equipment safely. |

Unit 354 Edge up an amenity area

Supporting information

Guidance

For this unit, any type of edging tools may be used. When choosing tools and equipment, those appropriate to the task should be chosen. Please state which tools and equipment were used on the Unit Recording Document.

Unit 355

Water plant material by hand

| | |
|----------------------|------------|
| UAN: | M/502/0621 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to water plant material using a hose or watering can. |
| Assessment criteria |
| The learner can: 1.1 choose and collect equipment 1.2 position equipment safely and correctly 1.3 carry out watering activities methodically 1.4 give a reason why plants need to have an adequate water supply 1.5 state the effect of having too fast a flow rate 1.6 state the effect of having too slow a flow rate 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 355 **Water plant material by hand**

Supporting information

Guidance

For this unit, either a hose, or a watering can, may be used. If using a watering can, the learner needs to be assessed using one type of attachment.

Unit 356

Construct a composter

| | |
|----------------------|------------|
| UAN: | T/502/1026 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to construct a composter. |
| Assessment criteria |
| The learner can: 1.1 identify tools to prepare site and for construction of composter 1.2 identify suitable materials 1.3 state why it is necessary to use well preserved timber in the construction process 1.4 carry out activities to construct a composter 1.5 state why it is important to allow air into the composter 1.6 give a reason for composting materials 1.7 dispose of waste 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 356 Construct a composter

Supporting information

Guidance

For this unit, the appropriate tools for the task need to be listed in the Unit Recording Document. One type of composter needs to be constructed, with assistance if required.

Unit 357

Shred waste vegetation

| | |
|----------------------|------------|
| UAN: | F/502/1028 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

NOTE: This unit is unsuitable for Pre-16 learners

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| Learning outcome |
| The learner will: 1. be able to shred waste vegetable matter. |
| Assessment criteria |
| The learner can: 1.1 give a reason for shredding waste vegetable matter 1.2 identify shredder and check for safety to use 1.3 a reason for checking the shredder is safe to use 1.4 identify safe methods to load and operate shredder and recover shredded material 1.5 a reason for loading material safely into the shredder 1.6 carry out activities to shred waste vegetation 1.7 a reason for recovering shredded material safely 1.8 put shredded material in composter or on ground as mulch 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 357 Shred waste vegetation

Supporting information

Guidance

For this unit, a suitable shredder in good, safe working order should be available.

Unit 358

Condition floristry plant material

| | |
|----------------------|------------|
| UAN: | T/502/0636 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to condition plant material. |
| Assessment criteria |
| The learner can: 1.1 unpack fresh flowers and foliage 1.2 recognise materials and tools and check for safe use 1.3 carry out activities to condition plant materials 1.4 give a reason for storing plant material in cool dry shady conditions 1.5 state why it is important to check that plant material is healthy and not damaged 1.6 give a reason for flower food to be added to water 1.7 store tools and unused materials safely. |

Unit 358 **Condition floristry plant material**

Supporting information

Guidance

For this unit tools (list below), flower food, bucket, packed plant material and a cool area for storage must be available. Cutting must be done under supervision.

Unit 359

Recognise materials used in floristry

| | |
|----------------------|------------|
| UAN: | L/502/0805 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise materials used in floristry. |
| Assessment criteria |
| The learner can: 1.1 recognise floristry materials 1.2 recognise floristry accessories 1.3 give a reason for using the correct materials 1.4 state why it is important to handle and store materials correctly and safely. |

Unit 359 **Recognise materials used in floristry**

Supporting information

Guidance

For this unit materials (listed on the Unit Recording Document), accessories (greeting cards and card holders) must be available.

Unit 360

Gift wrap a single flower

| | |
|----------------------|------------|
| UAN: | R/502/0806 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to gift wrap a single flower. |
| Assessment criteria |
| The learner can: 1.1 recognise all materials and accessories 1.2 check tools are safe to use 1.3 give a reason for gift wrapping fresh plant material 1.4 carry out activities to gift wrap a single flower 1.5 state why it is necessary to handle plant material with care 1.6 decorate gift wrapped flower as appropriate 1.7 state why it is important to secure materials correctly 1.8 dispose of waste and store unused materials. |

Unit 360 **Gift wrap a single flower**

Supporting information

Guidance

For this unit tools, materials, single fresh flowers, leaves (listed on the Unit Recording Document) and greeting card must be available. For the practical, the learner will need to wrap a single flower in a flower tube and decorate it with a ribbon. Cutting must be done under supervision.

Unit 361

Make a country basket arrangement

| | |
|----------------------|------------|
| UAN: | Y/502/0807 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

Learning outcome

The learner will:

1. be able to make a country basket arrangement.

Assessment criteria

The learner can:

- 1.1 recognise all materials and accessories
- 1.2 check tools are safe to use
- 1.3 carry out activities to make a country basket arrangement
- 1.4 give a reason for cutting flower/ leaves to correct length
- 1.5 give a reason for positioning flowers/ leaves in floral foam securely and correctly
- 1.6 state why it is important to cover all of the floral foam
- 1.7 provide water for arrangement as appropriate
- 1.8 dispose of waste and store unused materials.

Unit 361 Make a country basket arrangement

Supporting information

Guidance

For this unit plant material and floral mechanics (listed on the Unit Recording Document) must be available. Cutting must be done under supervision.

Unit 362

Make a single flower buttonhole

| | |
|----------------------|------------|
| UAN: | D/502/0808 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to make a single flower buttonhole. |
| Assessment criteria |
| The learner can: 1.1 recognise all materials and accessories 1.2 check tools are safe to use 1.3 carry out activities to make a single flower buttonhole 1.4 give a reason for wiring the flower and foliage 1.5 state why it is necessary to cover the flower stem with stem tape 1.6 attach fastening under supervision 1.7 give a reason for spraying the completed buttonhole with water 1.8 dispose of waste and store unused materials 1.9 maintain own safety and hygiene. |

Unit 362 Make a single flower buttonhole

Supporting information

Guidance

For this unit plant material and floral mechanics (list below) must be available. Cutting must be done under supervision.

Unit 363

Introduction to the hospitality industry

| | |
|----------------------|------------|
| UAN: | H/506/2817 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. know the main outlets in the hospitality industry. |
| Assessment criteria |
| The learner can: 1.1 give examples of different types of outlets in the hospitality industry 1.2 give examples of the types of services offered within the hospitality industry. |

| |
|---|
| Learning outcome |
| The learner will: 2. know the job opportunities within the hospitality industry. |
| Assessment criteria |
| The learner can: 2.1 list the job roles that are available in the hospitality industry 2.2 identify a range of job opportunities available in the hospitality industry. |

Unit 363 Introduction to the hospitality industry

Supporting information

Guidance

For this unit, learners receive a general introduction to the hospitality industry including:

- food preparation and cooking
- food and drinks services
- accommodation services
- guest services.

Learners will be expected to achieve this unit in an appropriate working context.

Unit 364

Basic cooking

| | |
|----------------------|------------|
| UAN: | D/506/2816 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to cook basic food items and dishes. |
| Assessment criteria |
| The learner can: 1.1 select the correct ingredients for basic dishes from a given range 1.2 choose the correct equipment 1.3 use selected equipment in a safe and hygienic way 1.4 demonstrate the ability to cook food items safely and hygienically 1.5 demonstrate the ability to clean work areas and equipment safely and hygienically during and after cooking 1.6 identify what went well and make suggestions for any improvements. |

Unit 364 Basic cooking

Supporting information

Guidance

For this unit, learners are introduced to cooking basic food items and dishes safely and hygienically under supervision. To meet the learning outcome learners need to cook at least two dishes/food items. Any type of food product may be produced.

Unit 365

Guest services in the hospitality industry

| | |
|----------------------|------------|
| UAN: | H/506/2820 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to work as part of the guest services team. |
| Assessment criteria |
| The learner can: 1.1 state how to work well as part of a guest services team 1.2 under instruction, demonstrate the ability to carry out the preparation of guest services; transporting materials, equipment and linen 1.3 under instruction, demonstrate the ability to service public areas, bedrooms, bathrooms/washrooms. |

| |
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| Learning outcome |
| The learner will: 2. be able to communicate with customers. |
| Assessment criteria |
| The learner can: 2.1 demonstrate the ability to greet customers appropriately 2.2 demonstrate the ability to respond to customer queries politely 2.3 demonstrate the ability to refer queries to the correct person. |

| |
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| Learning outcome |
| The learner will: 3. know a range of guest services. |
| Assessment criteria |
| The learner can: 3.1 identify different guest services that are available to customers. |

Unit 365 **Guest services in the hospitality industry**

Supporting information

Guidance

For this unit, learners will assist others in cleaning bedrooms, bathrooms/washrooms and communal areas and will be able to refer customer queries to the relevant person.

Learners will be expected to achieve this unit in a guest services context.

Unit 366

Basic food preparation

| | |
|----------------------|------------|
| UAN: | K/506/2818 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to prepare food for cold presentation or cooking. |
| Assessment criteria |
| The learner can: 1.1 select the correct ingredients for basic dishes 1.2 choose the correct equipment 1.3 use selected equipment in a safe and hygienic way 1.4 prepare food items for cold presentation safely and hygienically 1.5 demonstrate the ability to set aside or store prepared food items ready for use according to instructions 1.6 demonstrate the ability to clean work areas and equipment safely and hygienically during the preparation of food. |

Unit 366 **Basic food preparation**

Supporting information

Guidance

For this unit, learners are introduced to preparing food for cold presentation or for cooking safely and hygienically. Any type of food product may be produced.

To meet the learning outcome learners need to prepare at least two dishes/food items.

| | |
|----------------------|------------|
| UAN: | K/506/2821 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to serve food and drink to customers. |
| Assessment criteria |
| The learner can: 1.1 list the stages in serving the customer food and drink 1.2 collect a food and/or drink order that has been prepared 1.3 identify location of customers to be served 1.4 serve food and drink to customers, politely, safely and hygienically. |

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| Learning outcome |
| The learner will: 2. be able to work as part of a food and drink service team. |
| Assessment criteria |
| The learner can: 2.1 state the skills needed to work well as part of a food and drink service team 2.2 work with others to serve food and drink 2.3 provide assistance in the preparation/assembly of food and drink 2.4 provide assistance in the safe and hygienic preparation, maintenance and cleaning of service areas. |

Unit 367 **Serving food and drink**

Supporting information

Guidance

For this unit, learners are introduced to food and drink service. This involves working with others to serve food and drink, assisting in the preparation/assembly of food and drink and assisting in the safe and hygienic preparation, maintenance and cleaning of service areas.

Learners will be expected to achieve this unit in an appropriate work context.

Unit 368

Customer service in the hospitality industry

| | |
|----------------------|------------|
| UAN: | M/506/2819 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. know the importance of good customer service. |
| Assessment criteria |
| The learner can: 1.1 state why good customer service is important. |

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| Learning outcome |
| The learner will: 2. be able to communicate with customers. |
| Assessment criteria |
| The learner can: 2.1 demonstrate the ability to communicate positively in routine situations (verbal) 2.2 demonstrate the ability to communicate positively in routine situations (non verbal) 2.3 demonstrate the ability to listen attentively to customers. |

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| Learning outcome |
| The learner will: 3. know the importance of good personal presentation. |
| Assessment criteria |
| The learner can: 3.1 give examples of good personal presentation 3.2 give reasons why poor personal presentation is unacceptable 3.3 demonstrate the ability to present self appropriately to serve customers. |

Unit 368 **Customer service in the hospitality industry**

Supporting information

Guidance

For this unit, learners will learn the importance of good customer service and methods of communicating positively in routine situations. They will be required to present themselves appropriately in order to serve customers.

Learners are expected to achieve this unit in an appropriate work context.

Unit 369

Looking after customers in a retail environment

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|----------------------|------------|
| UAN: | F/505/3882 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. know how to project positive impression of self and company to customers. |
| Assessment criteria |
| The learner can: 1.1 state why the following are important to creating a positive impression: a. personal appearance b. following a dress code 1.2 state how to greet customers in a positive way. |

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| Learning outcome |
| The learner will: 2. be able to communicate with customers. |
| Assessment criteria |
| The learner can: 2.1 communicate with customers using: a. clear language b. appropriate tone c. positive manners d. positive body language. |

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| Learning outcome |
| The learner will: 3. be able to deal with customer enquiries. |
| Assessment criteria |
| The learner can: 3.1 list a range of customer enquiries common to a retailer 3.2 respond politely to straightforward enquiries. |

Unit 369 Looking after customers in a retail environment

Supporting information

Guidance

This unit is about the learner helping to greet and help a limited number of customers with their enquiries. The learner will be expected to work under close supervision in the retail environment. This may be carried out in a simulated environment.

Unit 370

Handling stock in a retail environment

| | |
|----------------------|------------|
| UAN: | J/505/3883 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to unpack and move stock safely. |
| Assessment criteria |
| The learner can: 1.1 unpack items of stock safely 1.2 respond to instructions to move goods and materials carefully to prevent damage 1.3 use safe handling techniques to move goods and materials safely to prevent injury to self or others. |

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| Learning outcome |
| The learner will: 2. know how to store stock safely. |
| Assessment criteria |
| The learner can: 2.1 state reasons for putting stock into the right storage place safely 2.2 contribute to storing items neatly and securely and in correct order. |

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| Learning outcome |
| The learner will: 3. know how to fill up stock on display. |
| Assessment criteria |
| The learner can: 3.1 state reasons for filling up stock on display 3.2 contribute to the cleaning and tidying of shelves without altering the layout of the display 3.3 contribute to the positioning of items on shelves in the right place and order. |

Unit 370 Handling stock in a retail environment

Supporting information

Guidance

This unit is about the learner helping to handle a limited range of stock in the store/stockroom and filling up one or more items of stock on display. The learner will be expected to work under close supervision in the retail environment. This may be carried out in a simulated environment.

Unit 371

Keeping the retail work environment clean, tidy and safe

| | |
|----------------------|------------|
| UAN: | A/505/5064 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. know how to clean work areas. |
| Assessment criteria |
| The learner can: 1.1 state reasons for keeping the work area clean and tidy 1.2 follow instructions for cleaning the work area. |

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| Learning outcome |
| The learner will: 2. be able to dispose of waste and rubbish safely. |
| Assessment criteria |
| The learner can: 2.1 follow instructions for the safe disposal of different types of waste and rubbish. |

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| Learning outcome |
| The learner will: 3. know how to ask for help in an accident or emergency. |
| Assessment criteria |
| The learner can: 3.1 list types of accidents and emergencies that may occur in a retail environment 3.2 identify the appropriate person(s) to ask for help in case of an accident or emergency 3.3 state appropriate responses to instructions given by senior staff and the emergency services. |

Unit 372

Wax and polish a motor car or van

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|----------------------|------------|
| UAN: | D/502/0761 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

Learning outcome

The learner will:

1. be able to wax and polish a motor car or van.

Assessment criteria

The learner can:

- 1.1 recognise vehicle to be waxed and polished
- 1.2 recognise the main external parts of a vehicle
- 1.3 prepare cleaning materials
- 1.4 carry out activities to wax and polish a vehicle
- 1.5 give a reason for following manufacturer's instructions
- 1.6 state why the vehicle needs to be free from dirt
- 1.7 give a reason for using soft cloths
- 1.8 state why the correct cleaning materials should be used for different parts of the vehicle
- 1.9 use, clean and store PPE safely.

Unit 372 Wax and polish a motor car or van

Supporting information

Guidance

This unit only covers the waxing/polishing of a motor vehicle. The vehicle should be cleaned in preparation for this unit.

Unit 373

Remove check and replace a wheel on a motor car or van

| | |
|----------------------|------------|
| UAN: | H/502/0762 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to check and replace a wheel on a motor car or van. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment and check for safety to use 1.2 give a reason for slackening wheel nuts before jacking up 1.3 give a reason for using axle stands 1.4 give a reason for using chocks 1.5 remove wheel from vehicle 1.6 check wheel for condition 1.7 state why wheels need to be checked for condition 1.8 replace wheel on vehicle 1.9 use, clean and store PPE safely. |

Unit 373 Remove check and replace a wheel on a motor car or van

Supporting information

Guidance

For this unit the vehicle must be raised, secured and lowered by a suitably qualified other person. The learner is only required to change the wheel once the vehicle has been secured.

Unit 374

Check and maintain levels of fluids in a motor car and van

| | |
|----------------------|------------|
| UAN: | M/502/0764 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to check and maintain the levels of fluids in a motor car or van. |
| Assessment criteria |
| The learner can: 1.1 recognise fluids and fluid reservoirs 1.2 carry out activities to check and maintain levels of fluids 1.3 give a reason for checking that fluid used is correct grade and type 1.4 give a reason for replacing reservoir caps securely 1.5 use, clean and store PPE safely. |

| |
|---|
| Learning outcome |
| The learner will: 2. know why fluid levels require checking and maintaining. |
| Assessment criteria |
| The learner can: 2.1 give a reason for checking fluid levels 2.2 state why levels need maintaining. |

Unit 374 **Check and maintain levels of fluids in a motor car and van**

Supporting information

Guidance

This can be carried out as part of routine servicing of the vehicle. Where specific oil grades are required, guidance should be given to the learner.

Normally the learner would check and maintain oil, screenwash and one other but this can be varied if some of the reservoirs are inaccessible.

Unit 375

Check and maintain lights on a motor car or van

| | |
|----------------------|------------|
| UAN: | A/502/0766 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to check and maintain lights on a motor car or van. |
| Assessment criteria |
| The learner can: 1.1 recognise lights on a vehicle 1.2 check lights for correct functioning 1.3 give a reason for checking lights are in working order 1.4 give a reason for replacing non-functioning bulbs 1.5 maintain lights on a vehicle 1.6 give a reason for completing service records accurately 1.7 use, clean and store PPE safely. |

Unit 375 Check and maintain lights on a motor car or van

Supporting information

Guidance

Any vehicle with standard lights for road use is appropriate. Tutor can assist with checking function of lights by operating the switches if required. The vehicle should be 'rigged' so that at least one bulb requires replacement.

Unit 376

Replace spark plugs

| | |
|----------------------|------------|
| UAN: | J/502/0768 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to replace spark plugs. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment and check for safety to use 1.2 carry out activities to replace spark plugs 1.3 give a reason for replacing a spark plug correctly 1.4 give a reason for replacing the ignition lead(s) correctly 1.5 use, clean and store PPE safely. |

Unit 376 Replace spark plugs

Supporting information

Guidance

Any spark ignition engine can be used for this assessment.

For ease of access it is acceptable for the assessment to take place on an engine removed from the vehicle but recognition of spark plug position should be done with engine in place.

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|----------------------|------------|
| UAN: | A/502/1027 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to sort rags into re-useable items and different grades of wiping cloths. |
| Assessment criteria |
| The learner can: 1.1 collect unwanted textiles suitable for re-use 1.2 identify tools and equipment 1.3 state a reason for selecting strong textured rags 1.4 sort textiles into appropriate groups 1.5 give a reason for having different grades of wiping cloths 1.6 dispose of waste materials 1.7 use, clean and store PPE, tools and equipment safely 1.8 state why materials should be stored appropriately. |

Unit 377 **Re-use of textiles**

Supporting information

Guidance

For this unit, a wide range of textiles should be available.

| | |
|----------------------|------------|
| UAN: | J/502/1029 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to refurbish furniture to a serviceable standard for re-use. |
| Assessment criteria |
| The learner can: 1.1 prepare to refurbish furniture 1.2 identify tools and materials 1.3 carry out activities to refurbish furniture 1.4 give a reason for using dowels or biscuit joints in a wood joint 1.5 state why it is necessary to use different grades of sandpaper or wire wool 1.6 state why it is important to apply oil, wax, paint or varnish to wood 1.7 transport item to storage or sale 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 378 Refurbish furniture

Supporting information

Guidance

For this unit, tools and materials appropriate to the item of furniture being re-furbished should be selected and these need to be stated on the Unit Recording Document.

The type of protective surface needs to be appropriate to the item, and this should be identified on the Unit Recording Document.

Unit 379

Re-furbish or re-use discarded item

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|----------------------|------------|
| UAN: | A/502/1030 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to re-furbish or re-use a discarded item. |
| Assessment criteria |
| The learner can: 1.1 recognise item to be used, materials and equipment 1.2 prepare work area 1.3 carry out activities to re-furbish or re-use an item 1.4 state why old nails and rust need to be removed 1.5 give a reason for re-furbishing or re-using an item 1.6 give a reason for applying finishing materials 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 379 Re-furbish or re-use discarded item

Supporting information

Guidance

To enable learners to demonstrate their ability to re-furbish a discarded item so that it is in a useable state or re-use a discarded item to create a new item.

Unit 380

Recognise and use hand tools and materials used in construction

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|----------------------|------------|
| UAN: | K/502/0777 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise and use hand tools and materials used in construction. |
| Assessment criteria |
| The learner can: 1.1 recognise a range of hand tools 1.2 recognise materials used for construction 1.3 check tools and equipment are safe to use 1.4 give a reason for checking that tools are safe to use 1.5 carry out activities to use hand tools 1.6 state why it is important to clean, treat and store tools correctly after use 1.7 clean, treat and store hand tools after use 1.8 use, clean and store PPE safely. |

Unit 380 **Recognise and use hand tools and materials used in construction**

Supporting information

Guidance

A range of common hand tools and materials should be available for this unit. Where those listed in the Unit Recording Document are not available, alternatives can be used. This should be indicated on the sheet under 'other'.

| | |
|----------------------|------------|
| UAN: | M/502/0778 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to cut building materials using different cutting tools. |
| Assessment criteria |
| The learner can: 1.1 recognise tools used in cutting and check for safety to use 1.2 use techniques to mark and measure out length of material to be cut 1.3 carry out activities to cut building materials 1.4 give a reason for supporting and securing materials to be cut 1.5 state why cutting edges must be sharp 1.6 clean and tidy work area 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 381 **Cut building materials**

Supporting information

Guidance

A range of cutting (hand) tools, not powered tools) should be available along with a range of building materials to be cut.

The assessment is primarily about safe cutting. Assistance may be given with accuracy if cutting to a specification.

Unit 382

Mix bonding materials using a mixer

| | |
|----------------------|------------|
| UAN: | T/502/0779 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

Learning outcome

The learner will:

1. be able to mix bonding materials using a mixer.

Assessment criteria

The learner can:

- 1.1 recognise tools and mixer and check for safety to use
- 1.2 state the features of a suitable cement mixer
- 1.3 prepare bonding materials and mixer for use
- 1.4 carry out activities to mix bonding materials
- 1.5 give a reason why it is important to thoroughly mix dry materials together
- 1.6 empty, wash and clean mixer
- 1.7 state why water should not be allowed to get into the electrics of an electrically driven cement mixer
- 1.8 clean and tidy work area
- 1.9 use, clean and store PPE, tools and equipment safely.

Unit 382 Mix bonding materials using a mixer

Supporting information

Guidance

A working 'cement mixer' must be available for this unit. Guidance should be given to the learner to get the correct mix quantities and ratio.

| | |
|----------------------|------------|
| UAN: | K/502/0780 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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|---|
| Learning outcome |
| The learner will: 1. be able to build a straight section of wall. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and check for safety to use 1.2 recognise building material 1.3 prepare site for work 1.4 carry out activities to build a straight section of wall 1.5 state why most walls are built in a 'stretcher bonded' design 1.6 state why it is important to check the wall is level and plumb during construction 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 383 Build a straight section of wall

Supporting information

Guidance

Learners are required to construct a wall using a chosen building material. The wall can be of any length and may be part of an existing landscaping project or a simulated section of wall specifically for the assessment.

Unit 384

Lay a concrete path

| | |
|----------------------|------------|
| UAN: | M/502/0781 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to assist with laying an area of path. |
| Assessment criteria |
| The learner can: 1.1 recognise tools, equipment and materials and check for safety to use 1.2 prepare area to lay concrete 1.3 carry out activities to lay a concrete path 1.4 give a reason for tamping down 1.5 protect freshly laid concrete 1.6 give a reason for covering concrete after laying 1.7 state why concrete should be correctly levelled 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 384 Lay a concrete path

Supporting information

Guidance

For this unit, the learner is required to assist in laying a length of concrete path. There is no specification as to dimensions of the area laid.

| | |
|----------------------|------------|
| UAN: | M/502/1011 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to assist with laying an area of slabs. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and materials and check for safety to use 1.2 prepare, transport and lay bedding materials 1.3 state why slabs must be lifted and handled correctly 1.4 carry out activities to lay slabs 1.5 give a reason for filling the joints between slabs 1.6 clean and tidy work area 1.7 dispose of waste 1.8 use, clean and store PPE, tools and equipment safely 1.9 give a reason for wearing steel toe-capped footwear. |

Unit 385 **Lay slabs**

Supporting information

Guidance

For this unit, four or more slabs need to be laid, correctly and safely.

Unit 386

Remove screws

| | |
|----------------------|------------|
| UAN: | F/502/0753 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to remove screws. |
| Assessment criteria |
| The learner can: 1.1 recognise a range of screwdrivers and screws 1.2 check tools for safety to use 1.3 give a reason for using the correct size and type of screwdriver 1.4 carry out activities to remove screws 1.5 state why the screw head should be cleaned before unscrewing 1.6 dispose of waste and tidy work area 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 386 Remove screws

Supporting information

Guidance

For this unit, the learner will be able to remove slot head and cross head screws.

| | |
|----------------------|------------|
| UAN: | J/502/0754 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to join materials using glue. |
| Assessment criteria |
| The learner can: 1.1 recognise materials to be joined, glue and clamping devices 1.2 prepare to join surface 1.3 carry out activities to join surfaces 1.4 use clamping devices correctly 1.5 state why correct procedures should be taken when gluing materials 1.6 give a reason for using clamping devices 1.7 give a reason why joined items should be left for sufficient time 1.8 dispose of waste 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 387 Join wood-based materials

Supporting information

Guidance

For this unit, any three of the materials listed, in the Unit Recording Document, need to be joined together safely and correctly.

Unit 388

Drill holes in wood-based materials

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|----------------------|------------|
| UAN: | R/502/0756 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to drill holes in wood-based materials. |
| Assessment criteria |
| The learner can: 1.1 recognise drills and materials to be drilled 1.2 prepare to drill materials 1.3 carry out activities to drill holes in wood-based materials 1.4 dispose of waste 1.5 use, clean and store PPE, tools and equipment safely. |

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| Learning outcome |
| The learner will: 2. know the reasons for using different types of drills. |
| Assessment criteria |
| The learner can: 2.1 give a reason for using a hand held drill 2.2 give a reason for using a pillar drill 2.3 give a reason for using a hand brace. |

Unit 388 Drill holes in wood-based materials

Supporting information

Guidance

For this unit, three different materials suitable for drilling holes in must be available.

| | |
|----------------------|------------|
| UAN: | D/502/0758 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to finish wood-based surfaces. |
| Assessment criteria |
| The learner can: 1.1 recognise different types of finishing materials, surfaces to be finished and equipment required 1.2 give a reason for using different surfaces and materials 1.3 prepare and secure the surface to be finished 1.4 carry out activities to finish wood-based surfaces 1.5 give a reason for using different grades of finishing materials 1.6 dispose of waste and tidy work area 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 389 **Finish wood-based surfaces**

Supporting information

Guidance

For this unit, three types of surfaces need to be available.

Unit 390

Apply finishing material to wood-based surfaces

| | |
|----------------------|------------|
| UAN: | H/502/0759 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to apply finishing material to wood-based surfaces. |
| Assessment criteria |
| The learner can: 1.1 recognise surfaces and finishing materials 1.2 prepare surface for finishing 1.3 carry out activities to apply finishing materials 1.4 give a reason for following the correct procedures when applying finishing materials 1.5 dispose of waste and tidy work area 1.6 use, clean and store PPE, tools and equipment safely 1.7 give a reason for taking care when applying finishing materials 1.8 state the action to take if material is splashed into eyes. |

Unit 390 Apply finishing material to wood-based surfaces

Supporting information

Guidance

For this unit, three surfaces will need to be finished using materials as appropriate.

Unit 391

Make a coil vase or cylinder

| | |
|----------------------|------------|
| UAN: | F/502/0929 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to prepare materials and produce a coil vase or cylinder. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment and check for safety to use 1.2 prepare clay to make shapes 1.3 give a reason for preparing clay before use 1.4 carry out activities to produce a coil vase or cylinder 1.5 name causes of work distorting or cracking before finishing 1.6 state one method to ensure that pots do not dry out too quickly before firing 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 391 Make a coil vase or cylinder

Supporting information

Guidance

For this unit, a coil vase or container should be produced by the learner.

| | |
|----------------------|------------|
| UAN: | T/502/0930 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to prepare slip and cast a pot in a mould. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and materials 1.2 prepare area for work 1.3 carry out activities to produce slip 1.4 state why slip requires sieving 1.5 demonstrate activities to cast a pot in a mould 1.6 state why slip cast might distort or crack before firing 1.7 store cast and surplus materials 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 392 **Cast a pot**

Supporting information

Guidance

For this unit, any type of pot may be produced by the learner.

| | |
|----------------------|------------|
| UAN: | A/502/0931 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to use techniques to decorate greenware. |
| Assessment criteria |
| The learner can: 1.1 recognise tools for use with clay 1.2 recognise equipment and materials and check for safety to use 1.3 carry out activities to decorate greenware 1.4 glaze and store greenware 1.5 state a potential problem when impressing patterns in clay 1.6 state a place where it would be appropriate to use heavy texturing or embossing 1.7 dispose of waste 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 393 Decorate greenware

Supporting information

Guidance

For this unit, the learner needs to decorate greenware safely and correctly using two different methods, as appropriate to the tools, equipment and materials available.

| | |
|----------------------|------------|
| UAN: | F/502/0932 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to decorate a pot with slip and apply glaze. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment 1.2 prepare slip and glaze 1.3 carry out activities to decorate greenware using slip 1.4 glaze a slipped pot 1.5 demonstrate correct storage of glazed pot 1.6 dispose of waste 1.7 use, clean and store PPE, tools and equipment safely. |

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| Learning outcome |
| The learner will: 2. know the importance of correct preparation of clay and glaze. |
| Assessment criteria |
| The learner can: 2.1 state why clay should be kneaded before use 2.2 state why air bubbles should be expelled 2.3 state why glaze should be of the correct consistency 2.4 state why the pot should be dry before glazing. |

Unit 394 Slip decorate and glaze a pot

Supporting information

Guidance

For this unit, tools and materials should be selected as appropriate to the activity and one pot needs to be decorated with white or coloured slip and clear or coloured glaze.

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|----------------------|------------|
| UAN: | J/502/0933 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to use techniques to throw a pot. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment 1.2 give a reason for kneading clay before use 1.3 state why the clay should be of the correct consistency 1.4 state why a pot may go off centre 1.5 use a potter's wheel to produce a pot 1.6 state a reason for choosing the correct wheel speed 1.7 remove, store and dry pot 1.8 dispose of waste 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 395 Throw a pot

Supporting information

Guidance

For this unit, tools need to be selected as appropriate to the activity.

Unit 396

Drill holes in metal

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|----------------------|------------|
| UAN: | F/502/0798 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise tools used for drilling and drill holes in metal. |
| Assessment criteria |
| The learner can: 1.1 recognise tools required to drill holes 1.2 recognise different drills that may be used to drill holes 1.3 recognise parts of a drill 1.4 recognise materials to be drilled 1.5 give a reason for drilling a pilot hole 1.6 carry out activities to drill holes in metal 1.7 dispose of waste 1.8 clean and tidy work area 1.9 use, clean and store PPE, tools and equipment safely. |

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| Learning outcome |
| The learner will: 2. know how to ensure safety when drilling holes in metal. |
| Assessment criteria |
| The learner can: 2.1 give a reason for securing the material to be drilled 2.2 give a reason for ensuring that the drill bit is correctly secured in the chuck 2.3 give a reason for not having too fast a drill speed. |

Unit 396 Drill holes in metal

Supporting information

Guidance

For this unit the learner is required to drill a hole in three different metals using the appropriate tools. Pictures may be used for the recognition part of this unit. The tutor may assist learner with tightening the chuck if required. This will not affect the achievement of the unit.

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|----------------------|------------|
| UAN: | J/502/0804 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to join metal surfaces. |
| Assessment criteria |
| The learner can: 1.1 recognise metals to be joined and fixings 1.2 recognise tools and equipment and check for safety to use 1.3 give a reason for joining materials using different methods 1.4 prepare to drill holes in metal surfaces 1.5 give a reason for checking that holes drilled are of the correct size 1.6 carry out activities to join surfaces 1.7 state why the correct size of joining items should be used 1.8 clean and tidy work area 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 397 Join metals

Supporting information

Guidance

Pictures can be used for the recognition part of this unit.

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|----------------------|------------|
| UAN: | H/502/0809 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to join metal by soldering. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment and check for safety to use 1.2 prepare metal surfaces for joining 1.3 state why surfaces should be cleaned prior to being soldered 1.4 carry out activities to solder metal surfaces safely 1.5 give a reason for using flux 1.6 give a reason for checking that the soldering iron is sufficiently hot 1.7 check surfaces are soldered securely 1.8 state why surfaces should be allowed to cool before being moved 1.9 clean and tidy work area 1.10 use, clean and store PPE, tools and equipment safely. |

Unit 398 Join metals by soldering

Supporting information

Guidance

For this unit any type of metal can be used provided it can be effectively soldered.

Pictures can be used for the recognition part of the unit.

Unit 399

Prepare a metal surface for treatment

| | |
|----------------------|------------|
| UAN: | Y/502/0810 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

Learning outcome

The learner will:

1. be able to prepare a metal surface for treatment.

Assessment criteria

The learner can:

- 1.1 recognise hand tools and materials
- 1.2 check tools and materials for safety to use
- 1.3 give a reason for checking that tools are safe to use
- 1.4 carry out activities to clean and prepare a metal surface
- 1.5 give a reason for preparing a surface for treatment
- 1.6 clean and tidy work area
- 1.7 use, clean and store PPE, tools and equipment safely
- 1.8 give a reason for cleaning tools after use.

Unit 399 Prepare a metal surface for treatment

Supporting information

Guidance

For this unit any metalwork that requires preparation for painting or other treatment may be used.

The learner should use the range of tools listed in the Unit Recording Document to prepare the metal.

Unit 400

Treat a metal surface

| | |
|----------------------|------------|
| UAN: | D/502/0811 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to treat a metal surface. |
| Assessment criteria |
| The learner can: 1.1 recognise hand tools and materials and check for safety to use 1.2 give a reason for treating a metal surface 1.3 prepare surface to be treated 1.4 give a reason for ensuring that the surface is free from contaminants 1.5 carry out activities to apply surface treatment material 1.6 dispose of waste 1.7 give a reason for cleaning brushes 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 400 Treat a metal surface

Supporting information

Guidance

The tutor should assist the learner in selecting the appropriate treatment.

Unit 401

Recognise and use hand tools and materials used in decorating

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|----------------------|------------|
| UAN: | L/502/0741 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use hand tools used in decorating. |
| Assessment criteria |
| The learner can: 1.1 recognise tools and materials 1.2 use tools to perform a decorating task 1.3 give a reason for selecting tools appropriate to the job 1.4 dispose of waste 1.5 clean and tidy work area 1.6 use, clean and store PPE, tools and equipment safely 1.7 give a reason for cleaning and caring for tools after use. |

Unit 401 Recognise and use hand tools and materials used in decorating

Supporting information

Guidance

For this unit, the assessor should select appropriate, simple task that the learner is familiar with to perform using some of the tools and materials identified in the Unit Recording Document.

Unit 402

Restore a metal surface to a painted finish

| | |
|----------------------|------------|
| UAN: | M/502/0747 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to restore a metal surface to a painted finish. |
| Assessment criteria |
| The learner can: 1.1 prepare the area for work 1.2 prepare a metal surface to receive paint 1.3 state why the metal surface should be prepared before receiving paint 1.4 carry out activities to paint a metal surface 1.5 state why rust inhibitor is used 1.6 state why external gloss paint is applied 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 402 Restore a metal surface to a painted finish

Supporting information

Guidance

For this unit, any suitable metal surface may be restored.

Unit 403

Restore a timber surface to a painted finish

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|----------------------|------------|
| UAN: | M/502/0750 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to restore a timber surface to an acceptable painted finish. |
| Assessment criteria |
| The learner can: 1.1 prepare area for work 1.2 select tools and equipment 1.3 prepare a timber surface to receive paint 1.4 state why knots should be treated 1.5 state why an undercoat should be applied 1.6 carry out activities to paint a timber surface 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 403 Restore a timber surface to a painted finish

Supporting information

Guidance

For this unit, any suitable timber surface may be restored. The tools selected must be appropriate to the task and need to be listed on the Unit Recording Document.

Unit 404

Hang wall coverings

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|----------------------|------------|
| UAN: | T/502/0751 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to hang wallpaper. |
| Assessment criteria |
| The learner can: 1.1 prepare tools, equipment and materials 1.2 prepare and cut paper to size 1.3 state why correct measurements are important 1.4 give a reason for accurate cutting and cleanliness 1.5 mark out wall to receive wallpaper 1.6 carry out activities to hang wallpaper 1.7 identify basic technical terms used when hanging wallpaper 1.8 dispose of waste 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 404 Hang wall coverings

Supporting information

Guidance

For this unit, learners should be able to recognise four different types of wall coverings and hang lining paper and one other type of wall covering on an entire wall. The tools selected must be appropriate to the task and need to be listed on the Unit Recording Document.

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|----------------------|------------|
| UAN: | A/502/0752 |
| Level: | Entry 3 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to mix materials to create a textured finish. |
| Assessment criteria |
| The learner can: 1.1 select tools required 1.2 identify materials to produce flexible colouring 1.3 use techniques to create different textures 1.4 state why scumble is used 1.5 give a reason for using textured finishes 1.6 state why mixing substances in the correct proportions is important 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 405 Create a textured finish

Supporting information

Guidance

For this unit, the learner will be required to create two different textured finishes. The tools selected must be appropriate to the task and need to be listed on the Unit Recording Document.

| | |
|----------------------|------------|
| UAN: | M/501/6925 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 20 |

This unit is barred with the following unit:

- **406** Introduction to ICT

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| Learning outcome |
| The learner will: 1. be able to interact with and use an ICT system. |
| Assessment criteria |
| The learner can: 1.1 use correct procedures for start and shutdown of an ICT system and to open and close applications 1.2 use input devices 1.3 use output devices 1.4 use software applications 1.5 recognise and use interface features. |

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| Learning outcome |
| The learner will: 2. be able to follow recommended safe operating practices. |
| Assessment criteria |
| The learner can: 2.1 list safety points to be remembered when using a computer 2.2 follow safe practices. |

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| Learning outcome |
| The learner will: 3. be able to use ICT to search for, select and use information. |
| Assessment criteria |
| The learner can: 3.1 use appropriate search techniques 3.2 select information 3.3 use information for an agreed purpose. |

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| Learning outcome |
| The learner will: 4. be able to enter, develop and present information for an agreed purpose using an ICT system. |
| Assessment criteria |
| The learner can: 4.1 enter information 4.2 format text 4.3 insert and position images 4.4 present the information for an agreed purpose. |

Unit 407

Introduction to using spreadsheet software

| | |
|----------------------|------------|
| UAN: | T/504/8887 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use spreadsheet software. |
| Assessment criteria |
| The learner can: 1.1 load and exit from a spreadsheet software package 1.2 load and save a spreadsheet file 1.3 print a spreadsheet 1.4 enter data in a spreadsheet 1.5 format data using justify, font size and colour 1.6 move, copy and replicate data. |

Unit 407 **Introduction to using spreadsheet software**

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device.

Learners are introduced to spreadsheet software. Learners will enter, copy, replicate and manipulate data, save and print a file.

Unit 408

Introduction to using the internet

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|----------------------|------------|
| UAN: | Y/504/8879 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use the internet. |
| Assessment criteria |
| The learner can: 1.1 load an internet browser 1.2 access a given website using favourites and by entering the web address 1.3 navigate websites using forward, back and hyperlinks 1.4 use a search engine to locate information. |

Unit 408 Introduction to using the internet

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device.

Learners are enabled to gain the fundamental skills to use the internet to search for information.

Unit 409

Introduction to using word processing software

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|----------------------|------------|
| UAN: | A/504/8888 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use word processing software. |
| Assessment criteria |
| The learner can: 1.1 load and exit from a word processing software package 1.2 create, open for editing and save documents 1.3 enter text 1.4 edit text by inserting, deleting, cutting, copying and pasting 1.5 format text by changing font, style, size and colour 1.6 print a document. |

Unit 409 **Introduction to using word processing software**

Supporting information

Guidance

For this unit, learners are introduced to word processing software. Learners will create, edit format and print a document using word processing software.

Unit 410

Introduction to selecting information using the internet

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|----------------------|------------|
| UAN: | K/504/8675 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise sources of information. |
| Assessment criteria |
| The learner can: 1.1 state appropriate sources of information for a given purpose. |

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| Learning outcome |
| The learner will: 2. be able to search for information. |
| Assessment criteria |
| The learner can: 2.1 access website using given web addresses 2.2 follow hyperlinks to find information 2.3 select and use information. |

Unit 410 **Introduction to selecting information using the internet**

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity and the internet with external mouse or other input device.

Learners will be enabled to recognise appropriate sources of information and search the world wide web using web addresses and hyperlinks.

Unit 411

Introduction to using ICT systems

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|----------------------|------------|
| UAN: | Y/504/8882 |
| Level: | Entry 3 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to recognise the main components of ICT systems. |
| Assessment criteria |
| The learner can: 1.1 identify the main hardware components of ICT systems. |

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| Learning outcome |
| The learner will: 2. be able to operate an ICT system. |
| Assessment criteria |
| The learner can: 2.1 start up and shut down an ICT system correctly 2.2 use ICT hardware components. |

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| Learning outcome |
| The learner will: 3. understand safe and secure working practices. |
| Assessment criteria |
| The learner can: 3.1 operate an ICT system in a safe way 3.2 use passwords and keep them secure 3.3 use removable media correctly. |

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| Learning outcome |
| The learner will: 4. be able to use a software application package. |
| Assessment criteria |
| The learner can: 4.1 load and close a software application 4.2 enter data using an appropriate input device 4.3 print from the application. |

Unit 411 Introduction to using ICT systems

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device.

Learners will be provided with a starting point from which they will gain skills to identify and use the main hardware components of ICT systems, start-up and shut down operating systems correctly, employ health, safety and security skills in an ICT environment, use removable media, load, use and close software applications and enter and print data.

Unit 412

Introduction to using graphics software

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|----------------------|------------|
| UAN: | A/504/8891 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use graphics software packages. |
| Assessment criteria |
| The learner can: 1.1 load and exit from a graphics software package 1.2 load and save an image file 1.3 add a caption to an image 1.4 print an image file. |

Unit 412 Introduction to using graphics software

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity with external mouse or other input device.

Learners will be enabled to load and exit from a graphics package, load and save an image file, resize, position and print an image.

Unit 413

Introduction to using email and text messaging

| | |
|----------------------|------------|
| UAN: | R/504/8878 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use email software. |
| Assessment criteria |
| The learner can: 1.1 open and close an email software package 1.2 access and read an email 1.3 delete an email 1.4 reply to and forward an email 1.5 create and email and sent it to a specified address. |

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| Learning outcome |
| The learner will: 2. be able to use a mobile phone for text messaging. |
| Assessment criteria |
| The learner can: 2.1 access the message menu on a mobile phone 2.2 select and read a message in the inbox 2.3 reply to a message 2.4 write a message and send it to a number stored in the phone book 2.5 use predictive mode for writing messages 2.6 save and delete messages. |

Unit 413 **Introduction to using email and text messaging**

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other central processing unit (CPU)) connected to mains electricity with external mouse or other input device. There must also be a mobile phone available.

Learners will be provided with an introduction to communication by email and text messaging. Learners will send and receive messages using email software and a mobile phone for text messaging.

Unit 414

Introduction to personal digital photograph processing

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|----------------------|------------|
| UAN: | R/504/8671 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use a software package to process digital photographs. |
| Assessment criteria |
| The learner can: 1.1 load and exit from a software package suitable for processing digital photographs 1.2 connect a digital camera to a computer and download photographs 1.3 load and save a photograph file 1.4 resize and position a photograph file 1.5 print a photograph. |

Unit 414 **Introduction to personal digital photograph processing**

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other central processing unit (CPU)) connected to mains electricity with external mouse or other input device. There must also be a digital camera available with appropriate connection method.

Learners will be provided with an introduction to the processing of digital photographs taken for personal use. Learners will use a software package to load photographs from a camera, resize, position, and print a photograph.

Unit 415

Introduction to using the internet for shopping

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|----------------------|------------|
| UAN: | K/504/8885 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

Learning outcome

The learner will:

1. be able to use the internet to make an on-line purchase.

Assessment criteria

The learner can:

- 1.1 load and exit from an internet browser
- 1.2 use a search engine to locate an appropriate shopping site
- 1.3 browse the site to establish the item which is to be purchased
- 1.4 follow the procedure of purchasing the item paying attention to security details.

Unit 415 Introduction to using the internet for shopping

Supporting information

Guidance

For this unit there must be a computer available (either desktop, tower, laptop or other Central Processing Unit (CPU)) connected to mains electricity and the internet with external mouse or other input device.

Learners will be enabled to access the necessary skills with which to shop on line.

Unit 416

Introduction to using desk top publishing applications

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|----------------------|------------|
| UAN: | F/504/8889 |
| Level: | Entry 3 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to use a desktop publishing application to create a document. |
| Assessment criteria |
| The learner can: 1.1 load and exit from a desktop publishing application 1.2 use an appropriate wizard or template to create a simple document for a purpose, containing text and an image 1.3 print the document 1.4 save the document. |

Unit 416 **Introduction to using desk top publishing applications**

Supporting information

Guidance

For this unit, learners are introduced to desk top publishing software.

Learners will create a simple document containing text and an image then save and print it.



Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework
- SQA Awarding Body Criteria
- NVQ Code of Practice

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

| | |
|---|---|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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