

Awards, Certificates and Diplomas in Skills for Working Life (4807-02-03)

Qualification Handbook for centres

July 2018 Version 4.1



Qualification at a glance

Subject area	Skills for working life
City & Guilds number	4807-02-03
Age group approved	All
Entry requirements	No preconditions for entry
Assessment	Portfolio
Fast track	Available
Support materials	Centre handbook Unit packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Version and date	Change detail	Section
2.0 July 2014	Amendment to Fast Track Approval process	Approval
2.1 July 2014	Barred unit information added for Entry 3 ICT	Barred combinations
2.2 August 2014	City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) QAN corrected	Introduction to the qualifications
	Corrections made to E3 Preparing for work units UANs	Units
2.3 August 2014	Removed outdated paragraph regarding teacher requirements	Resource requirements
2.4 August 2014	Corrected information on Diploma	Qualifications structure
2.5 September 2014	Age restriction information added regarding unit 357 Shed waste vegetation	Age restrictions
3.0 October 2014	Entry 2 Diploma details added	Qualifications structure
4.0 September 2015	Certification module numbers amended	Qualifications structure



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are aimed at anyone looking to develop a wide range of personal, interpersonal and work related skills.
What do these qualifications cover?	Skills for Working Life qualifications form a key part of City & Guilds Work Ready offer. The qualifications have been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market, also meeting the needs for study programmes, traineeships and Techbacs.
What opportunities for progression are there?	These qualifications can assist learners' chances of progressing in education and gaining employment in any industry.

2 Introduction to the qualifications

This handbook contains the information that centres need to offer the following qualifications:

Qualification title	City & Guilds no.	Qualification accreditation number
Awards		
City & Guilds Entry Level Award in Skills for Working Life (Entry 2)	4807-02	601/3708/3
City & Guilds Entry Level Award in Skills for Working Life (Entry 3)	4807-03	601/3711/3
Certificates		
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2)	4807-02	601/3709/5
City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Animals) (Entry 2)	4807-02	601/3709/5
City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Land and Plants) (Entry 2)	4807-02	601/3709/5
City & Guilds Entry Level Certificate in Skills for Working Life – Craft Design and Technology (Entry 2)	4807-02	601/3709/5
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3)	4807-03	601/3710/1
City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Animals) (Entry 3)	4807-03	601/3710/1
City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Land and Plants) (Entry 3)	4807-03	601/3710/1
City & Guilds Entry Level Certificate in Skills for Working Life – Hospitality, Catering and Retail (Entry 3)	4807-03	601/3710/1
City & Guilds Entry Level Certificate in Skills for Working Life – Craft Design and Technology (Entry 3)	4807-03	601/3710/1
Diplomas		
City & Guilds Entry Level Diploma in Skills for Working Life (Entry 2)	4807-02	601/3714/9
City & Guilds Entry Level Diploma in Skills for Working Life (Entry 3)	4807-03	601/3802/6

2.1 Aims and objectives

Entry Level Award in Skills for Working Life (Entry 2 and Entry 3)

The purpose of these qualifications is to provide an opportunity for learners to have their achievements, however small, recognised. The qualification would be suitable for learners who are not yet able to achieve a qualification at certificate size.

The minimum requirement for the qualification is 6 credits.

The award would be suitable for learners of all ages wishing to have bite-sized achievements recognised and to act as a stepping stone to further credit and possibly a certificate sized qualification at Entry Level.

The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for further learning and the achievement of more credit.
- Provide motivation and recognition of progress and achievement through bite-sized learning.
- Provide progression opportunities into further learning, training and potential (supported) employment.
- Provide opportunity for progression to a larger qualification (certificate or diploma) at Entry Level and potentially to Level 1 with a view to possible sustainable employment or an apprenticeship.
- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms and to develop independent living.
- Develop an awareness of the need to operate safely in a particular environment.
- Provide opportunities for experiential learning.
- Provide basic understanding of industrial practice through performing routine tasks.
- Develop mental and physical co-ordination, dexterity, mobility and confidence.

Entry Level Certificate in Skills for Working Life (Entry 2 and Entry 3)

The purpose of the qualification is to provide a certificate sized qualification for learners of all ages which will develop a wide range of personal, inter-personal and work-related skills, learned through the context of vocational areas.

The minimum credit requirement for the qualification is 22 credits.

The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for (supported) employment.
- Provide progression opportunities into further education (including Foundation Diplomas or GCSEs) and/or training.
- Provide opportunity for progression to a larger qualification (diploma) at Entry Level or to Level 1 with a view to possible sustainable employment or an apprenticeship.
- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms.
- Develop an awareness of the need to operate safely in a particular environment.
- Provide opportunities for experiential learning.
- Provide basic understanding of industrial practice through performing routine tasks.
- Provide motivation and recognition of progress and achievement through the accumulation of credit via controlled and structured assessment.
- Develop mental and physical co-ordination, dexterity, mobility and confidence.

Entry Level Diploma in Skills for Working Life (Entry 2 and Entry 3)

The purpose of these qualifications is to provide a diploma sized qualification for learners of all ages which will develop a wide range of personal, inter-personal and work-related skills, learned through the context of vocational areas.

The minimum credit requirement for the qualification is 37 credits.

The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for (supported) employment.
- Provide progression opportunities into further education (including Foundation Diplomas or GCSEs) and/or training.
- Provide opportunity for progression to other qualifications at Entry Level or to Level 1 with a view to possible sustainable employment or an apprenticeship.
- Allow a wide range of vocational, personal, social and employability skills to be developed through the accumulation of credit.

- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms.
- Develop an awareness of the need to operate safely in a particular environment.
- Provide opportunities for experiential learning.
- Provide basic understanding of industrial practice through performing routine tasks.
- Provide motivation and recognition of progress and achievement through the accumulation of credit via controlled and structured assessment.
- Develop mental and physical co-ordination, dexterity, mobility and confidence.

Target groups

The qualification is available to all age ranges. The qualification is appropriate for young learners aged 14 - 19 and also for adults who wish to move to supported employment or to increase their levels of independence. It is also appropriate for learners at Key Stage 4 to work towards a Foundation (Level 1) Diploma. The qualification could also be appropriate for young people aged 16-18 and adult learners to progress into sustainable employment and possible apprenticeship.

The qualification is also suitable for learners of any age to engage with learning or for those who have learning disabilities and/or difficulties.

NOTE:

It has been noted that despite the fact learners are constantly supervised, unit 357 Shred waste vegetation is not appropriate to be delivered to learners under the age of 16.

It is proposed that the qualification continues to be funded for pre 16 learners but access to this unit barred. This will be monitored by the Quality Coordinators in the regional offices and by the EQAs who carry out qualification approvals and sample on going delivery within centres.

2.2 Recommended prior learning

There are no requirements for prior learning to these qualifications, but it is important that the learners' physical and mental facility, to perform and extend existing skills, is sufficient for them to complete the assessments. Centres are advised to familiarise themselves with the content of the units that the learner is likely to take before commencement on a programme of assessment.

2.3 Entry level definitions

The following descriptors are taken from the QCA publication '*The Regulatory Arrangements for the Qualifications and Credit Framework*' (August 2008).

Entry 2

Achievement at Entry 2 reflects the ability to use skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Entry 3

Achievement at Entry 3 reflects the ability to make use of skills knowledge or understanding to carry out structured tasks and activities in familiar contexts with appropriate guidance where needed.

3 Qualifications structure

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualifications which may be awarded to learners successfully completing the required combinations of units and/or credits as shown below.

Awards

City & Guilds Entry Level Award in Skills for Working Life (Entry 2) (4807-02) (601/3708/3)

Learners must achieve a minimum of 6 credits from units 201-283.

Plus **901** for certification.

City & Guilds Entry Level Award in Skills for Working Life (Entry 3) (4807-03) (601/3711/3)

Learners must achieve a minimum of 6 credits from units 301-416.

Plus **924** for certification.

Entry 2 Certificates

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) (4807-02) (601/3709/5)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (201-213)
- plus 14 credits must come from (214-283).

Plus **902** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Land Based (Animals) (4807-02) (601/3709/5)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (201-213)
- plus 14 credits must come from (214-234).

Plus **903** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Land Based (Land and Plants) (4807-02) (601/3709/5)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (201-213)
- plus 14 credits must come from (219, 235-248).

Plus **904** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Craft Design and Technology (4807-02) (601/3709/5)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (201-213)
- plus 14 credits must come from (237, 249-283).

Plus **905** for certification.

Entry 3 Certificates

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) (4807-03) (601/3710/1)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (301-324), plus
- a minimum of 14 credits must come from (325-416).

Plus **929** for certification.

Note: This qualification contains barred units. Please refer to Section 5.5 of this handbook or the Walled Garden.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Land Based (Animals) (4807-03) (601/3710/1)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (301-324), plus
- a minimum of 14 credits must come from (325-344).

Plus **925** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Land Based (Land and Plants) (4807-03) (601/3710/1)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (301-324), plus
- a minimum of 14 credits must come from (345-362).

Plus **926** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Hospitality, Catering and Retail (4807-03) (601/3710/1)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (301-324), plus
- a minimum of 14 credits must come from (363-371).

Plus **927** for certification.

City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Craft Design and Technology (4807-03) (601/3710/1)

Learners must achieve a minimum of 22 credits, of which:

- a minimum of 8 credits must come from (301-324),
- a minimum of 14 credits must come from (356, 357, 372-416).

Plus **928** for certification.

Note: This qualification contains barred units. Please refer to Section 5.5 of this handbook or the Walled Garden.

Diplomas

City & Guilds Entry Level Diploma in Skills for Working Life (Entry 2) (4807-03) (601/3714/9)

Learners must achieve a minimum of 37 credits, of which:

- a minimum of 12 credits must come from (201-213), plus
- a minimum of 25 credits must come from (214-283).

Plus **906** for certification.

Note: This qualification contains barred units. Please refer to Section 5.5 of this handbook or the Walled Garden.

City & Guilds Entry Level Diploma in Skills for Working Life (Entry 3) (4807-03) (601/3802/6)

Learners must achieve a minimum of 37 credits, of which:

- a minimum of 12 credits must come from (301-324), plus
- a minimum of 25 credits must come from (325-416).

Plus **930** for certification.

Note: This qualification contains barred units. Please refer to Section 5.5 of this handbook or the Walled Garden.

3.1 Certificates of unit credit

Certificates of Unit Credit (CUC) will be issued to learners listing each successfully completed unit, even if a full qualification is not attempted. Learners who complete a full qualification will receive, in addition to their certificate, a CUC listing each unit achieved.

Certification modules

Although all unit achievements will be recorded on a Certificate of Unit Credit (CUC), learners will only receive a full qualification certificate if the relevant Award Module or Certificate Module is claimed **in addition** to the units the learner has achieved.

Please ensure that these modules are only claimed once learners have achieved sufficient credits at a high enough level to entitle them to that qualification.

Qualification	Certificate module
Certificates	
City & Guilds Entry Level Award in Skills for Working Life (Entry 2)	4807-901
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2)	4807-902
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Land Based (Animals)	4807-903
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Land Based (Land and Plants)	4807-904
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) – Craft Design and Technology	4807-905
City & Guilds Entry Level Diploma in Skills for Working Life (Entry 2)	4807-906
City & Guilds Entry Level Award in Skills for Working Life (Entry 3)	4807-924
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Land Based (Animals)	4807-925
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Land Based (Land and Plants)	4807-926
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Hospitality, Catering and Retail	4807-927
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3) – Craft Design and Technology	4807-928
City & Guilds Entry Level Certificate in Skills for Working Life (Entry 3)	4807-929
City & Guilds Entry Level Diploma in Skills for Working Life (Entry 3)	4807-930

3.2 Barred combinations

Units that have a significant overlap in content are 'barred combinations'. Learners can take units that are barred and they will appear on the learner's Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.

Full details of the barred combinations can be found in Section 4.5 of this document.

3.3 Opportunities for progression

These qualifications provide a solid grounding in generic employability and personal development skills, which will enable progression to employment and/or to further learning including qualifications such as:

- Functional Skills
- Essential Skills Wales
- Essential Skills (Northern Ireland)
- wider Key Skills
- vocational qualifications

4 Centre requirements

4.1 Approval

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds 3807 qualifications

If your Centre is approved to offer the 3807 Skills for Working Life qualification(s) you can apply for the new 4807 Skills for Working Life qualification(s) approval using the Fast Track Approval Form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way their qualifications are delivered, and
- they meet all of the approval criteria in the Fast Track Form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

Centres not already offering City & Guilds 3807 qualifications

To offer the 4807 qualifications, new centres will need to gain both centre and qualification approval. Please refer to the **Supporting Customer Excellence - Centre Manual** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

4.2 Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal quality assurer (this can be the same person as the quality assurance co-ordinator).

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally quality assure their own assessments.

Trainer/tutors must be competent and confident to a level above that which they are assessing.

Assessors and internal quality assurer

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and that it takes account of any national or legislative developments.

4.3 Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to achieve the qualifications successfully.

Please see Section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

These qualifications are suitable for the 14-16, 16-18, and 19+ age ranges, ie for both young people and adults.

5 Units

5.1 Availability of units

The units for these qualifications are available in the following handbooks:

- Entry 2 Unit Handbook for Centres
- Entry 3 Unit Handbook for Centres

The learning outcomes and assessment criteria are also available on The Register at www.register.ofqual.gov.uk.

5.2 Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- title
- level
- credit value
- Unit Accreditation Number (UAN)
- unit aim
- Guided Learning Hours (GLH)
- learning outcomes and assessment criteria
- how the unit is assessed.

5.3 List of units

This is a list of all the units in 4807-02-03:

Unit	UAN	Title	Credit value	GLH
Entry 2 – Preparing for work units				
201	F/502/0784	Workplace safety and emergency procedures	1	10
202	K/502/0861	Make a familiar journey safely	2	20
203	M/502/0862	Identify hazards in familiar settings	2	20
204	T/502/0863	Improve personal manner and conduct	2	20
205	T/506/2644	Applying for a job	1	6
206	A/506/2645	Behaviour at work	1	8
207	F/506/2646	Effective communication	2	13
208	Y/506/2782	Healthy living	1	10
209	M/501/6911	Introduction to ICT	3	20
210	D/506/2783	Personal finance	1	10
211	R/506/2649	Planning for progression	2	13
212	J/506/2650	Searching for a job	2	16
213	L/506/2651	Working as part of a group	2	18
Entry 2 - Land based (animals)				
Agricultural animals units				
214	K/502/0665	Recognise farm animals	1	10
215	T/502/0670	Feed farm animals	2	20
216	F/502/0669	Bed down farm animals	2	20
217	A/502/0671	Recognise farm animal housing	1	10
218	F/502/0672	Move a farm animal	2	20
219	K/502/0827	Maintain a fence	2	20
Poultry units				
220	L/502/0710	Recognise the body parts of poultry and their function	1	10
221	R/502/0711	Provide food and water for poultry	2	20
222	Y/502/0712	Clean poultry accommodation by hand	2	20
223	D/502/0713	Assist in catching poultry	2	20
224	H/502/0714	Collect and sort poultry eggs	2	20
219	K/502/0827	Maintain a fence	2	20
Horse care units				

Unit	UAN	Title	Credit value	GLH
225	R/502/0269	Recognise colours, markings and points of the horse	1	10
226	R/502/0398	Skip out a stable	2	20
227	Y/502/0404	Provide food and water for horses	2	20
228	L/502/0402	Groom a horse	2	20
229	R/502/0403	Recognise a saddle and bridle	2	20
219	K/502/0827	Maintain a fence	2	20
Animal care units				
230	R/502/0496	Recognise small animals	1	10
231	K/502/0505	Recognise parts of the body of small animals and their function	2	20
232	M/502/0506	Recognise types of animal housing & bedding for small animals	2	20
233	T/502/0507	Assist with cleaning housing for small animals	2	20
234	A/502/0508	Recognise types of foods and feed small animals	2	20
214	K/502/0665	Recognise farm animals	1	10
Entry 2 - Land based (land and plants)				
Conservation units				
235	R/502/0823	Recognise trees and plants	1	10
236	D/502/0825	Recognise, use and care for tools used in conservation	2	20
237	H/502/0826	Maintain a footpath	3	30
238	M/502/0828	Plant an area to attract wildlife	2	20
219	K/502/0827	Maintain a fence	2	20
Horticulture units				
239	D/502/0517	Recognise plants	1	10
240	A/502/0525	Recognise use and care for tools used in horticulture	2	20
241	F/502/0526	Prepare and plant an area	2	20
242	J/502/0527	Weed a planted area	2	20
243	L/502/0528	Fill plant containers	1	10
219	K/502/0827	Maintain a fence	2	20

Floristry units

244	L/502/0514	Identify floristry plant material	1	10
245	R/502/0515	Recognise use and care for hand tools used in floristry	2	20
246	Y/502/0516	Wrap flowers and plants	1	10
247	H/502/0518	Prepare a container for a flower arrangement	2	20
248	K/502/0519	Make a round posy arrangement	3	30
239	D/502/0517	Recognise plants	1	10

Entry 2 – Craft, design and technology**Vehicle maintenance units**

249	L/502/0660	Recognise outside parts of a motor car or van	1	10
250	R/502/0661	Recognise inside parts of a motor car or van	1	10
251	Y/502/0662	Wash the outside of a motor car or van	2	20
252	D/502/0663	Clean the inside of a motor car or van	2	20
253	H/502/0664	Repair a puncture	2	20

Recycling units

254	Y/502/1021	Collect kerbside waste materials	2	20
255	D/502/1022	Separate waste materials	1	10
256	H/502/1023	Glass bottle processing	2	20
257	K/502/1024	Separate waste plastic containers	2	20
258	M/502/1025	Separate waste metal containers	2	20

Construction units

259	M/502/0716	Recognise, use and care for basic construction hand tools	2	20
260	T/502/0717	Mix cement bonding materials by hand	1	10
261	A/502/0718	Recognise and use tools to cut masonry building materials	1	10
262	F/502/0719	Recognise and use masonry building materials	2	20
263	T/502/0720	Mix and lay concrete	2	20
237	H/502/0826	Maintain a footpath	3	30

Woodwork units

264	J/502/0673	Recognise, use and care for woodworking hand tools	1	10
265	J/502/0706	Recognise and cut wood-based materials	2	20
266	L/502/0707	Use a hammer and nails in wood-based materials	1	10
267	R/502/0708	Use a screwdriver for joining wood-based materials	1	10
268	Y/502/0709	Use sandpaper on wood-based materials	1	10

Pottery units

269	L/502/0786	Prepare pottery clay for use	1	10
270	R/502/0787	Press-mould clay	2	20
271	M/502/0926	Make a slab-built box	2	20
272	T/502/0927	Hand model a shape in clay	2	20
273	A/502/0928	Glaze a pot	1	10

Metal work units

274	Y/502/0788	Recognise use and care for hand tools used in metalwork	1	10
275	D/502/0789	Recognise and cut metal	2	20
276	R/502/0790	Use a screwdriver in metal	1	10
277	Y/502/0791	Bend metal to shape	2	20
278	D/502/0792	Remove a burr from a piece of metal	1	10

Painting and decorating units

279	A/502/0721	Prepare a work area ready to commence decorating	1	10
280	F/502/0722	Recognise and care for painting tools	1	10
281	J/502/0723	Prepare a surface for decorating	2	20
282	L/502/0724	Prepare a plastered surface for painting	2	20
283	R/502/0725	Paint a plastered wall to an acceptable emulsion finish	2	20

Entry 3 – Preparing for work units

301	R/502/0840	Work safely	2	20
302	T/502/0782	Lift and handle safely	2	20
303	Y/502/0841	Plan and make a journey using public transport	2	20
304	M/502/4278	Prepare for and attend an interview	2	20
305	K/506/2639	Applying for a job	2	11
306	J/501/6946	Candidate project	3	20
307	Y/505/4648	Effective communication	1	10
308	R/505/4650	Effective speaking for the workplace	2	16
309	Y/505/4651	Effective written communication for the workplace	2	14
310	T/506/3115	Enterprise activity	3	28
311	H/506/2722	Healthy living	2	16
312	Y/506/3107	Interview skills	3	27
313	M/501/6925	Introduction to ICT	3	20
314	T/506/2725	Investigating rights and responsibilities at work	1	10
315	H/506/2784	Personal finance	1	10
316	T/505/4656	Personal presentation and hygiene	2	15
317	Y/501/6921	Planning for progression	3	21
318	R/506/2652	Recognise the benefits of leisure time	1	10
319	M/506/2724	Rights, responsibilities and citizenship	3	25
320	M/506/3114	Safe learning in the workplace	3	25
321	H/506/2641	Searching for a job	2	20
322	K/506/2785	Take part in leisure activities	1	10
323	F/506/2727	Undertaking work placement	3	30
324	A/506/2726	Working as part of a team	3	24

Entry 3 – Land based (animals)**Agricultural animals units**

325	Y/502/0726	Recognise a healthy farm animal	2	20
326	D/502/0727	Move and prepare farm animal pens	2	20
327	H/502/0728	Clean farm animal housing	2	20
328	K/502/0729	Weigh farm animals	2	20
329	D/502/0730	Feed young farm animals	2	20

Poultry units

330	L/502/0769	Characteristics and breeds of poultry	2	20
331	F/502/0770	Poultry housing and bedding	2	20
332	Y/502/0774	Check that poultry are healthy	2	20
333	D/502/0775	Disinfect poultry accommodation	2	20
334	H/502/0776	Grading poultry eggs	2	20

Horse care units

335	D/502/0694	Catch and lead a horse	2	20
336	H/502/0695	Recognise signs of health in a horse	2	20
337	M/502/0697	Fit and remove a rug	2	20
338	L/502/0934	Saddle and bridle a horse	2	20
339	T/502/0698	Clean horse tack	2	20

Animal care units

340	L/502/0612	Recognise types and parts of the body of small animals	2	20
341	R/502/0613	Assist with catching and restraining a small animal	2	20
342	Y/502/0614	Check that a small animal is healthy	3	30
343	D/502/0615	Groom a small animal	2	20
344	H/502/0616	Show visitors around a small animal enterprise	2	20

Entry 3 – Land based (land and plants)**Conservation units**

345	Y/502/0824	Recognise trees and plants and their importance to wildlife	2	20
346	D/502/0923	Edge and repair a footpath	3	30
347	H/502/0924	Maintain an area of habitat	3	30
348	K/502/0925	Plant young trees	2	20
349	R/502/0935	Show visitors around a wildlife area	2	20

Horticulture units

350	K/502/0617	Recognise parts of plants	1	10
351	T/502/0622	Harvest a crop	2	20
352	M/502/0618	Insert plant material	1	10
353	T/502/0619	Control weeds in a planted area	2	20
354	K/502/0620	Edge up an amenity area	1	10
355	M/502/0621	Water plant material by hand	1	10
356	T/502/1026	Construct a composter	2	20
357	F/502/1028	Shred waste vegetation	2	20

Floristry units

358	T/502/0636	Condition floristry plant material	2	20
359	L/502/0805	Recognise materials used in floristry	1	10
360	R/502/0806	Gift wrap a single flower	2	20
361	Y/502/0807	Make a country basket arrangement	3	30
362	D/502/0808	Make a single flower buttonhole	3	30

Entry 3 – Hospitality, catering and retail

363	H/506/2817	Introduction to the hospitality industry	1	10
364	D/506/2816	Basic cooking	2	20
365	H/506/2820	Guest services in the hospitality industry	2	20
366	K/506/2818	Basic food preparation	2	20
367	K/506/2821	Serving food and drink	2	20
368	M/506/2819	Customer service in the hospitality industry	2	20
369	F/505/3882	Looking after customers in a retail environment	3	30
370	J/505/3883	Handling stock in a retail environment	3	30
371	A/505/5064	Keeping the work area clean tidy and safe in a retail environment	3	30

Entry 3 – Craft, design and technology**Vehicle maintenance units**

372	D/502/0761	Wax and polish a motor car or van	3	30
373	H/502/0762	Remove check and replace a wheel on a motor car or van	2	20
374	M/502/0764	Check and maintain levels of fluids in a motor car and van	2	20
375	A/502/0766	Check and maintain lights on a motor car or van	2	20
376	J/502/0768	Replace spark plugs	1	10

Recycling units

377	A/502/1027	Re-use of textiles	2	20
378	J/502/1029	Refurbish furniture	2	20
379	A/502/1030	Re-furbish or re-use discarded item	2	20
356	T/502/1026	Construct a composter	2	20
357	F/502/1028	Shred waste vegetation	2	20

Construction units

380	K/502/0777	Recognise and use hand tools and materials used in construction	2	20
381	M/502/0778	Cut building materials	2	20
382	T/502/0779	Mix bonding materials using a mixer	2	20
383	K/502/0780	Build a straight section of wall	3	30
384	M/502/0781	Lay a concrete path	2	20
385	M/502/1011	Lay slabs	2	20

Woodwork units

386	F/502/0753	Remove screws	1	10
387	J/502/0754	Join wood-based materials	2	20
388	R/502/0756	Drill holes in wood-based materials	1	10
389	D/502/0758	Finish wood-based surfaces	2	20
390	H/502/0759	Apply finishing material to wood-based surfaces	2	20

Pottery units

391	F/502/0929	Make a coil vase or cylinder	3	30
392	T/502/0930	Cast a pot	3	30
393	A/502/0931	Decorate greenware	2	20
394	F/502/0932	Slip decorate and glaze a pot	3	30
395	J/502/0933	Throw a pot	3	30

Metal work units

396	F/502/0798	Drill holes in metal	2	20
397	J/502/0804	Join metals	2	20
398	H/502/0809	Join metals by soldering	2	20
399	Y/502/0810	Prepare a metal surface for treatment	2	20
400	D/502/0811	Treat a metal surface	2	20

Painting and decorating units

401	L/502/0741	Recognise and use hand tools and materials used in decorating	1	10
402	M/502/0747	Restore a metal surface to a painted finish	2	20
403	M/502/0750	Restore a timber surface to a painted finish	2	20
404	T/502/0751	Hang wall coverings	2	20
405	A/502/0752	Create a textured finish	2	20

Information technology units

406	M/501/6925	Introduction to ICT	3	20
407	T/504/8887	Introduction to using spreadsheet software	1	10
408	Y/504/8879	Introduction to using the internet	1	10
409	A/504/8888	Introduction to using word processing software	1	10
410	K/504/8675	Introduction to selecting information using the internet	1	10
411	Y/504/8882	Introduction to using ICT systems	3	30
412	A/504/8891	Introduction to using graphics software	1	10
413	R/504/8878	Introduction to using email and text messaging	1	10
414	R/504/8671	Introduction to personal digital photograph processing	1	10
415	K/504/8885	Introduction to using the internet for shopping	1	10
416	F/504/8889	Introduction to using desk top publishing applications	1	10

5.4 Summary of assessment methods

The unit handbooks explain how each unit is assessed. All the units are assessed by learner portfolio of evidence.

Time constraints

All assessments must be completed and assessed within the learners' period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assessments.

5.5 Barred combination table

Unit	Level	Unit Title	Barred with
313	E3	Introduction to ICT	406

5.6 Evidence requirements for portfolio assessed units

All the units are assessed by learner portfolio. The portfolio is the term given to the collection of evidence which shows that the learner has met the assessment criteria.

Usually evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out activities in the learning and/or work environment.

Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Examples of types of evidence include:

- learner statement
- notes
- letter
- email
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- calculations
- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- model
- sculpture
- screen dumps (print screen).

Please note that centres are not restricted to the types of evidence listed above.

As no set level of literacy is required for entry to this qualification, learners can demonstrate competence in different ways. For example, 'list' is an item by item record and learners can:

- produce a handwritten or typed list
- list items orally (evidenced by audio, video or written record by assessor or witness)
- tick or highlight a worksheet
- arrange word cards (evidenced by photograph or sticking cards on paper)
- collect items (for portfolio or photograph).

Please note that the units are based on the appropriate level descriptors, which are available in full at

<http://www.ofqual.gov.uk/downloads/category/157-nqf-level-descriptors>

Except where the assessment strategy/qualification criteria for a specific qualification states otherwise, videos or photographs of minors could be used as the medium to present evidence as part of a portfolio for a qualification. In these cases both the approved centre and the learner have responsibilities in terms of meeting any child protection legislation and seeking to safeguard the interests of the minor.

As a minimum, the approved centre must inform the learner that he/she must:

- obtain written permission from the minor's parent/guardian prior to collecting the evidence and include this permission in the portfolio
- have a valid reason to use photographs or video recordings as part of the evidence in the portfolio
- keep photographs or video recordings secure from unauthorised access, whether stored electronically or in hard copy.

The approved centre must retain sufficient written records of compliance with the above.

It is the responsibility of the approved centre to ensure that learners who use images of minors as evidence for a qualification meet the requirements of child protection legislation. As a minimum requirement, the approved centre should stipulate the need for the learner to obtain the consent of the minor's parent or guardian prior to collecting the evidence.

It is important that it is clear that this is simply guidance as to best practice. This is not advice as to how to ensure compliance with legislation.

5.7 Recording forms

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own Learning Assistant. Further details are available at:

www.cityandguilds.com/eportfolios.

Although it is expected that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier before they are used by learners and assessors at the centre.

6 Course design and delivery

6.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of his/her programme to ensure he/she is entered for an appropriate type and level of qualification.

The initial assessment should identify:

- specific training needs the learner has, and the support and guidance he/she may require when working towards his/her qualifications. This is sometimes referred to as diagnostic testing.
- units the learner has already completed, or credit he/she has accumulated which is relevant to the qualifications he/she is about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications he/she will work towards, his/her responsibilities as a learner and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

6.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

If centres choose to offer the Planning for Progression Units (211 and 317) it is recommended that they are delivered first as an introduction to the qualification. The remainder of the units may be delivered holistically.

Centres may deliver this qualification on a full-time or part-time basis.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the Essential/Functional Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.



Appendix 1 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

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

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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
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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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