

# all you need to know.

## Qualification Specification

NCFE Level 1 Award in Exploring Occupational Studies for the Workplace (601/1086/7)

NCFE Level 1 Award in Occupational Studies for the Workplace (601/1087/9)

NCFE Level 1 Certificate in Occupational Studies for the Workplace (601/1088/0)

NCFE Level 1 Diploma in Occupational Studies for the Workplace (601/1089/2)

Issue 5 August 2019

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (version 4 November 2017).

Version	Publication Date	Summary of amendments
v5.0	August 2019	<p>Units added:</p> <p>H/601/3708 – Maintain the Cleanliness of Equipment in Logistics Operations</p> <p>J/601/3765 - Sort Goods and Materials for Recycling or Disposal in a Logistics Environment</p> <p>M/601/3727 - Moving or Handling Goods Manually in Logistics Facilities</p> <p>M/601/3761 - Receive Goods in a Logistics Environment</p> <p>Y/601/3723 - Keep Work Areas Clean in a Logistics Environment</p>

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Occupational Studies for the Workplace qualifications.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state one of the regulated qualification titles:

- NCFE Level 1 Award in Exploring Occupational Studies for the Workplace
  - NCFE Level 1 Award in Occupational Studies for the Workplace
  - NCFE Level 1 Certificate in Occupational Studies for the Workplace
  - NCFE Level 1 Diploma in Occupational Studies for the Workplace
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## Things you need to know

### NCFE Level 1 Award in Exploring Occupational Studies for the Workplace

Qualification number (QN)	601/1086/7
Aim reference	60110867
Total Qualification Time (TQT)	30
Guided learning hours (GLH)	19
Credit value	3
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

### NCFE Level 1 Award in Occupational Studies for the Workplace

Qualification number (QN)	601/1087/9
Aim reference	60110879
Total Qualification Time (TQT)	60
Guided learning hours (GLH)	35
Credit value	6
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence



## Things you need to know (cont'd)

### NCFE Level 1 Certificate in Occupational Studies for the Workplace

Qualification number (QN)	601/1088/0
Aim reference	60110880
Total Qualification Time (TQT)	130
Guided learning hours (GLH)	88
Credit value	13
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

### NCFE Level 1 Diploma in Occupational Studies for the Workplace

Qualification number (QN)	601/1089/2
Aim reference	60110892
Total Qualification Time (TQT)	370
Guided learning hours (GLH)	259
Credit value	37
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

## **Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
  - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
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## **About these qualifications**

These are regulated qualifications. The regulated numbers for these qualifications are 601/1086/7, 601/1087/9, 601/1088/0, 601/1089/2.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## **Aims and objectives of these qualifications**

The qualifications are intended to be accessible to a wide range of learners of all abilities. Learners can develop a 'hands-on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s). The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing them for working life beyond education.

Learners are not intended or expected to be competent following successful completion of the Occupational Studies for the Workplace qualifications. Competency would be achieved through the completion of recognised Competence-Based Qualifications (CBQs) or National Vocational Qualifications (NVQs).

The NCFE Occupational Studies for the Workplace qualifications are intended to give learners a solid base from which to further develop their skills and learning.

## Achieving these qualifications

These qualifications consist of **78** optional units across **11** occupational areas:

### Land-based

Unit No	Unit title	Credit
Unit 01	Developing skills in garden horticulture	3 credits
Unit 02	Sowing and growing techniques	3 credits
Unit 03	Cultivating compost and soils	3 credits
Unit 04	Cultivating herbs	3 credits
Unit 05	Safe tractor operation	3 credits
Unit 06	Assist with feeding and watering horses	2 credits
Unit 07	Introduction to wildlife and conservation	6 credits
Unit 08	Understanding techniques used in floristry	3 credits

### Construction and engineering

Unit No	Unit title	Credit
Unit 09	Developing bricklaying skills	4 credits
Unit 10	Using painting skills for interior ceilings and walls	3 credits
Unit 11	Introduction to plastering techniques	3 credits
Unit 12	Floor and wall tiling techniques	3 credits
Unit 13	Carpentry hand skills	3 credits
Unit 14	Developing skills in joining materials using welding	3 credits
Unit 15	Mechanical component assembling skills	3 credits
Unit 16	Developing skills in routine servicing of mechanical equipment	3 credits
Unit 17	Building a cavity wall	3 credits
Unit 18	Plumbing skills	4 credits

### Motor vehicle

Unit No	Unit title	Credit
Unit 19	Checking and maintaining a car's tyre pressure and tread	1 credit
Unit 20	Identification of basic external and internal car parts	3 credits
Unit 21	Motor vehicle workshop tools and equipment	3 credits
Unit 22	Health and safety practices in vehicle maintenance	4 credits
Unit 23	Introduction to vehicle valeting	3 credits

### Hospitality and catering

Unit No	Unit title	Credit
Unit 24	Basic food preparation and cooking	3 credits
Unit 25	Customer service in the hospitality industry	3 credits
Unit 26	Introduction to the catering and hospitality industry	3 credits
Unit 27	Maintenance of a safe, hygienic and secure working environment	3 credits

### Design, media and technology

Unit No	Unit title	Credit
Unit 28	Sound recording skills	6 credits
Unit 29	MIDI and audio techniques	6 credits
Unit 30	Exploring digital photography	4 credits
Unit 31	Develop and use radio presentation skills	1 credit
Unit 32	Creative media production group project	4 credits
Unit 33	Introduction to advertising	1 credit
Unit 34	Sound and audio production skills	3 credits
Unit 35	Designing an interior	1 credit
Unit 36	Using a camera and accessories	2 credits
Unit 37	Photography - using a tripod	1 credit
Unit 38	Digital graphics editing	4 credits

## Office and business

Unit No	Unit title	Credit
Unit 39	IT communication fundamentals	2 credits
Unit 40	Understanding business communication	3 credits
Unit 41	Using fax machines and photocopiers	3 credits
Unit 42	Filing skills	3 credits
Unit 43	Handling mail	2 credits
Unit 44	Working in an office	2 credits
Unit 45	Supporting business meetings	3 credits
Unit 46	Careers in business and administration	3 credits
Unit 47	Developing customer service skills	3 credits

## Retail and service enterprise

Unit No	Unit title	Credit
Unit 48	Understanding the control, handling and replenishment of stock in a retail business	2 credits
Unit 49	Understanding the business of retail	1 credit
Unit 50	Understanding customer service in the retail sector	2 credits
Unit 51	Understanding the retail selling process	2 credits

## Sport, leisure and tourism

Unit No	Unit title	Credit
Unit 52	Displaying travel and tourism products and services	4 credits
Unit 53	Investigate companies in the travel industry	1 credit
Unit 54	Worldwide travel and tourism destinations	3 credits
Unit 55	UK travel and tourism destinations	3 credits
Unit 56	Participating in leisure activities	3 credits
Unit 57	Taking part in sport	3 credits
Unit 58	Planning a fitness programme	3 credits

### **Hairdressing and beauty**

<b>Unit No</b>	<b>Unit title</b>	<b>Credit</b>
Unit 59	Styling women's hair	3 credits
Unit 60	Styling men's hair	3 credits
Unit 61	Colour hair using temporary colour	3 credits
Unit 62	Nail art application	3 credits
Unit 63	Basic make-up application	3 credits

### **Employability and social development**

<b>Unit No</b>	<b>Unit title</b>	<b>Credit</b>
Unit 64	Problem solving at work	2 credits
Unit 65	Working in a team	2 credits
Unit 66	Time management skills	2 credits
Unit 67	Improving own learning and performance	2 credits
Unit 68	Introduction to health and social care	3 credits
Unit 69	Caring for babies and young children	3 credits
Unit 70	Understanding children's social and emotional development	3 credits
Unit 71	Understanding changing roles and relationships in adolescence	3 credits
Unit 72	Using craft activities with children and young people	3 credits
Unit 73	Undertaking an enterprise project	3 credits

### **Warehousing and Storage**

<b>Unit No</b>	<b>Unit title</b>	<b>Credit</b>
Unit 74	Maintain the Cleanliness of Equipment in Logistics Operations	2 credits
Unit 75	Sort Goods and Materials for Recycling or Disposal in a Logistics Environment	3 credits
Unit 76	Moving or Handling Goods Manually in Logistics Facilities	2 credits
Unit 77	Receive Goods in a Logistics Environment	3 credits
Unit 78	Keep Work Areas Clean in a Logistics Environment	2 credits

To be awarded the **NCFE Level 1 Award in Exploring Occupational Studies for the Workplace**, learners must achieve a minimum of 3 credits.

To be awarded the **NCFE Level 1 Award in Occupational Studies for the Workplace**, learners must achieve a minimum of 6 credits.

To be awarded the **NCFE Level 1 Certificate in Occupational Studies for the Workplace**, learners must achieve a minimum of 13 credits.

To be awarded the **NCFE Level 1 Diploma in Occupational Studies for the Workplace**, learners must achieve a minimum of 37 credits.

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

### Entry guidance

These qualifications are designed for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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### Progression opportunities

Following the successful completion of any of the Level 1 Occupational Studies in the Workplace qualifications, learners may progress to work-based learning and develop the skills, knowledge and understanding necessary to demonstrate competency through NVQs/CBQs.

Progression to further learning within the FE sector is also possible and there are many qualifications available to learners that offer them a broad choice of options.

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### **Barred units, equivalencies and exemptions**

These qualifications may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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### **Qualification dates**

Qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualifications page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date, this will be shown on the qualifications page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.



The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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### Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie hold relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

## Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie hold relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

### Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

## Land-based

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Animal Management/Environment, Countryside and Conservation, Equine and Floristry
- Level 3 Award in Education and Training
- Certificate of Competence (CoC) qualification in Forestry and Pesticides

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- possess a good knowledge of health and safety and first aid
- current or recent work experience as an Agricultural/Horticultural Technician or Gardener
- current or recent work experience in animal management, land and wildlife management.

## Construction and Engineering

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Construction and Engineering
- Level 2 qualifications/apprenticeship in Construction
- Level 3 Award in Education and Training

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience working as a Construction Ambassador
- possess a good knowledge of health and safety and first aid

## Motor vehicle

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Motor Vehicle Maintenance
- Level 2 Motor Vehicle and Engineering
- Level 3 Award in Education and Training

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working in transport operations or as a mechanic
- possess a good knowledge of health and safety and first aid

## Hospitality and catering

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Food Preparation and Cooking
- Certificate in Food Safety
- NVQ Level 2 in Food and Drink Service Certificate in Food and Beverage Service
- Level 3 Award in Education and Training

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- working in the Hospitality/Catering/Food Preparation sector
- experience in working in event management
- experience in working as a Pub/Bar Manager

## Design, media and technology

### Examples of relevant qualifications

- Level 2 Diploma in Art and Design
- Level 2 or above Certificate or Diploma in Art and Design/Graphic Design/Media and Technology
- Level 3 Award in Education and Training
- Level 2 or above Certificate or Diploma in Interactive Media; Animation; Web Design; Media Studies

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current or recent work experience as an Art Editor, Audio-visual Technician, Internet/Web Professional or Multimedia Designer

## Office and business

### Examples of relevant qualifications

- Level 2 Diploma in Skills for Office Professionals
- NVQ Level 2 in Business Administration
- Level 3 Award in Education and Training

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working as an Office Manager

## Retail and service enterprise

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Customer Service
- Level 3 Award in Education and Training
- Level 2 Diploma in Retail Skills

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- supervisor in a retail outlet
- current or recent work experience in the retail sector teaching retail/retail operations
- experience working in training for retail merchandising

## Hairdressing and beauty

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Hairdressing and Beauty
- Level 3 Award in Education and Training
- Level 2 or above NVQ or Diploma in Hairdressing

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- current experience working as a stylist
- in-house salon training schemes

## Employability and social development

### Examples of relevant qualifications

- NVQ/vocational Level 2 in Advice and Guidance
- Level 3 Award in Education and Training
- Level 2 or above Certificate or Diploma in Employability Skills

### Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working in human resources and personal development
- experience of leading a team
- managing a project

## Warehousing and storage

Examples of relevant qualifications

- NCFE Level 2 Certificate in Warehousing and Storage
- NCFE Level 2 Diploma in Customer Service for Logistics

Examples of work experience

- direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- experience in working in warehouses
- experience in working in logistics

## Resource requirements

Specific resource requirements will vary significantly depending upon the subject area a centre chooses to deliver. Allocation of suitable resources is left to the discretion of the centre; however, real-life situations should be replicated in as much detail as is reasonably possible.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in these qualifications and it can help learners keep track of their work. This document can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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## Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Customer Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk)

## Customer Support team

Our [award-winning](#) Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant [here](#) or get more information by calling 0191 239 8000 or emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

## Subject Maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

The current fees and pricing guide is available on our website at [www.ncfe.org.uk](http://www.ncfe.org.uk).

## Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing learning outcomes (the learner will) and assessment criteria (the learner can).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

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## Unit 01 Developing skills in garden horticulture (A/505/4075)

<b>Unit summary</b>	The aim of this unit is to develop the learner's knowledge of and skills in garden horticulture.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about garden/allotment produce

The learner can:

- 1.1 Name 3 varieties of flower to grow on an allotment or in a domestic garden
- 1.2 Name 3 varieties of vegetable to grow on an allotment or in a domestic garden

The learner will:

- 2 Know how to control weeds

The learner can:

- 2.1 Identify 6 different types of weed
- 2.2 Select and apply a control measure to eliminate 3 of the weeds identified

The learner will:

- 3 Be able to propagate plants

The learner can:

- 3.1 Sow 2 different kinds of seed in open ground
- 3.2 Sow 2 different kinds of seed in a tray under glass
- 3.3 Sow tubers
- 3.4 Sow rooted plants

### **Unit 01 Developing skills in garden horticulture (A/505/4075) (cont'd)**

The learner will:

- 4 Be able to grow and care for plants grown from seed

The learner can:

- 4.1 Sow seed directly in ground
  - 4.2 Thin out sown seeds
  - 4.3 Sow seed in trays
  - 4.4 Prick out and plant in prepared ground
  - 4.5 Follow a given maintenance plan
  - 4.6 Identify any pests/diseases
- 

### **Equivalent unit for Developing skills in garden horticulture (A/505/4075)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills in garden horticulture (R/500/5111)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit A/505/4075.

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## Unit 02 Sowing and growing techniques (A/504/9314)

<b>Unit summary</b>	In this unit the learner will develop knowledge of indoor and outdoor sowing and growing techniques and the care of transplant seedlings/plants.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about indoor sowing techniques

The learner can:

- 1.1 Outline the requirements for the successful germination of seeds
- 1.2 Use an appropriate growing medium for given seeds
- 1.3 Sow seeds
- 1.4 Take precautions against extremes in temperature

The learner will:

- 2 Know about outdoor sowing techniques

The learner can:

- 2.1 Identify equipment required for outdoor sowing
- 2.2 State the need to prepare the ground
- 2.3 State the need to make sure of suitable holes/drills to receive given types of seed

The learner will:

- 3 Know how to look after and transplant seedlings/plants

The learner can:

- 3.1 Identify the cause of 'damping off'
- 3.2 Outline stages of seedling development
- 3.3 State the purpose of equipment used to transplant seeds
- 3.4 Use equipment to transplant seeds
- 3.5 Describe the effects of 'growing on' conditions

## **Unit 02 Sowing and growing techniques (A/504/9314) (cont'd)**

The learner will:

- 4 Know about specific growing techniques

The learner can:

- 4.1 Identify the reasons for 'hardening off' and 'planting out'
- 4.2 Demonstrate different methods
- 4.3 Explain specific 'planting out' requirements
- 4.4 Demonstrate 'planting out' skills

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### **Equivalent unit for Sowing and growing techniques (A/504/9314)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding sowing and growing techniques (J/500/5350)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit A/504/9314.

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### Unit 03 Cultivating compost and soils (R/505/0596)

<b>Unit summary</b>	This unit covers compost and soil cultivation and associated techniques. The learner will also develop knowledge of different soil types and how to make and use compost.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for composting and soil cultivation tasks

The learner can:

- 1.1 List tools and equipment used for soil and compost cultivation and their uses
- 1.2 Identify the health and safety precautions required for soil and compost cultivation

The learner will:

- 2 Know how to make and use compost

The learner can:

- 2.1 Give examples of what should and should not be used in composting
- 2.2 Identify the steps in making compost
- 2.3 State the benefits of using compost

The learner will:

- 3 Know about different soil types

The learner can:

- 3.1 Describe the components and characteristics of 3 soil types
- 3.2 Give examples of the types of plant which will grow well on 3 types of soil

### Unit 03 Cultivating compost and soils (R/505/0596) (cont'd)

The learner will:

- 4 Know about pH levels and soil chemicals

The learner can:

- 4.1 State the meaning of pH levels and their effects on soil
  - 4.2 Identify chemicals in soil and their effects on plant life
- 

The learner will:

- 5 Understand techniques for cultivating soil

The learner can:

- 5.1 Identify how different types of soil may be cultivated with the use of tools
  - 5.2 Give examples of how plant growth can be boosted by adding nutrients to the soil
-



## Unit 04 Cultivating herbs (H/505/4278)

<b>Unit summary</b>	In this unit the learner will develop an understanding of the use and selection of herbs. They will also be able to cultivate herbs.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the use of herbs

The learner can:

- 1.1 Identify plants from the onion family and state their medicinal or culinary use
- 1.2 Identify plants from the mint family and state their medicinal or culinary use
- 1.3 Identify plants from the thyme or sage family and state their medicinal or culinary use

The learner will:

- 2 Understand the factors in selecting herbs for a particular site

The learner can:

- 2.1 Identify the characteristics of different herbs
- 2.2 Identify what different herbs need to grow well
- 2.3 Identify the container and location most suited to selected herbs

The learner will:

- 3 Be able to cultivate herbs

The learner can:

- 3.1 Grow a member of the onion family from seeds or bulbs
- 3.2 Grow a member of the mint family from seeds or cuttings
- 3.3 Grow a member of the thyme or sage family from seeds or cuttings

#### **Unit 04 Cultivating herbs (H/505/4278) (cont'd)**

#### **Equivalent unit for Cultivating herbs (H/505/4278)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Cultivating herbs (R/503/2714)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/4278.

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## Unit 05 Safe tractor operation (T/503/5850)

<b>Unit summary</b>	This unit provides the learner with the skills and understanding to safely operate a tractor. They will carry out maintenance and safe procedures and use of a range of attachments.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the basic functions and safe operation of a tractor

The learner can:

- 1.1 Identify and explain the use of the appropriate personal protective equipment
- 1.2 State the controls and instrumentation
- 1.3 State what is covered in routine daily and weekly checks
- 1.4 Outline the combustion cycle of a diesel engine
- 1.5 Outline the current, relevant legislation relating to the use of tractors
- 1.6 Outline the purpose of fuel, cooling and lubrication systems
- 1.7 State the use and function of transmission and hydraulic systems
- 1.8 Outline the use and function of wheels, tyres and brakes
- 1.9 State how weather and ground conditions should be accounted for when operating a tractor

The learner will:

- 2 Be able to undertake routine maintenance and safe procedures on a tractor

The learner can:

- 2.1 Check and report on any hazards in the immediate work area
- 2.2 Demonstrate how to check and adjust the driver environment to personal needs
- 2.3 Show how to mount/dismount the tractor safely
- 2.4 Check and report on lubricant levels
- 2.5 Check and report on fuel levels
- 2.6 Find and check the air filters
- 2.7 Check and report on tyre condition and pressure
- 2.8 State the effects of poor maintenance on tractor operation

## Unit 05 Safe tractor operation (T/503/5850) (cont'd)

The learner will:

- 3 Be able to maintain and use a range of attachments safely

The learner can:

- 3.1 Show the correct points and methods of attachment for a range of implements
  - 3.2 State the risks and hazards associated with a range of implements
  - 3.3 Carry out pre-use checks on hitched and mounted implements
  - 3.4 State the correct procedure for connecting/disconnecting hitched/trailed implements to a tractor
  - 3.5 Outline how a tractor and attachment operation varies with attachment type, weather, ground conditions and terrain conditions
  - 3.6 Carry out all work in accordance with health and safety legislation
  - 3.7 Demonstrate the operation of a tractor with attachments in a range of terrain and weather conditions
-

## Unit 06 Assist with feeding and watering horses (A/600/0463)

<b>Unit summary</b>	In this unit the learner will demonstrate that they are able to work safely whilst providing feed and water for horses.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to assist with providing feed and water for stabled and grazing horses

The learner can:

- 1.1 Feed horses according to instructions, to include both forage and concentrate
- 1.2 Supply horses with water using the correct sources, system and quantities
- 1.3 Report any changes in the feeding and drinking habits of horses to the appropriate person
- 1.4 Clean and replace equipment, ensuring it is ready for use

The learner will:

- 2 Be able to work safely

The learner can:

- 2.1 Dispose of waste from feeding safely and correctly
- 2.2 Maintain the health and safety of horses, self and others
- 2.3 Correctly identify and report any hazards to the appropriate person

## Unit 07 Introduction to wildlife and conservation (T/502/5142)

<b>Unit summary</b>	This unit enables learners to recognise a range of habitats and energy links between plants and animals.
<b>Guided learning hours</b>	50
<b>Credit value</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Recognise a range of habitats

The learner can:

- 1.1 Recognise a range of habitats
- 1.2 List the main habitat types and the plants and animals common to each
- 1.3 State the characteristics of the main:
  - woodland habitats
  - freshwater habitats
  - grassland habitats
- 1.4 List the features of the climate which affect a site
- 1.5 List features, other than climate, which affect what grows on a site
- 1.6 List the main groups of plants
- 1.7 List the main groups of animals
- 1.8 Using a simple key or guide list the main plant species in a given habitat
- 1.9 Using a simple key or guide list the main bird and mammal species present in a given habitat

The learner will:

- 2 Recognise the energy links between plants and animals

The learner can:

- 2.1 Identify a food chain from a chosen habitat
- 2.2 Identify a food source and feeding method for animals
- 2.3 Define the term 'food chain'
- 2.4 Define the terms 'herbivore', 'carnivore', 'omnivore' and 'predator'
- 2.5 Describe a simple food chain from a given habitat
- 2.6 State how plants provide food and energy for grazing and browsing animals

**Unit 07 Introduction to wildlife and conservation (T/502/5142) (cont'd)**

- 2.7 State how animals provide food and energy for predators
- 2.8 State how predators and other animals provide a source of nutrients for plants
- 2.9 State how material decomposes with the help of invertebrates, fungi and bacteria
- 2.10 Name 3 plants which support a wide variety of consumers

## Unit 08 Understanding techniques used in floristry (D/505/5512)

<b>Unit summary</b>	In this unit learners will gain knowledge and an understanding about equipment, plant material and techniques used in floristry. The learner will be able to identify the basic design principles and construction techniques used in floral displays.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about tools and equipment used in floristry

The learner can:

- 1.1 Outline the function of 3 tools used in floristry
- 1.2 Identify 3 items of equipment and state what they are used for

The learner will:

- 2 Know about plant material

The learner can:

- 2.1 Identify 4 types of plant material (flowers and foliage) used in floristry
- 2.2 State the type of arrangement each would be suitable for
- 2.3 Identify 2 potentially hazardous plant materials

The learner will:

- 3 Understand conditioning techniques

The learner can:

- 3.1 Outline 2 methods of conditioning plants
- 3.2 State the benefits of each method



### **Unit 08 Understanding techniques used in floristry (D/505/5512) (cont'd)**

The learner will:

- 4 Understand preservation techniques

The learner can:

- 4.1 State when plant material should be picked for preservation
  - 4.2 Outline 2 methods of preserving plants
- 

The learner will:

- 5 Identify basic design principles

The learner can:

- 5.1 Identify 3 basic shapes used in floral displays
  - 5.2 Identify line, bold and filler material in a given display
  - 5.3 Identify contrasting and complementary colours
- 

The learner will:

- 6 Understand basic construction techniques

The learner can:

- 6.1 Outline 4 basic construction/support techniques used in floral displays
-

## Unit 09 Developing bricklaying skills (Y/505/4942)

<b>Unit summary</b>	The aim of this unit is to develop the learner's knowledge of the tools, materials and safe working practices used in basic bricklaying processes. They will also work as part of a team.
<b>Guided learning hours</b>	40
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the hand tools used in basic bricklaying processes

The learner can:

- 1.1 List and describe appropriate hand tools to be used in basic bricklaying processes

The learner will:

- 2 Know the materials used in basic bricklaying processes

The learner can:

- 2.1 List and describe appropriate materials to be used in basic bricklaying processes

The learner will:

- 3 Know the personal protective equipment (PPE) used in basic bricklaying processes

The learner can:

- 3.1 List and describe appropriate PPE to be used in basic bricklaying processes

### Unit 09 Developing bricklaying skills (Y/505/4942) (cont'd)

The learner will:

- 4 Be able to apply safe working practices to produce half-brick walling

The learner can:

- 4.1 Select and use hand tools safely to lay bricks in stretcher bond, minimum 7 bricks in length, minimum 5 courses high, with one stopped end
- 

The learner will:

- 5 Be able to work responsibly with others

The learner can:

- 5.1 Maintain a clean and tidy work environment  
5.2 Work responsibly in the workshop
- 

The learner will:

- 6 Be able to seek and respond to guidance when working as part of a team

The learner can:

- 6.1 Follow instructions when working with others  
6.2 Communicate appropriately with others
- 

### Equivalent unit for Developing bricklaying skills (Y/505/4942)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing bricklaying skills (J/502/3685)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/4942.

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## Unit 10 Using painting skills for interior ceilings and walls (J/504/8523)

<b>Unit summary</b>	In this unit learners will demonstrate preparation, maintenance and cleaning of the work area. They will use equipment to prepare and paint a surface area.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to demonstrate good practice in preparing and maintaining the work area

The learner can:

- 1.1 Assist in the assessment of site and identification of necessary actions
- 1.2 Assist in the identification of items to be removed and stored
- 1.3 Apply dust sheets appropriately
- 1.4 Maintain a clean and tidy working area at all times

The learner will:

- 2 Be able to use and maintain tools and equipment appropriately

The learner can:

- 2.1 Identify, and use correctly, relevant tools for specified tasks
- 2.2 Demonstrate safe use of portable access equipment
- 2.3 Clean, check and store tools and equipment and report any deficiencies to supervisor

The learner will:

- 3 Be able to assist the preparation of a surface for painting

The learner can:

- 3.1 Assist in the assessment of a surface condition for painting
- 3.2 Identify appropriate action
- 3.3 Assist in preparing the surface to the required standard, using hand or power tools as appropriate

## **Unit 10 Using painting skills for interior ceilings and walls (J/504/8523) (cont'd)**

The learner will:

- 4 Be able to paint an area

The learner can:

- 4.1 Select type of paint for surface/area
  - 4.2 Follow manufacturer's instructions for use
  - 4.3 Apply paint as instructed
  - 4.4 Achieve an appropriate finish, for example, free from runs, avoiding over-painting, no obvious misses
- 

The learner will:

- 5 Be able to clean work area and equipment

The learner can:

- 5.1 Reinststate work area, for example, remove spillages, dust sheets, materials, waste
  - 5.2 Clean tools and equipment as required
- 

## **Equivalent unit for Using painting skills for interior ceilings and walls (J/504/8523)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Using painting skills for interior ceilings and walls (M/500/5357)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit J/504/8523.

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## Unit 11 Introduction to plastering techniques (R/505/4969)

<b>Unit summary</b>	In this unit the learner will know about the equipment, materials and range of common backgrounds used in plastering. The learner will also demonstrate the preparation, floating techniques and application of plaster to a surface.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know a range of tools and equipment used in plastering

The learner can:

- 1.1 Identify and state the purpose of 8 hand tools/items of equipment used in plastering

The learner will:

- 2 Know a range of materials used in plastering

The learner can:

- 2.1 State the purpose of 4 materials used in plastering
- 2.2 Outline the process involved in mixing 2 types of plaster
- 2.3 Mix 2 types of plaster

The learner will:

- 3 Know the range of backgrounds that commonly receive plaster

The learner can:

- 3.1 Name 4 backgrounds that commonly receive plaster
- 3.2 Identify a given background and state one of its characteristics in relation to plastering

## Unit 11 Introduction to plastering techniques (R/505/4969) (cont'd)

The learner will:

- 4 Be able to prepare a surface for plastering

The learner can:

- 4.1 State 2 checks required before starting to plaster
  - 4.2 Demonstrate the process for checking the suction of a wall
  - 4.3 Demonstrate one basic method for setting out a wall
  - 4.4 Demonstrate the process for fixing angle-beads
- 

The learner will:

- 5 Understand floating techniques

The learner can:

- 5.1 Outline the procedure for floating a wall using either plumb and dot or broad screed methods
- 

The learner will:

- 6 Be able to apply plaster to a surface

The learner can:

- 6.1 Pick-up plaster from a spot board and a hawk
  - 6.2 Apply a plaster coat onto a sample section of wall
  - 6.3 Scratch the base coat
  - 6.4 Lay a second coat of plaster onto the wall
  - 6.5 Smooth surface with a float
- 

## Equivalent unit for Introduction to plastering techniques (R/505/4969)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to plastering techniques (H/500/5601)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit R/505/4969.

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## Unit 12 Floor and wall tiling techniques (D/505/0746)

<b>Unit summary</b>	In this unit the learner will know about the equipment and materials used in floor and wall tiling. The learner will also demonstrate the preparation, techniques and applications used in tiling.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about tools, equipment and materials used in floor and wall tiling

The learner can:

- 1.1 State the purpose of basic tiling tools
- 1.2 Identify types of:
  - adhesive
  - tiles

The learner will:

- 2 Know about background surfaces

The learner can:

- 2.1 State a characteristic of different surfaces to which tiles are commonly fixed

The learner will:

- 3 Be able to plan and prepare a tiling task

The learner can:

- 3.1 Check any straight edges are plumb
- 3.2 Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting
- 3.3 Clean and prepare surface
- 3.4 Position tools, equipment and material as directed



## Unit 12 Floor and wall tiling techniques (D/505/0746) (cont'd)

The learner will:

- 4 Be able to set out and fix tiles

The learner can:

- 4.1 Use a basic setting out procedure
  - 4.2 Evenly spread tile adhesive over a given area
  - 4.3 Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive
  - 4.4 Use tile spacers to ensure an even gap between tiles
  - 4.5 Clean excess adhesive from tile surface
- 

The learner will:

- 5 Be able to cut tiles

The learner can:

- 5.1 Cut tiles into internal corners, to ensure neat finish
  - 5.2 Use tools to cut around fixed obstacles
  - 5.3 Observe safe working practices
- 

The learner will:

- 6 Be able to use grouting techniques

The learner can:

- 6.1 Mix the grout according to instruction
  - 6.2 Apply grout to tiles, ensuring the joints are filled, and remove any surplus
  - 6.3 Compact the joints and clean off any surplus
  - 6.4 Clean down the tiled area
- 

## Equivalent unit for Floor and wall tiling techniques (D/505/0746)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Using floor and wall tiling techniques (M/500/5598)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/0746.

### Unit 13 Carpentry hand skills (R/505/0310)

<b>Unit summary</b>	This unit provides learners with the knowledge of hand tools in carpentry. They will demonstrate the use of tools and techniques used in carpentry.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about hand tools used in carpentry

The learner can:

- 1.1 Identify basic hand tools used in carpentry
- 1.2 State the use of basic hand tools used in carpentry
- 1.3 Indicate the condition of tools before use

The learner will:

- 2 Be able to use face and edge marks

The learner can:

- 2.1 Demonstrate how to use face and edge marks
- 2.2 Indicate why face and edge marks are used in carpentry

The learner will:

- 3 Be able to saw to a line

The learner can:

- 3.1 Mark timber square
- 3.2 Saw timber square to a line
- 3.3 Mark to a given angle
- 3.4 Saw timber square to a given angle

### Unit 13 Carpentry hand skills (R/505/0310) (cont'd)

The learner will:

- 4 Be able to plane timber

The learner can:

- 4.1 Identify a plane for a given task  
4.2 Set a plane for use  
4.3 Plane timber flat
- 

The learner will:

- 5 Be able to use a chisel

The learner can:

- 5.1 Mark out the timber working from the face and edge  
5.2 Saw down to the required depth  
5.3 Remove the timber with the chisel
- 

### Equivalent unit for Carpentry hand skills (R/505/0310)

For the purpose of credit accumulation, the following units are equivalent to this unit:

- Carpentry hand skills (J/503/2659)
- Using carpentry hand skills (A/500/5605)

Learners who have achieved any of these equivalent units can use them towards achievement of these qualifications without the need to complete Unit R/505/0310.

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## Unit 14 Developing skills in joining materials using welding (H/505/5026)

<b>Unit summary</b>	In this unit learners will develop skills to be able to prepare work areas and produce welding joints to the required standard.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare a work area in readiness for welding operations

The learner can:

- 1.1 Confirm with a supervisor what has to be done before welding operations are carried out safely
- 1.2 Prepare a work area ready for the welding of materials
- 1.3 Check that materials are correct and tools and equipment are safe to use

The learner will:

- 2 Be able to produce welded joints to the required standard

The learner can:

- 2.1 Use appropriate equipment to safely weld materials together
- 2.2 Check that the welded joints meet the standards required
- 2.3 Follow correct procedures to close down and safely store welding equipment

## Equivalent unit for Developing skills in joining materials using welding (H/505/5026)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills in joining materials using welding (K/601/0096)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/5026.

## Unit 15 Mechanical component assembling skills (Y/505/0700)

<b>Unit summary</b>	In this unit the learner will be able to prepare and carry out mechanical assembly operations.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for assembly operations

The learner can:

- 1.1 Identify the details of the task
- 1.2 Prepare the work area for the assembly of components
- 1.3 Verify components are appropriate for the task
- 1.4 Confirm that tools are safe to use

The learner will:

- 2 Be able to carry out assembly operations using mechanical components

The learner can:

- 2.1 Use appropriate tools to assemble components
- 2.2 Confirm accuracy of completed work
- 2.3 Demonstrate standard working practices

## Equivalent unit for Mechanical component assembling skills (Y/505/0700)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills in assembling mechanical components (H/600/9142)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/0700.

## Unit 16 Developing skills in routine servicing of mechanical equipment (M/505/5028)

<b>Unit summary</b>	In this unit the learner will know about mechanical servicing operations and demonstrate the use of them safely.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about routine mechanical servicing operations

The learner can:

- 1.1 List what to do for the routine servicing of given mechanical equipment
- 1.2 Tell their supervisor what they are going to do when servicing a different given mechanical equipment

The learner will:

- 2 Be able to service mechanical equipment safely

The learner can:

- 2.1 Follow safe working practices and procedures when carrying out mechanical servicing operations
- 2.2 Carry out a routine service for given mechanical equipment

### Equivalent unit for Developing skills in routine servicing of mechanical equipment (M/505/5028)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing skills in routine servicing of mechanical equipment (R/601/0125)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/5028.

## Unit 17 Building a cavity wall (M/505/0315)

<b>Unit summary</b>	In this unit the learner will be able to use tools, materials and techniques to construct a cavity wall.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use hand tools for constructing a cavity wall

The learner can:

- 1.1 Select hand tools/equipment for a set task
- 1.2 Use relevant hand tools/equipment safely for a set task
- 1.3 Handle tools correctly
- 1.4 Clean, maintain and store tools safely

The learner will:

- 2 Be able to use techniques to construct a cavity wall

The learner can:

- 2.1 State the need for organising materials and work area prior to commencing task
- 2.2 Apply basic trowel skills
- 2.3 Produce cuts to bricks and 100 mm blocks using lump hammer and bolster chisel
- 2.4 Produce a mortar joint finish

The learner will:

- 3 Know how to identify materials used for cavity walling

The learner can:

- 3.1 Identify suitable brick and block types used for cavity walling
- 3.2 Identify damp-proof courses (DPCs)
- 3.3 Identify cavity wall ties
- 3.4 Select DPCs and cavity wall ties suitable for given tasks

### **Unit 17 Building a cavity wall (M/505/0315) (cont'd)**

The learner will:

- 4 Be able to construct a cavity wall

The learner can:

- 4.1 Follow task instructions to produce a cavity wall
- 4.2 Construct a cavity wall
- 4.3 Install DPC and cavity wall ties
- 4.4 Produce joining finish to standards and tolerances

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### **Equivalent unit for Building a cavity wall (M/505/0315)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Constructing a cavity wall using bricklaying skills (F/500/5606)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/0315.

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## Unit 18 Plumbing skills (F/505/0481)

<b>Unit summary</b>	In this unit the learner will know about the tools and materials used in, and be able to perform, plumbing operations.
<b>Guided learning hours</b>	40
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the hand tools and materials used in plumbing processes

The learner can:

- 1.1 List hand tools to be used in plumbing processes
- 1.2 List materials to be used in plumbing processes
- 1.3 List components to be used in plumbing processes
- 1.4 List personal protective equipment (PPE) to be used in plumbing processes
- 1.5 Describe the use of all items listed

The learner will:

- 2 Be able to perform plumbing operations

The learner can:

- 2.1 Select hand tools to connect to copper tubes
- 2.2 Use hand tools to connect to copper tubes
- 2.3 Select hand tools to install a functioning sink
- 2.4 Install a functioning sink
- 2.5 Apply safe working practices throughout completion of the task

The learner will:

- 3 Be able to work responsibly with others

The learner can:

- 3.1 Maintain a clean and tidy work environment
- 3.2 Work responsibly in the workshop
- 3.3 Follow instructions when working with others
- 3.4 Communicate with others in order to complete tasks

### **Equivalent unit for Plumbing skills (F/505/0481)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing plumbing skills (K/502/3694)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/0481.

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## Unit 19 Checking and maintaining a car's tyre pressure and tread (D/505/0603)

<b>Unit summary</b>	In this unit the learner will be able to use tools and equipment. They will know about maintenance required on road wheels and tyres on a motor vehicle.
<b>Guided learning hours</b>	9
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use relevant tools and equipment

The learner can:

- 1.1 Identify relevant tools for tyre maintenance
- 1.2 State the purpose of tools used for tyre maintenance
- 1.3 Use tools safely

The learner will:

- 2 Know how to maintain road wheels and tyres on a motor vehicle

The learner can:

- 2.1 Identify and select:
  - tyre pressure gauge
  - air-line and inflator tread gauge
  - tyre pressure chart
  - tread gauge
- 2.2 Check all tyres for uneven wear, nails and cracked tyre walls, and record results in an appropriate format
- 2.3 State legal tyre tread depth
- 2.4 Check tread depths of all tyres with tread gauge, and record results
- 2.5 Remove one wheel from vehicle in the approved, safe manner
- 2.6 Remove a tyre, check wheel condition and refit tyre using correct equipment
- 2.7 Balance the wheel/tyre assembly
- 2.8 Refit wheel to vehicle
- 2.9 Identify front and rear tyre pressures of the specified vehicle from a tyre pressure chart
- 2.10 Check all tyre pressures and increase or decrease to correct value using an air-line pressure gauge and inflator

## Unit 20 Identification of basic external and internal car parts (H/505/0604)

<b>Unit summary</b>	This unit provides the learner with knowledge and understanding of engine and cooling system components.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the location of major engine and chassis components

The learner can:

- 1.1 Locate and name the following engine components:
  - alternator
  - starter motor
  - carburettor
- 1.2 Locate and name the following chassis components:
  - gearbox
  - front and rear brake assemblies
  - suspension components

The learner will:

- 2 Know the major internal engine components

The learner can:

- 2.1 Identify the following major internal engine components:
  - crankshaft
  - piston
  - valves
  - connecting rod
  - oil pump
  - camshaft
  - flywheel

**Unit 20 Identification of basic external and internal car parts  
(H/505/0604) (cont'd)**

The learner will:

3 Know the major cooling system components

The learner can:

3.1 Locate and name the following cooling system components:

- radiator
  - water pump
  - thermostat
  - hoses
-

## Unit 21 Motor vehicle workshop tools and equipment (A/505/0155)

<b>Unit summary</b>	In this unit the learner will be able to work safely and use tools, workshop equipment and materials for vehicle maintenance.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Use appropriate personal protective equipment (PPE)
- 1.2 Use safe methods of working when using tools and equipment
- 1.3 Identify common defects in basic tools

The learner will:

- 2 Be able to use hand tools for vehicle maintenance

The learner can:

- 2.1 Select appropriate hand tools for vehicle maintenance
- 2.2 Use hand tools correctly
- 2.3 Maintain hand tools in a safe condition

The learner will:

- 3 Be able to use workshop equipment for vehicle maintenance

The learner can:

- 3.1 Select appropriate workshop equipment for vehicle maintenance
- 3.2 Use workshop equipment correctly
- 3.3 Carry out basic maintenance of workshop equipment

## **Unit 21 Motor vehicle workshop tools and equipment (A/505/0155) (cont'd)**

The learner will:

- 4 Be able to use materials when carrying out vehicle maintenance

The learner can:

- 4.1 Identify common materials in the construction of vehicles
- 4.2 Identify materials and consumables used for vehicle maintenance
- 4.3 Use appropriate materials and consumables for vehicle maintenance

---

### **Equivalent unit for Motor vehicle workshop tools and equipment (A/505/0155)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Tools, equipment and materials for vehicle maintenance (F/600/3297)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit A/505/0155.

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## Unit 22 Health and safety practices in vehicle maintenance (K/505/4945)

<b>Unit summary</b>	In this unit the learner will know about health and safety requirements. They will be able to use health and safety practices and emergency procedures in vehicle maintenance.
<b>Guided learning hours</b>	30
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know health and safety requirements and information in motor vehicle workshops

The learner can:

- 1.1 State their personal responsibilities for health and safety in vehicle workshops
- 1.2 Identify common risks and hazards when working in vehicle workshops
- 1.3 Identify the need to be aware of the actions of others in the working environment
- 1.4 Locate the main health and safety information and notices provided in vehicle workshops

The learner will:

- 2 Be able to use appropriate health and safety practices and equipment

The learner can:

- 2.1 Use appropriate safe and healthy working practices when carrying out vehicle maintenance and repair
- 2.2 Use appropriate personal protective equipment (PPE) and vehicle protective equipment when working in vehicle workshops
- 2.3 Demonstrate good housekeeping practices when working in vehicle workshops



## Unit 22 Health and safety practices in vehicle maintenance (K/505/4945) (cont'd)

The learner will:

- 3 Be able to use safe manual handling procedures

The learner can:

- 3.1 Identify safe manual handling practices and procedures
  - 3.2 Identify common manual handling equipment used in vehicle workshops
  - 3.3 Use appropriate manual handling equipment and procedures when carrying or lifting during vehicle maintenance and repair
- 

The learner will:

- 4 Be able to use Control of Substances Hazardous to Health (COSHH) procedures

The learner can:

- 4.1 Identify the main substances hazardous to health in vehicle maintenance and repair
  - 4.2 Use appropriate methods to dispose of waste materials in vehicle maintenance
- 

The learner will:

- 5 Know about fire prevention and emergency procedures

The learner can:

- 5.1 Identify the 3 elements that produce a fire
  - 5.2 Identify different types of fire extinguisher and their uses
  - 5.3 State the procedures to follow in an emergency and the evacuation of the premises
-

**Unit 22 Health and safety practices in vehicle maintenance (K/505/4945)  
(cont'd)**

**Equivalent unit for Health and safety practices in vehicle maintenance  
(K/505/4945)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Health and safety practices in vehicle maintenance (A/600/3296)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/4945.

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## Unit 23 Introduction to vehicle valeting (F/505/3199)

<b>Unit summary</b>	In this unit the learner will be able to work safely when conducting vehicle valeting and perform vehicle inspections, ensuring appropriate disposal of waste products.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to work safely

The learner can:

- 1.1 Use safe working practices when valeting vehicles

The learner will:

- 2 Be able to valet the exterior of vehicles

The learner can:

- 2.1 Valet vehicle exterior to include:
  - selection and use of appropriate cleaning tools, materials and products
  - washing and drying vehicle exterior ensuring removal of dirt, detergent and water
  - restoring surface finish to bodywork, bright work, exterior trim and glass
  - protecting surface finish including bodywork, bright work and exterior trim

The learner will:

- 3 Be able to valet the interior of vehicles

The learner can:

- 3.1 Valet vehicle interior to include the selection and use of appropriate cleaning tools, materials and products for carpets, upholstery, plastic trim and glass

### Unit 23 Introduction to vehicle valeting (F/505/3199) (cont'd)

The learner will:

- 4 Be able to valet an engine bay

The learner can:

- 4.1 Demonstrate how to protect sensitive electronic components and the air intake prior to and during an engine bay valet
  - 4.2 Select and use appropriate cleaning tools, materials, methods and products to clean engine bay
- 

The learner will:

- 5 Be able to inspect a valeted vehicle

The learner can:

- 5.1 Perform visual inspection of a valeted vehicle for cleaning residues and surface finish
  - 5.2 Identify key findings of inspection and rectify any imperfections
- 

The learner will:

- 6 Be able to dispose of waste products in accordance with environmental guidance

The learner can:

- 6.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance
-

## Unit 24 Basic food preparation and cooking (K/505/4072)

<b>Unit summary</b>	In this unit the learner will know about the principal methods of cooking and be able to prepare, cook and present simple dishes.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the principal methods of cooking

The learner can:

- 1.1 State the principal methods of cooking
- 1.2 State typical cooking methods for different produce

The learner will:

- 2 Be able to prepare, cook and present simple dishes

The learner can:

- 2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods
- 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food
- 2.3 Outline safe working practices for different cooking methods
- 2.4 Review own performance and make suggestions for future improvements

## Equivalent unit for Basic food preparation and cooking (K/505/4072)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Basic food preparation and cooking (K/502/5042)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/4072.

## Unit 25 Customer service in the hospitality industry (M/505/5255)

<b>Unit summary</b>	In this unit the learner will know about the benefits and importance of good customer service. They will be able to communicate with customers in a hospitality environment.
<b>Guided learning hours</b>	20
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the benefits of good customer service

The learner can:

- 1.1 Outline what good customer service is
- 1.2 State the benefits of good customer service
- 1.3 Give examples of good service for different customer groups within the industry

The learner will:

- 2 Be able to communicate with customers in the hospitality environment

The learner can:

- 2.1 Identify the benefits of good communication
- 2.2 State how to deal with routine customer needs
- 2.3 Communicate positively in a hospitality environment

The learner will:

- 3 Know the importance of good personal presentation

The learner can:

- 3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment
- 3.2 Identify different dress codes for roles in a hospitality environment

**Unit 25 Customer service in the hospitality industry (M/505/5255)  
(cont'd)**

**Equivalent unit for Customer service in the hospitality industry  
(M/505/5255)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Customer service in the hospitality industry (J/502/4898)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/5255.

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## Unit 26 Introduction to the catering and hospitality industry (T/505/4169)

<b>Unit summary</b>	In this unit the learner will know about different sectors and employment requirements within the catering and hospitality industry.
<b>Guided learning hours</b>	20
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the different sectors of the catering and hospitality industry

The learner can:

- 1.1 Explain the meaning of hospitality
- 1.2 Explain the meaning of catering
- 1.3 Describe the hospitality and catering industry structure and sectors
- 1.4 List different types of hospitality and catering operations
- 1.5 Identify the different establishments within commercial and service sectors
- 1.6 Describe the main features of the hospitality and catering establishments
- 1.7 Report on different types of operations available in the commercial and service sectors
- 1.8 Compare menus and prices charged in relation to the type of food services provided

The learner will:

- 2 Know the relevant qualifications, training and experience for employment within the industry

The learner can:

- 2.1 Identify the staffing structures for the different types of catering establishment
- 2.2 List the main job roles in catering establishments
- 2.3 List the types of qualification available in the hospitality and catering sector
- 2.4 Identify the training and experience available in the hospitality and catering sector



### **Unit 26 Introduction to the catering and hospitality industry (T/505/4169) (cont'd)**

- 2.5 List employment rights and responsibilities
- 2.6 Identify associations related to professional cookery
- 2.7 Report on the different job opportunities available and the training and qualifications required in the catering and hospitality sectors
- 2.8 Compare the job roles in the commercial and service catering sectors

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### **Equivalent unit for Introduction to the catering and hospitality industry (T/505/4169)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to the catering and hospitality industry (J/500/9043)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit T/505/4169.

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## Unit 27 Maintenance of a safe, hygienic and secure working environment (M/505/4171)

<b>Unit summary</b>	In this unit the learner will know about and be able to maintain personal health and hygiene in a safe and secure workplace.
<b>Guided learning hours</b>	25
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to maintain personal health and hygiene

The learner can:

- 1.1 Wear clean, smart and appropriate clothing, footwear and headgear
- 1.2 Keep hair neat and tidy and wear it in line with organisational standards
- 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
- 1.4 Get any cuts, grazes and wounds treated by the appropriate person
- 1.5 Report illness and infections promptly to the appropriate person

The learner will:

- 2 Know how to maintain personal health and hygiene

The learner can:

- 2.1 State own responsibilities under the Health and Safety at Work Act
- 2.2 State general rules on hygiene that must be followed
- 2.3 State correct clothing, footwear and headgear that should be worn at all times
- 2.4 State the importance of maintaining good personal hygiene
- 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so

## **Unit 27 Maintenance of a safe, hygienic and secure working environment (M/505/4171) (cont'd)**

The learner will:

- 3 Be able to help maintain a hygienic, safe and secure workplace

The learner can:

- 3.1 Identify any hazards or potential hazards and deal with these correctly
  - 3.2 Report any accidents or near accidents quickly and accurately to the proper person
  - 3.3 Follow health, hygiene and safety procedures during work
  - 3.4 Practise emergency procedures correctly
  - 3.5 Follow organisational security procedures
- 

The learner will:

- 4 Know how to maintain a hygienic, safe and secure workplace

The learner can:

- 4.1 State the importance of working in a healthy, safe and hygienic way
- 4.2 State where information about health and safety in your workplace can be obtained
- 4.3 Describe the types of hazard in the workplace that may occur and how to deal with these
- 4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else
- 4.5 State how to warn other people about hazards and why this is important
- 4.6 State why accidents and near accidents should be reported and who these should be reported to
- 4.7 Describe the types of emergency that may happen in the workplace and how to deal with these
- 4.8 State where to find first aid equipment and who the registered first-aider is in the workplace
- 4.9 State safe lifting and handling techniques that should be followed
- 4.10 State other ways of working safely that are relevant to own position and why these are important
- 4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed

### **Unit 27 Maintenance of a safe, hygienic and secure working environment (M/505/4171) (cont'd)**

- 4.12 State the possible causes of fire in the workplace
  - 4.13 Describe how to minimise the risk of fire
  - 4.14 State where to find fire alarms and how to set them off
  - 4.15 State why a fire should never be approached unless it is safe to do so
  - 4.16 State the importance of following fire safety laws
  - 4.17 Describe organisational security procedures and why these are important
  - 4.18 State the correct procedures for dealing with customer property
  - 4.19 State the importance of reporting all unusual/non-routine incidents to the appropriate person
- 

### **Equivalent unit for Maintenance of a safe, hygienic and secure working environment (M/505/4171)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Maintenance of a safe, hygienic and secure working environment (F/601/4218)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/4171.

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## Unit 28 Sound recording skills (F/505/4174)

<b>Unit summary</b>	In this unit the learner will be able to use various sound recording skills and save and archive recordings.
<b>Guided learning hours</b>	40
<b>Credit value</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use audio connections within different recording scenarios

The learner can:

- 1.1 Describe different recording scenarios and approaches
- 1.2 Access sources of information on basic analogue connectivity
- 1.3 Set up different recording scenarios
- 1.4 Identify basic connections for a recording scenario
- 1.5 Connect a variety of recording equipment

The learner will:

- 2 Be able to connect analogue sources to digital or analogue recording systems

The learner can:

- 2.1 Describe how to prepare a variety of external analogue connections for instruments
- 2.2 Describe how to route a variety of connections to digital or analogue recording
- 2.3 Connect and route instruments to digital or analogue recording systems
- 2.4 Describe how to prepare and use digital or analogue recording devices
- 2.5 Set up one of the following:
  - computer-based audio system
  - digital multi-track device
  - analogue multi-track device

### Unit 28 Sound recording skills (F/505/4174) (cont'd)

The learner will:

- 3 Record and monitor signal sources and make a basic volume balance

The learner can:

- 3.1 Outline good practice in the operation of the recording process on digital or analogue recording devices
  - 3.2 Make an original recording of external analogue sources
  - 3.3 Describe how to make observed adjustments on recorded material
  - 3.4 Operate and monitor a digital or analogue recording device during recording
  - 3.5 Describe the use of balancing of levels on recorded material
  - 3.6 Adjust the balance of levels of recorded work
- 

The learner will:

- 4 Save and archive recordings

The learner can:

- 4.1 Describe how to prepare and manage machinery, menus and parameters
  - 4.2 Operate machinery, menus and parameters to store recordings
  - 4.3 Describe how to restore and verify recorded material
  - 4.4 Make safe and secure archives of recordings
  - 4.5 Restore saved recordings on a digital or analogue 8-24 track recording device
  - 4.6 Reset and tidy equipment
- 

### Equivalent unit for Sound recording skills (F/505/4174)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Sound recording skills (Y/601/2605)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/4174.

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## Unit 29 MIDI and audio techniques (T/505/4172)

<b>Unit summary</b>	This unit covers how to use audio and editing techniques to make improvements and save and archive new audio files.
<b>Guided learning hours</b>	40
<b>Credit value</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to transfer or import basic audio material

The learner can:

- 1.1 Outline procedures for connecting digital editing and recording equipment
- 1.2 Make basic audio connections to digital editing and recording equipment
- 1.3 Describe how to use menus and parameters to transfer and import audio
- 1.4 Operate a computer-based (DAW) digital editing system and parameters
- 1.5 State the importance of preserving original audio content
- 1.6 Configure equipment to safely transfer audio materials
- 1.7 Describe how to save and manage audio materials

The learner will:

- 2 Be able to make basic editing decisions

The learner can:

- 2.1 Describe common editing problems associated with many editing scenarios
- 2.2 Carry out editing decisions effectively
- 2.3 Identify areas of audio requiring editing or cleaning
- 2.4 Outline basic editing solutions to improve audio and remove problems
- 2.5 Provide editing solutions to resolve problems and improve audio

## Unit 29 MIDI and audio techniques (T/505/4172) (cont'd)

The learner will:

- 3 Be able to make improvements to selected audio files

The learner can:

- 3.1 Describe ways in which digital editing parameters are used
  - 3.2 Use editing functions on a computer-based digital editing program
  - 3.3 State ways to edit and repair audio material
  - 3.4 Make corrections and improvements to audio material
  - 3.5 Outline procedures for ensuring audio material does not deteriorate or degrade
  - 3.6 Maintain procedures to ensure audio does not deteriorate or degrade
- 

The learner will:

- 4 Be able to make tempo and timing editing decisions

The learner can:

- 4.1 Outline the process of timekeeping and tempo relationships with all editing decisions
  - 4.2 Assemble small drum and percussion edits to present perfect timekeeping of original
  - 4.3 Outline reasons for editing audio with timing and tempo
  - 4.4 Assemble vocal/music edits that reflect good timing, pace and tempo awareness
  - 4.5 Measure the overall timing and feel of audio to be edited
  - 4.6 Adjust bad timing and tempo errors with accurate editing decisions
- 

The learner will:

- 5 Save and archive edits as new audio files

The learner can:

- 5.1 Describe how to prepare and manage digital editing menus and parameters
- 5.2 Operate computer-based menus and parameters to save audio files
- 5.3 Describe how to restore and verify edited material
- 5.4 Make safe and secure archive of edits
- 5.5 Restore saved edits on another digital workstation
- 5.6 Reset and tidy equipment



### **Unit 29 MIDI and audio techniques (T/505/4172) (cont'd)**

#### **Equivalent unit for MIDI and audio techniques (T/505/4172)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- MIDI and audio techniques (K/601/2611)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit T/505/4172.

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### Unit 30 Exploring digital photography (K/505/4167)

<b>Unit summary</b>	In this unit the learner will explore digital photography, generate ideas, produce photographic images and review their own work.
<b>Guided learning hours</b>	40
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Explore digital photography

The learner can:

- 1.1 Identify uses of photography equipment
- 1.2 Identify uses of digital materials and software

The learner will:

- 2 Be able to generate ideas for photographic images

The learner can:

- 2.1 Collect information from different sources to generate ideas for digital photography

The learner will:

- 3 Be able to produce photographic images

The learner can:

- 3.1 Produce a plan for producing photographic images
- 3.2 Capture images according to agreed plan
- 3.3 Select and print final images

### **Unit 30 Exploring digital photography (K/505/4167) (cont'd)**

The learner will:

- 4 Be able to review own work

The learner can:

- 4.1 Collect feedback on work from different sources
- 4.2 Review aspects that went well
- 4.3 Review aspects that could be improved

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### **Equivalent unit for Exploring digital photography (K/505/4167)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Exploring digital photography (D/601/2170)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/4167.

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### Unit 31 Develop and use radio presentation skills (H/505/4166)

<b>Unit summary</b>	In this unit the learner will develop and use radio skills through presenting a radio item.
<b>Guided learning hours</b>	10
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to present a radio item

The learner can:

- 1.1 Develop a short script for a straightforward programme item covering familiar subject materials
- 1.2 Present a programme item with confidence
- 1.3 Conform to relevant radio broadcast laws and station guidelines governing presentation style and content
- 1.4 Review the programme item against production requirements/expectations

### Equivalent unit for Develop and use radio presentation skills (H/505/4166)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Develop and use radio presentation skills (M/601/2710)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/4166.

### Unit 32 Creative media production group project (D/505/4165)

<b>Unit summary</b>	In this unit the learner will research an aspect of creative media and then demonstrate and review work-related skills in presenting information.
<b>Guided learning hours</b>	40
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to find out about an aspect of creative media

The learner can:

- 1.1 Identify an aspect of creative media to research
- 1.2 Work as a team member in finding relevant information

The learner will:

- 2 Be able to demonstrate work-related skills in presenting information as a team member

The learner can:

- 2.1 Use communication skills to present information clearly and accurately
- 2.2 Make a positive contribution as a team member
- 2.3 Use self-management skills to meet agreed deadlines and solve problems

The learner will:

- 3 Be able to review own work-related skills in finding out about an aspect of creative media

The learner can:

- 3.1 Review own work-related skills in finding out about an aspect of creative media

### **Unit 32 Creative media production group project (D/505/4165) (cont'd)**

#### **Equivalent unit for Creative media production group project (D/505/4165)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Creative media production group project (R/601/2179)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/4165.

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### Unit 33 Introduction to advertising (M/505/4168)

<b>Unit summary</b>	This unit provides learners with the skills and understanding to distinguish advertisements from other media content and how this is used to sell products.
<b>Guided learning hours</b>	9
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to distinguish advertisements from other media content

The learner can:

- 1.1 Identify an example of an advertisement in 2 different media formats
- 1.2 State how the advertisements can be distinguished as such from other media content

The learner will:

- 2 Understand how advertisements are used to sell products

The learner can:

- 2.1 Give at least 2 contrasting examples of how an advertiser has attempted to appeal to a specific audience
- 2.2 Outline own ideas for advertising a specific product

### Equivalent unit for Introduction to advertising (M/505/4168)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Introduction to advertising (A/602/4777)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/4168.

### Unit 34 Sound and audio production skills (A/505/4173)

<b>Unit summary</b>	In this unit the learner will understand the health and safety, use of equipment and technical skills used in sound and audio production skills.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand health and safety measures relating to sound and audio production

The learner can:

- 1.1 Outline health and safety rules for sound and audio production
- 1.2 Demonstrate safe practice when using sound and audio equipment

The learner will:

- 2 Understand the use of equipment for sound and audio production

The learner can:

- 2.1 Identify equipment used in sound and audio production
- 2.2 State what the equipment is used for
- 2.3 Use equipment to record and store sound

The learner will:

- 3 Understand the use of technical skills to develop ideas for production

The learner can:

- 3.1 Use equipment to edit and alter sound to support production ideas
- 3.2 Create a sound/audio product from a production idea
- 3.3 State what went well
- 3.4 State areas for improvement



### **Unit 34 Sound and audio production skills (A/505/4173) (cont'd)**

#### **Equivalent unit for Sound and audio production skills (A/505/4173)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Sound and audio production skills (T/503/3340)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit A/505/4173.

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### Unit 35 Designing an interior (H/600/3079)

<b>Unit summary</b>	In this unit the learner will develop and present design ideas, whilst producing drawings of their design ideas. They will also review the design process.
<b>Guided learning hours</b>	10
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Develop and present initial ideas using a given design brief

The learner can:

- 1.1 Present initial design ideas using appropriate media to convey initial design ideas to an appropriate person
- 1.2 Collect feedback from an appropriate person

The learner will:

- 2 Produce a detailed drawing of their design ideas

The learner can:

- 2.1 Produce final drawings based on feedback given. These are to include appropriate information on:
  - sizes
  - materials
  - scale
  - finishes
  - client details
- 2.2 Present final design ideas using appropriate media to an appropriate person

The learner will:

- 3 Review the design process

The learner can:

- 3.1 Identify what went well with their design and how successful it was in meeting the design brief

### Unit 36 Using a camera and accessories (J/505/4970)

<b>Unit summary</b>	In this unit the learner will be able to create and transfer images using a camera. They will understand the associated health and safety issues and procedures.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to create images using a camera

The learner can:

- 1.1 Identify camera controls
- 1.2 Use camera controls
- 1.3 Outline recording media in either film or digital cameras
- 1.4 Use appropriate camera settings for different subjects
- 1.5 Produce photographic images

The learner will:

- 2 Be able to transfer images from a camera for printing

The learner can:

- 2.1 Transfer camera images
- 2.2 Prepare transferred images for printing
- 2.3 Print photographic images

The learner will:

- 3 Understand relevant health and safety issues and procedures

The learner can:

- 3.1 Identify health and safety issues
- 3.2 Follow correct health and safety procedures

### **Unit 36 Using a camera and accessories (J/505/4970) (cont'd)**

#### **Equivalent unit for Using a camera and accessories (J/505/4970)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Photography – using a camera and accessories (T/504/4743)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit J/505/4970.

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### Unit 37 Photography – using a tripod (L/505/4971)

<b>Unit summary</b>	In this unit the learner will be able to use a tripod and camera and understand the associated health and safety issues.
<b>Guided learning hours</b>	9
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use a tripod with a camera

The learner can:

- 1.1 Use a camera and tripod at varying heights
- 1.2 Balance a tripod using an internal or external spirit level

The learner will:

- 2 Understand relevant health and safety issues and procedures

The learner can:

- 2.1 Outline how to set up a tripod, assessing health and safety requirements to ensure safe working practices

### Equivalent unit for Photography – using a tripod (L/505/4971)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Photography – using a tripod (A/504/4744)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit L/505/4971.

### Unit 38 Digital graphics editing (J/505/4967)

<b>Unit summary</b>	In this unit the learner will understand the uses and principles of digital graphics. The learner will be able to edit, produce and review a digital graphic.
<b>Guided learning hours</b>	30
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to identify the uses and principles of digital graphics

The learner can:

- 1.1 List a range of different digital graphics styles and their purpose
- 1.2 Explore and list the basic principles of graphic design
- 1.3 Rate the quality of digital graphics

The learner will:

- 2 Be able to plan the editing of a digital graphic montage

The learner can:

- 2.1 Identify the needs of the client
- 2.2 List in order the activities that you will carry out to create an original digital graphic montage
- 2.3 Identify appropriate file types and formats for the digital graphic montage
- 2.4 Produce a visualisation diagram or sketch for the intended work, to include multiple images and graphics

### Unit 38 Digital graphics editing (J/505/4967) (cont'd)

The learner will:

- 3 Be able to produce a digital graphic

The learner can:

- 3.1 Source/create the assets identified for use in the digital graphic montage
  - 3.2 Edit the images and graphics using a range of graphics tools and techniques
  - 3.3 Create the digital graphic montage, using a range of graphics tools and techniques
  - 3.4 Save the digital graphic montage in the required pixel dimensions and resolution and in a suitable file format
- 

The learner will:

- 4 Understand how to review the digital graphic

The learner can:

- 4.1 Identify strengths and weaknesses of own work
  - 4.2 Compare the finished object to the original brief
  - 4.3 Obtain feedback on the product
  - 4.4 Suggest improvements for own work
- 

### Equivalent unit for Digital graphics editing (J/505/4967)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Digital graphics editing (J/600/7724)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit J/505/4967.

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### Unit 39 IT communication fundamentals (M/505/4199)

<b>Unit summary</b>	In this unit the learner will be able to use different sources of information, including internet-based information. They will also use IT to communicate and exchange information.
<b>Guided learning hours</b>	15
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use a variety of sources of information

The learner can:

- 1.1 Use appropriate sources of IT-based and other forms of information to meet needs
- 1.2 Identify different features of information
- 1.3 Recognise copyright constraints on the use of information

The learner will:

- 2 Be able to access, search for, select and use Internet-based information

The learner can:

- 2.1 Access, navigate and search Internet sources of information purposefully and effectively
- 2.2 Use appropriate search techniques to locate and select relevant information
- 2.3 Outline how the information meets requirements and is fit for purpose

The learner will:

- 3 Be able to select and use IT to communicate and exchange information

The learner can:

- 3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication
- 3.2 Use IT tools to maintain an address book and schedule activities



### **Unit 39 IT communication fundamentals (M/505/4199) (cont'd)**

#### **Equivalent unit for IT communication fundamentals (M/505/4199)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- IT communication fundamentals (Y/502/4291)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/4199.

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## Unit 40 Understanding business communication (Y/505/4200)

<b>Unit summary</b>	This unit provides the learner with knowledge about forms, choice and effective communication. The learner will also gain an understanding of behaviours within a team and understand the benefits of effective communication strategy.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about forms of communication

The learner can:

- 1.1 Identify forms of communication which take place in an average business day

The learner will:

- 2 Understand the advantages and disadvantages in the choice of communication

The learner can:

- 2.1 Identify how to choose the right communication method

The learner will:

- 3 Understand effective communication

The learner can:

- 3.1 Identify effective and ineffective communication

The learner will:

- 4 Understand behaviours within a team

The learner can:

- 4.1 Identify individual and group behaviours in a team

#### **Unit 40 Understanding business communication (Y/505/4200) (cont'd)**

The learner will:

- 5 Understand the benefits of an effective communication strategy

The learner can:

- 5.1 Outline the measurable benefits of effective communication
- 

#### **Equivalent unit for Understanding business communication (Y/505/4200)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding business communication (R/500/5321)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit Y/505/4200.

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## Unit 41 Using fax machines and photocopiers (D/505/0827)

<b>Unit summary</b>	In this unit the learner will understand how to use and recognise problems with fax machines and perform photocopying tasks.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to use a fax machine for specified purpose

The learner can:

- 1.1 Ensure fax machine is set up correctly to send faxes
- 1.2 Prepare front cover with the relevant information
- 1.3 Insert front cover and other pages into fax machine
- 1.4 Dial the recipient number
- 1.5 Send faxes
- 1.6 Ensure fax machine is ready to receive faxes
- 1.7 Receive faxes
- 1.8 Distribute faxes to the correct recipient complying with the organisation's confidentiality policy

The learner will:

- 2 Be able to recognise and resolve problems with the fax machine

The learner can:

- 2.1 Identify problems with the fax machine
- 2.2 Resolve problems with the fax machine

The learner will:

- 3 Be able to prepare the photocopier for use

The learner can:

- 3.1 Follow the manufacturer's instructions and health and safety regulations when using the photocopier
- 3.2 Ensure any previous settings have been cleared
- 3.3 Check for sufficient paper levels in the trays before use
- 3.4 Input correct settings for the task

### **Unit 41 Using fax machines and photocopiers (D/505/0827) (cont'd)**

The learner will:

- 4 Be able to perform photocopying tasks

The learner can:

- 4.1 Use exposure glass to produce the correct number of copies of single pages
  - 4.2 Use automatic feeder to produce the correct number of copies of multiple pages
  - 4.3 Use the sort and staple function for multi-page photocopying tasks
- 

### **Equivalent unit for Using fax machines and photocopiers (D/505/0827)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Using faxes and photocopiers (A/500/5345)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/0827.

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## Unit 42 Filing skills (R/505/0825)

<b>Unit summary</b>	In this unit the learner will understand filing classification systems in line with relevant legislation.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about the Data Protection Act

The learner can:

- 1.1 Identify the purpose of the Data Protection Act
- 1.2 State the basic requirements of the Data Protection Act

The learner will:

- 2 Know about filing classification systems

The learner can:

- 2.1 List the main classification systems
- 2.2 Identify examples of where each of the above systems would be used

The learner will:

- 3 Know about the importance of pre-sorting documents

The learner can:

- 3.1 Identify why pre-sorting documents is important
- 3.2 State the procedures to be followed when pre-sorting documents

## **Unit 42 Filing skills (R/505/0825) (cont'd)**

The learner will:

- 4 Be able to file using different filing classification systems

The learner can:

- 4.1 File documents using different methods of classification
  - 4.2 Give an example of when files would be cross-referenced
  - 4.3 Demonstrate the procedure to be followed when lending and tracing files
- 

The learner will:

- 5 Be able to use an index

The learner can:

- 5.1 State the purpose of an index
  - 5.2 Use an index
- 

## **Equivalent unit for Filing skills (R/505/0825)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing filing skills (H/500/5338)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit R/505/0825.

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### Unit 43 Handling mail (Y/505/1782)

<b>Unit summary</b>	In this unit the learner will understand how to deal with incoming and outgoing mail effectively and why this is important to the business.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know why it is important for a business to handle mail efficiently, securely and safely

The learner can:

- 1.1 State how efficient distribution of mail benefits a business
- 1.2 State why inaccuracies or delays can have a negative impact
- 1.3 Identify procedures to protect confidential information in mail handling
- 1.4 Describe how to deal with suspicious or damaged items

The learner will:

- 2 Be able to deal with incoming mail

The learner can:

- 2.1 Sort incoming mail appropriately
- 2.2 Distribute incoming mail accurately and to a given deadline

The learner will:

- 3 Be able to deal with outgoing mail

The learner can:

- 3.1 Collect and sort outgoing mail accurately and on time
- 3.2 Dispatch outgoing mail on time



#### Unit 44 Working in an office (L/505/1777)

<b>Unit summary</b>	In this unit the learner will understand how to respect and support other people whilst maintaining security and confidentiality at work.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to respect and support other people at work in an organisation

The learner can:

- 1.1 Complete work tasks alongside other people in a way that shows respect for:
  - backgrounds
  - abilities
  - values, customs and beliefs
- 1.2 Use feedback from other people to improve own way of working
- 1.3 Follow organisational procedures and legal requirements in relation to discrimination legislation
- 1.4 State how an organisation benefits from having a workforce that respects and supports one another

The learner will:

- 2 Be able to maintain security and confidentiality

The learner can:

- 2.1 Keep property secure, following organisational procedures and legal requirements
- 2.2 Keep information secure and confidential, following organisational procedures and legal requirements
- 2.3 State why it is important to maintain security and confidentiality in a business environment

## Unit 45 Supporting business meetings (H/505/1784)

<b>Unit summary</b>	In this unit the learner will understand the preparation, set-up and support needed to hold a business meeting and complete follow-up activities.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the preparation required to hold a business meeting

The learner can:

- 1.1 Outline the preparation needed for a formal meeting
- 1.2 Identify the types of documentation to be prepared for business meetings

The learner will:

- 2 Be able to set up a room for a meeting

The learner can:

- 2.1 Present a plan for setting up a room for a specified meeting
- 2.2 Follow instructions to set up a room for a specified meeting

The learner will:

- 3 Be able to support a meeting

The learner can:

- 3.1 Take notes at a meeting showing the key action points agreed

The learner will:

- 4 Be able to complete follow-up activities after a meeting

The learner can:

- 4.1 Follow instructions to complete follow-up activities after a meeting

## Unit 46 Careers in business and administration (A/505/1774)

<b>Unit summary</b>	In this unit learners will develop knowledge of the job opportunities, working practices, qualifications and skills needed to be able to plan the early stages of a career for jobs in business and administration.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about job opportunities in business and administration

The learner can:

- 1.1 Identify key job roles in different organisations within business and administration
- 1.2 Describe the job roles in one functional area of business administration

The learner will:

- 2 Know about working practices within business and administration

The learner can:

- 2.1 Describe working practices within a specific setting in business and administration

The learner will:

- 3 Know about the qualifications and skills needed for jobs in business and administration

The learner can:

- 3.1 Describe the skills needed to work effectively within business and administration
- 3.2 Identify the qualifications needed to work in the sector

#### **Unit 46 Careers in business and administration (A/505/1774) (cont'd)**

The learner will:

- 4 Be able to plan the early stages of a career within business and administration

The learner can:

- 4.1 Identify job roles which meet personal career ambitions
  - 4.2 Identify own existing relevant skills and relevant ideas for development
  - 4.3 Identify further learning, including qualifications where required, needed to progress in the sector
-

## Unit 47 Developing customer service skills (K/505/4198)

<b>Unit summary</b>	In this unit the learner will understand the consequences of good and poor customer service skills and their role when dealing with complaints from customers.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the benefits to the organisation of good customer service

The learner can:

- 1.1 Identify examples of good practice in customer service
- 1.2 Outline reasons why good customer service is important for an organisation

The learner will:

- 2 Understand the possible consequences of poor customer service

The learner can:

- 2.1 Give examples of how poor customer service can impact upon:
  - customers
  - the organisation
  - staff
- 2.2 Outline how poor customer service can have an impact on the reputation of an organisation

The learner will:

- 3 Understand the value of first impressions

The learner can:

- 3.1 Indicate why it is important to make a good impression
- 3.2 Outline ways of creating a positive first impression when communicating:
  - face to face
  - on the telephone
  - in writing

### Unit 47 Developing customer service skills (K/505/4198) (cont'd)

The learner will:

- 4 Understand positive verbal and non-verbal interaction with customers

The learner can:

- 4.1 Identify appropriate and inappropriate ways of communicating verbally with customers in common situations
  - 4.2 Give examples of types of non-verbal communication
  - 4.3 Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication
- 

The learner will:

- 5 Understand that respect for the individual is at the heart of good customer service

The learner can:

- 5.1 Outline why it is important to maintain customer confidentiality
  - 5.2 Outline how to respect individual customer needs from a diversity of cultures and backgrounds
- 

The learner will:

- 6 Understand his/her role in dealing with complaints from customers

The learner can:

- 6.1 Outline the types of workplace situations in which complaints are commonly made by customers
  - 6.2 Identify appropriate people that need to be informed in response to a complaint made by a customer
  - 6.3 Identify the details that need to be recorded of a complaint by a customer
  - 6.4 Give examples of positive ways of dealing with complaints made by customers
-

### **Unit 47 Developing customer service skills (K/505/4198) (cont'd)**

#### **Equivalent unit for Developing customer service skills (K/505/4198)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Developing customer service skills (M/500/5682)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/4198.

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## Unit 48 Understanding the control, handling and replenishment of stock in a retail business (D/505/4201)

<b>Unit summary</b>	In this unit the learner will understand stock control and the procedures for moving, storing and replenishing stock.
<b>Guided learning hours</b>	11
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the principles of stock control

The learner can:

- 1.1 State the main purposes of stock control systems
- 1.2 Describe the key features of a stock control system
- 1.3 Identify the technology that can be used in stock control
- 1.4 List the benefits of effective stock control

The learner will:

- 2 Understand how to move, handle and store stock

The learner can:

- 2.1 Identify the different techniques and methods for moving stock including how it is kept secure
- 2.2 Identify the different techniques and methods for handling stock including how it is kept secure
- 2.3 Identify the different techniques and methods for storing stock including how it is kept secure
- 2.4 State where and in what conditions different types of stock should be stored
- 2.5 Identify procedures for dealing with the removal of waste
- 2.6 State why it is important to follow procedures for dealing with the removal of waste



### **Unit 48 Understanding the control, handling and replenishment of stock in a retail business (D/505/4201) (cont'd)**

The learner will:

- 3 Understand procedures for replenishing stock

The learner can:

- 3.1 State why accurate pricing and ticketing of stock is important
- 

### **Equivalent unit for Understanding the control, handling and replenishment of stock in a retail business (D/505/4201)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding the control, handling and replenishment of stock in a retail business (J/502/5808)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/4201.

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## Unit 49 Understanding the business of retail (T/505/4205)

<b>Unit summary</b>	In this unit the learner will understand retail outlets, occupations and supply chains. The learner will also understand how retail contributes to the economy and the influence of customer concerns on retail products and services.
<b>Guided learning hours</b>	8
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand how retail outlets differ in size and type

The learner can:

- 1.1 List the different retail channels and state the main features of each one
- 1.2 Identify the sizes and types of retail outlets typically found in a variety of retail locations

The learner will:

- 2 Understand the range of retail occupations

The learner can:

- 2.1 State how retail occupations differ between small, medium and large retail businesses
- 2.2 Identify the usual entry points and progression opportunities for a variety of retail occupations
- 2.3 Outline the skills, personal attributes and behaviours required for a range of retail occupations

The learner will:

- 3 Understand the retail supply chain

The learner can:

- 3.1 List the sources from which retailers obtain products
- 3.2 Outline the key stages of a product's journey through the supply chain

### **Unit 49 Understanding the business of retail (T/505/4205) (cont'd)**

The learner will:

- 4 Understand the contribution which the retail sector makes to the economy of the United Kingdom

The learner can:

- 4.1 Outline the size of the retail sector in the United Kingdom
- 

The learner will:

- 5 Understand how customers' concerns influence the products and services offered by retailers

The learner can:

- 5.1 Outline environmental issues of concern to retail customers
  - 5.2 Outline ethical issues of concern to retail customers
  - 5.3 List the main advantages to retailers of being responsive to customers' environmental and ethical concerns
- 

### **Equivalent unit for Understanding the business of retail (T/505/4205)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding the business of retail (A/502/5756)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit T/505/4205.

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## Unit 50 Understanding customer service in the retail sector (F/505/4210)

<b>Unit summary</b>	In this unit the learner will understand the importance of customer service and how this is adapted to meet the needs of different customers. Learners will develop knowledge of different customer complaints and problems.
<b>Guided learning hours</b>	17
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the importance of customer service to a retail business

The learner can:

- 1.1 State what is meant by customer service in a retail business
- 1.2 Outline how customer service contributes to the success of a retail business

The learner will:

- 2 Understand what gives customers a positive initial impression of a retail business and its staff

The learner can:

- 2.1 Outline the factors which contribute to a customer's initial impression of a retail business
- 2.2 Outline how the staff of a retail business can help to give customers a positive initial impression

The learner will:

- 3 Understand how customer service is adapted to meet the needs of individual customers

The learner can:

- 3.1 List the types of service which customers may need
- 3.2 List the main ways of meeting customers' needs for service

### **Unit 50 Understanding customer service in the retail sector (F/505/4210) (cont'd)**

The learner will:

- 4 Understand the importance of communication to the delivery of customer service

The learner can:

- 4.1 Outline how written communication can contribute to the effectiveness of customer service
  - 4.2 Outline how spoken communication and body language can contribute to the effectiveness of customer service
  - 4.3 State how different types of question can be used to find out what customers need
  - 4.4 State why it is important to listen to customers
- 

The learner will:

- 5 Understand a variety of customer complaints and problems

The learner can:

- 5.1 List the main types of customer complaints and problems
  - 5.2 Identify solutions to typical customer complaints and problems
  - 5.3 Outline the ways in which the law protects the rights of consumers
- 

### **Equivalent unit for Understanding customer service in the retail sector (F/505/4210)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding customer service in the retail sector (T/502/5819)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/505/4210.

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## Unit 51 Understanding the retail selling process (J/505/4208)

<b>Unit summary</b>	In this unit the learner will understand the retail selling process, how to find out what customers want and how product information can be used to promote sales.
<b>Guided learning hours</b>	13
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the selling process

The learner can:

- 1.1 Identify the key steps of the selling process
- 1.2 Outline the key skills and qualities required of successful sales staff

The learner will:

- 2 Understand how to find out what the customer wants

The learner can:

- 2.1 State when and how to acknowledge, greet and approach customers
- 2.2 State how to find out what customers want

The learner will:

- 3 Understand how product information can be used to promote sales

The learner can:

- 3.1 List common concerns a customer may have when buying a product
- 3.2 State how providing information about the product can increase its attractiveness to the customer
- 3.3 Describe the difference between the features and benefits of products
- 3.4 Identify basic rules for demonstrating products to customers
- 3.5 State where to obtain different types of product information

## **Unit 51 Understanding the retail selling process (J/505/4208) (cont'd)**

### **Equivalent unit for Understanding the retail selling process (J/505/4208)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Understanding the retail selling process (T/502/5805)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit J/505/4208.

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## Unit 52 Displaying travel and tourism products and services (H/505/4202)

<b>Unit summary</b>	This unit aims to provide the learner with an understanding of the products, services, promotions and displays used by travel and tourism organisations. The learner will also understand the key features of a good display for promotion of products or services.
<b>Guided learning hours</b>	30
<b>Credit value</b>	4
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the products and services offered by the travel and tourism industry

The learner can:

- 1.1 Describe products and services offered by the travel and tourism industry

The learner will:

- 2 Know types of promotion and display which may be used by travel and tourism organisations

The learner can:

- 2.1 Name different types of promotion and display which could be used to promote travel and tourism products and services

The learner will:

- 3 Know the key features of a good display

The learner can:

- 3.1 Describe the key features of a good display



## **Unit 52 Displaying travel and tourism products and services (H/505/4202) (cont'd)**

The learner will:

- 4 Be able to create a display to promote a travel and tourism product or service in a given timescale

The learner can:

- 4.1 Plan a display to promote and sell a travel and tourism product or service
- 4.2 Produce a display within a set timescale to promote and sell a travel and tourism product or service

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### **Equivalent unit for Displaying travel and tourism products and services (H/505/4202)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Displaying travel and tourism products and services (T/502/3701)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit H/505/4202.

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### Unit 53 Investigate companies in the travel industry (K/505/4203)

<b>Unit summary</b>	In this unit the learner will understand the different companies within the travel industry and the routes they may use.
<b>Guided learning hours</b>	10
<b>Credit value</b>	1
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about different companies within the travel industry

The learner can:

- 1.1 List 5 UK travel agents
- 1.2 Describe the role of the travel agent
- 1.3 List 5 UK-based tour operators
- 1.4 Describe the role of the tour operator
- 1.5 Identify 2 UK-based airlines

The learner will:

- 2 Understand the routes the travel companies may use

The learner can:

- 2.1 Describe the difference between a long-haul and a short-haul flight
- 2.2 Plot 5 UK airports on a map
- 2.3 Describe the check-in procedure for a flight travelling outside the UK
- 2.4 Identify 2 rail operators and plot 2 routes for each
- 2.5 Identify 2 coach companies and list 4 routes for each
- 2.6 Identify 2 ferry companies and plot 2 routes for each
- 2.7 Identify 2 passenger shipping operators and plot 2 routes for each

### Equivalent unit for Investigate companies in the travel industry (K/505/4203)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Investigate companies in the travel industry (J/600/6461)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit K/505/4203.

## Unit 54 Worldwide travel and tourism destinations (H/505/1803)

<b>Unit summary</b>	In this unit the learner will understand about tourist destinations worldwide, how tourists select destinations and about marketing tourism worldwide.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about tourist destinations worldwide

The learner can:

- 1.1 Outline the characteristics of different types of worldwide tourist destination
- 1.2 Give examples of different types of tourist destination worldwide
- 1.3 Identify some of the most popular worldwide tourist destinations

The learner will:

- 2 Know how tourists select worldwide tourism destinations

The learner can:

- 2.1 Identify different reasons why tourists are attracted to particular worldwide tourism destinations
- 2.2 Outline the factors tourists need to consider when selecting a worldwide tourism destination

The learner will:

- 3 Know about marketing worldwide tourism

The learner can:

- 3.1 Describe the approach of a chosen country, other than the UK, to marketing itself as a tourist destination

## Unit 55 UK travel and tourism destinations (K/505/1804)

<b>Unit summary</b>	In this unit the learner will know about tourist destinations, what attracts tourists and marketing within the UK.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about tourist destinations in the UK

The learner can:

- 1.1 Describe the characteristics of different types of UK tourist destination
- 1.2 Give examples of different types of tourist destination in the UK
- 1.3 Identify the UK tourist destinations with the highest visitor figures

The learner will:

- 2 Know what attracts tourists to UK tourism destinations

The learner can:

- 2.1 Identify different reasons why domestic and overseas tourists visit UK tourism destinations
- 2.2 Give examples of how the UK differs from other countries as a tourism destination

The learner will:

- 3 Know how the UK is marketed as a tourism destination

The learner can:

- 3.1 Identify ways that the UK is marketed as a tourism destination

## Unit 56 Participating in leisure activities (L/505/0659)

<b>Unit summary</b>	In this unit the learner will understand local leisure activities, key benefits of participation and how to maintain health and safety when participating in leisure activities.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand local leisure activities and how to access them

The learner can:

- 1.1 Describe at least 3 locally based leisure activities
- 1.2 Collect information on how to gain access to 3 local leisure activities
- 1.3 Identify any costs involved in participating in 3 local leisure activities

The learner will:

- 2 Be able to participate in local leisure activities

The learner can:

- 2.1 Describe any special equipment and/or clothing requirements for participating in different local leisure activities
- 2.2 Identify their personal budget for 3 selected local leisure activities
- 2.3 Participate in 3 local leisure activities for a given period

The learner will:

- 3 Know key benefits of participating in leisure activities

The learner can:

- 3.1 Outline at least 2 benefits from participating in local leisure activities
- 3.2 Assess the personal benefits gained from participating in 3 local leisure activities

### **Unit 56 Participating in leisure activities (L/505/0659) (cont'd)**

The learner will:

- 4 Know how to maintain health and safety when participating in leisure activities

The learner can:

- 4.1 Identify health and safety issues relating to participating in 3 local leisure activities
  - 4.2 Explain how the identified health and safety issues can be addressed
-

## Unit 57 Taking part in sport (R/505/1330)

<b>Unit summary</b>	In this unit the learner will know about and participate in a sporting activity followed by a performance review.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about a sporting activity

The learner can:

- 1.1 List the main benefits of being actively involved in a sport
- 1.2 Select a sport suitable to their particular needs
- 1.3 List the health and safety considerations for chosen sport
- 1.4 List the essential rules of chosen sport
- 1.5 Outline suitable activities for warming up for chosen sport

The learner will:

- 2 Be able to participate in a sporting activity

The learner can:

- 2.1 Take part in chosen warm-up activities
- 2.2 Take part in the chosen sporting activity over a period of time

The learner will:

- 3 Be able to review performance in a sporting activity

The learner can:

- 3.1 Identify positive aspects of own performance in the chosen sport activity
- 3.2 Identify areas of the sport activity which require improvement
- 3.3 Suggest ways to improve performance

### Unit 57 Taking part in sport (R/505/1330) (cont'd)

#### Equivalent unit for Taking part in sport (R/505/1330)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Taking part in sport (R/500/5593)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit R/505/1330.

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## Unit 58 Planning a fitness programme (F/504/8200)

<b>Unit summary</b>	In this unit the learner will understand the components of fitness to be able to assess their own fitness levels. They will then plan, follow and review a fitness programme.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know the components of physical fitness

The learner can:

- 1.1 Outline the components of physical fitness

The learner will:

- 2 Be able to assess own fitness level

The learner can:

- 2.1 Assess own fitness level

The learner will:

- 3 Be able to plan own fitness programme

The learner can:

- 3.1 Set own fitness targets
- 3.2 Plan a programme to meet own fitness targets

The learner will:

- 4 Be able to implement own fitness programme

The learner can:

- 4.1 Follow own fitness programme over a planned period of time

### **Unit 58 Planning a fitness programme (F/504/8200) (cont'd)**

The learner will:

- 5 Know how to overcome barriers to achievement of fitness goals

The learner can:

- 5.1 Identify barriers to achieving own fitness goals  
5.2 Identify ways to overcome barriers to achieving own fitness goals
- 

The learner will:

- 6 Be able to review own fitness programme

The learner can:

- 6.1 Assess own fitness programme, identifying what went well
- 

### **Equivalent unit for Planning a fitness programme (F/504/8200)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Planning own fitness programme (K/501/7250)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit F/504/8200.

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## Unit 59 Styling women's hair (F/502/3796)

<b>Unit summary</b>	In this unit the learner will understand how to prepare and provide styling for women.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for styling for women

The learner can:

- 1.1 Identify basic techniques for styling women's hair
- 1.2 State the factors that influence the choice of hair-styling techniques for women
- 1.3 State the importance of the preparation procedures for styling women's hair
- 1.4 Prepare for styling women's hair

The learner will:

- 2 Be able to provide styling for women

The learner can:

- 2.1 State the purpose of hair-styling and finishing products, tools and equipment
- 2.2 Select appropriate products, tools and equipment
- 2.3 Style women's hair using basic techniques
- 2.4 Follow safe and hygienic working practices
- 2.5 Communicate and behave in a professional manner

## Assessment guidance

Assessment guidance is available for this unit. Please see the assessment guidance document on the qualifications page.

## Unit 60 Styling men's hair (A/502/3795)

<b>Unit summary</b>	In this unit the learner will understand how to prepare and provide styling for men.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for styling for men

The learner can:

- 1.1 Identify basic styling techniques for men's hair
- 1.2 State the factors that influence the choice of hair-styling techniques for men
- 1.3 State the importance of the preparation procedures for styling men's hair
- 1.4 Prepare for styling men's hair

The learner will:

- 2 Be able to provide styling for men

The learner can:

- 2.1 State the purpose of hair-styling and finishing products, tools and equipment
- 2.2 Select appropriate products, tools and equipment
- 2.3 Style men's hair using basic styling techniques
- 2.4 Follow safe and hygienic working practices
- 2.5 Communicate and behave in a professional manner

## **Unit 60 Styling men's hair (A/502/3795) (cont'd)**

### **Assessment guidance**

Assessment guidance is available for this unit. Please see the assessment guidance document on the qualifications page.

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## Unit 61 Colour hair using temporary colour (D/505/5025)

<b>Unit summary</b>	In this unit the learner will learn how to prepare for and apply a temporary colour when colouring hair.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for application of temporary colour

The learner can:

- 1.1 Identify the purpose and effects of temporary, semi-permanent and permanent colouring and lightening
- 1.2 State the factors that influence the choice of temporary colouring products and method of application
- 1.3 State the importance of the preparation procedures for temporary colouring
- 1.4 List types of temporary colouring product
- 1.5 Outline procedures for temporary colouring
- 1.6 Select temporary colouring products

The learner will:

- 2 Be able to apply a temporary colour

The learner can:

- 2.1 Carry out hair-sectioning techniques
- 2.2 Apply temporary colouring products according to manufacturer's instructions
- 2.3 Follow safe and hygienic working practices
- 2.4 Communicate and behave in a professional manner
- 2.5 State the basic structure of the hair
- 2.6 State the methods and techniques used for temporary colouring
- 2.7 State how to remove colouring products from hair

### **Unit 61 Colour hair using temporary colour (D/505/5025) (cont'd)**

#### **Equivalent unit for Colour hair using temporary colour (D/505/5025)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Colour hair using temporary colour (R/600/4874)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/505/5025.

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#### **Assessment guidance**

Assessment guidance is available for this unit. Please see the assessment guidance document on the qualifications page.

## Unit 62 Nail art application (M/505/5031)

<b>Unit summary</b>	In this unit the learner will understand how to prepare for and carry out nail art techniques.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for nail art techniques

The learner can:

- 1.1 Prepare for basic nail art techniques
- 1.2 Select products, tools and equipment for basic nail art techniques
- 1.3 Design a 2D nail art image
- 1.4 State the factors that could influence the choice of basic nail art techniques
- 1.5 Outline why the preparation procedures for basic nail art techniques are important
- 1.6 State the products and basic techniques used in nail art

The learner will:

- 2 Be able to carry out nail art techniques

The learner can:

- 2.1 Carry out basic nail art techniques adapting the 2D nail art image to a 3D surface
- 2.2 Follow safe and hygienic working practices
- 2.3 Communicate and behave in a professional manner

## Equivalent unit for Nail art application (M/505/5031)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Nail art application (K/502/3470)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit M/505/5031.



### Unit 63 Basic make-up application (J/502/3797)

<b>Unit summary</b>	In this unit the learner will understand how to prepare for and carry out make-up for basic make-up application.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare for make-up

The learner can:

- 1.1 State the factors that could influence the choice of basic make-up products and techniques
- 1.2 State the importance of the preparation procedures for applying basic make-up
- 1.3 Prepare for applying basic make-up
- 1.4 Select products, tools and equipment
- 1.5 State how and when to use products, tools and equipment for basic make-up

The learner will:

- 2 Be able to carry out make-up

The learner can:

- 2.1 State basic skin types
- 2.2 State the basic structure and function of the skin
- 2.3 State the bone structure of the face
- 2.4 Prepare the face
- 2.5 Apply basic make-up products
- 2.6 Remove basic make-up
- 2.7 Follow safe and hygienic working practices
- 2.8 Communicate and behave in a professional manner

### **Unit 63 Basic make-up application (J/502/3797) (cont'd)**

#### **Assessment guidance**

Assessment guidance is available for this unit. Please see the assessment guidance document on the qualifications page.

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## Unit 64 Problem solving at work (A/502/3585)

<b>Unit summary</b>	In this unit the learner will understand the different problems that may arise in a place of work, how they can be solved and the recognition of possible solutions to a specific problem.
<b>Guided learning hours</b>	12
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the different types of problem they might encounter in a place of work

The learner can:

- 1.1 Identify the different types of problem they could encounter in a place of work relating to:
  - people
  - tasks
  - resources

The learner will:

- 2 Understand how problems can be solved

The learner can:

- 2.1 Identify appropriate ways to come up with solutions for a straightforward problem

The learner will:

- 3 Know how to recognise possible solutions to a specific problem

The learner can:

- 3.1 Demonstrate use of appropriate methods to create solutions for a straightforward problem
- 3.2 Decide what solution represents the best option, giving one reason why this is the case

## Unit 65 Working in a team (F/502/3586)

<b>Unit summary</b>	In this unit the learner will understand the characteristics of a good team. They will participate in a team, whilst demonstrating strengths and the ability to value contribution from others.
<b>Guided learning hours</b>	12
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the characteristics of good team working

The learner can:

- 1.1 Identify 2 characteristics of a good team
- 1.2 Give a reason why each of these characteristics improves team performance

The learner will:

- 2 Understand and demonstrate own strengths and role in a team

The learner can:

- 2.1 Identify own strengths and role within a team
- 2.2 Give an example of using own strengths within a team

The learner will:

- 3 Be able to recognise and value the contribution made by others in a team

The learner can:

- 3.1 Identify the strengths others can bring to a team
- 3.2 Give real examples of the contribution made by others in a team

### Unit 65 Working in a team (F/502/3586) (cont'd)

The learner will:

- 4 Be able to participate in a team

The learner can:

- 4.1 Identify the goals that a particular team they are a member of has set
  - 4.2 Carry out their own role and responsibilities within their team effectively
  - 4.3 Be supportive of other team members
  - 4.4 Be receptive to others' views within the team
  - 4.5 Review their own performance in the team and suggest ways they can improve in future
-

## Unit 66 Time management skills (T/505/0459)

<b>Unit summary</b>	In this unit the learner will understand the benefits of good time management, be able to plan own use of time and know how to improve their own time management.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know benefits of good time management and some ways to promote it

The learner can:

- 1.1 State the benefits of good time management
- 1.2 Give examples of the effects of poor time management
- 1.3 List different ways to promote good time management

The learner will:

- 2 Be able to plan own use of time

The learner can:

- 2.1 Identify a specific time management technique that can be used to improve own use of time
- 2.2 Plan own activities for specified days
- 2.3 Carry out own time management plan

The learner will:

- 3 Know how to improve own time management

The learner can:

- 3.1 Identify aspects of own time management plan which went well
- 3.2 Identify what could be improved
- 3.3 Give examples of how improvements could be made

## Unit 67 Improving own learning and performance (L/505/0452)

<b>Unit summary</b>	In this unit the learner will understand how to identify their own strengths and areas for improvement. They will create an action plan and review own performance.
<b>Guided learning hours</b>	18
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to identify own strengths and areas for improvement

The learner can:

- 1.1 Identify own strengths and areas for improvement
- 1.2 Identify a realistic long-term learning target to address an identified area for improvement
- 1.3 Give reasons for choice of learning target

The learner will:

- 2 Know how to plan to reach learning targets

The learner can:

- 2.1 Produce an action plan detailing the steps necessary to reach the learning target
- 2.2 Identify what support or advice might be needed to achieve the learning target
- 2.3 State sources of relevant advice/support
- 2.4 Comment on own progress towards the learning target

The learner will:

- 3 Be able to review own performance

The learner can:

- 3.1 Identify improvements in performance
- 3.2 Revise long-term targets in line with improvements in performance

## Unit 68 Introduction to health and social care (Y/505/0745)

<b>Unit summary</b>	In this unit the learner will understand the duties, procedures, equipment and communication used when working in a care environment. They will communicate with others.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know duties, procedures and requirements relevant to working in a care environment

The learner can:

- 1.1 Describe own duties
- 1.2 Outline workplace requirements about:
  - personal presentation
  - timekeeping and attendance
  - conduct towards others
- 1.3 Identify the main procedures related to own work role
- 1.4 Give examples of the possible consequences of not following at least 2 procedures

The learner will:

- 2 Know about equipment used when working in a care environment

The learner can:

- 2.1 Name items of equipment used
- 2.2 State the purpose of equipment
- 2.3 Use equipment to carry out tasks
- 2.4 Describe how to care for and store equipment



### Unit 68 Introduction to health and social care (Y/505/0745) (cont'd)

The learner will:

- 3 Know health and safety procedures for working in a care environment

The learner can:

- 3.1 Outline fire procedures
  - 3.2 Outline accident procedures
  - 3.3 Follow health and safety procedures
- 

The learner will:

- 4 Be able to communicate with others when working in a care environment

The learner can:

- 4.1 Indicate when and how to approach supervisors and colleagues when working in a care environment
  - 4.2 Outline how to maintain good working relationships in a care environment
  - 4.3 Give examples of how to respond to a complaint
-

## Unit 69 Caring for babies and young children (A/505/0740)

<b>Unit summary</b>	In this unit the learner will know about the correct procedures, personal care and how to dress and respond for babies and young children.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know how to carry out personal care for babies and young children

The learner can:

- 1.1 State the correct procedure for bathing
- 1.2 Identify products available for personal care
- 1.3 Outline the importance of hygiene for specific areas of the body

The learner will:

- 2 Know the correct procedures when feeding babies and young children

The learner can:

- 2.1 Use a correct method for sterilising feeding equipment
- 2.2 Use the correct method for preparing a bottle
- 2.3 Use appropriate hygiene and safety procedures

The learner will:

- 3 Know how to dress babies and young children

The learner can:

- 3.1 Identify suitable clothing for children according to age and season
- 3.2 State how to care for these clothes

### Unit 69 Caring for babies and young children (A/505/0740) (cont'd)

The learner will:

- 4 Know how to respond to the need for sleep and rest in babies and young children

The learner can:

- 4.1 Identify when a:
    - baby
    - young child
    - requires sleep
  - 4.2 Describe the correct method for putting to bed
  - 4.3 Collect information showing equipment available for aiding rest and sleep
-

## Unit 70 Understanding children's social and emotional development (A/505/0754)

<b>Unit summary</b>	In this unit the learner will understand the key elements and needs of children's social and emotional development. The learner will also understand behavioural patterns, how and why children learn and how to encourage children to feel positive about themselves.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand key elements of children's social and emotional development

The learner can:

- 1.1 Give examples of 2 stages of children's social and emotional development

The learner will:

- 2 Understand children's social and emotional needs

The learner can:

- 2.1 Outline some social and emotional needs of young children

The learner will:

- 3 Know how children acquire their behavioural patterns

The learner can:

- 3.1 Give examples of how and why children learn to behave in particular ways

**Unit 70 Understanding children's social and emotional development  
(A/505/0754) (cont'd)**

The learner will:

- 4 Understand how to meet children's social and emotional needs

The learner can:

- 4.1 Identify key ways to meet some of the social and emotional needs of young children
- 

The learner will:

- 5 Understand how to encourage children to feel positive about themselves

The learner can:

- 5.1 Give examples of ways of encouraging children to feel positive about themselves
  - 5.2 Identify some of the benefits of encouraging children to feel positive about themselves
-

## Unit 71 Understanding changing roles and relationships in adolescence (K/505/1284)

<b>Unit summary</b>	In this unit the learner will understand the changes in relationships between parents and children over time and through adolescence. The learner will also understand the pressures that families may face, issues of power and authority and issues that may cause conflict.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the changing role and relationships of parents as a child gets older

The learner can:

- 1.1 State how own role has changed as the child has developed
- 1.2 Describe how they feel about their changing role

The learner will:

- 2 Understand the changes that a child goes through during adolescence

The learner can:

- 2.1 Give 3 examples of developmental changes in a young person
- 2.2 State how these changes can affect behaviour

The learner will:

- 3 Understand the pressure that all families with adolescents sometimes experience

The learner can:

- 3.1 Outline pressures experienced by teenagers:
  - internal
  - external

### **Unit 71 Understanding changing roles and relationships in adolescence (K/505/1284) (cont'd)**

The learner will:

- 4 Understand issues that can cause conflict

The learner can:

- 4.1 Compare a conflict of needs with a conflict of values  
4.2 List some personal values and give an example of:
- a value that is non-negotiable
  - a value that is negotiable
- 

The learner will:

- 5 Understand issues of power and authority

The learner can:

- 5.1 State how family dynamics have changed with a teenager in the household  
5.2 List 3 of the benefits of sharing power with a teenager  
5.3 List the possible pitfalls of sharing power with a teenager  
5.4 State the importance of trust
-

## Unit 72 Using craft activities with children and young people (D/505/0763)

<b>Unit summary</b>	In this unit the learner will understand the use of craft activities and how to plan, organise and review a craft activity.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand the uses of craft activities

The learner can:

- 1.1 State some reasons for using craft activities with a child/young person
- 1.2 Identify some of the factors to be taken into account when choosing activities
- 1.3 Identify appropriate and inappropriate techniques for a child/young person

The learner will:

- 2 Know how to plan and organise an appropriate craft activity

The learner can:

- 2.1 Plan a craft activity for a specific child/group
- 2.2 Identify time, resources and techniques required
- 2.3 Outline health and safety aspects in considerations relevant to the activity
- 2.4 Support children/young people to take part in the planned activity safely

The learner will:

- 3 Know how to review a craft activity

The learner can:

- 3.1 State what went well
- 3.2 State what could be improved



### Unit 73 Undertaking an enterprise project (D/504/8866)

<b>Unit summary</b>	In this unit the learner will understand how to select enterprise projects, the costs involved and the significance of effective marketing. The learner will also be able to plan, monitor and review an enterprise project.
<b>Guided learning hours</b>	27
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know how to select an enterprise project for a particular target market

The learner can:

- 1.1 State ways to undertake market research
- 1.2 Identify the most suitable target market for own enterprise project
- 1.3 State why a product or service was selected
- 1.4 Identify:
  - target market
  - main competitors

The learner will:

- 2 Know about the costs involved in setting up the product or service

The learner can:

- 2.1 Identify all the costs involved in producing the product or service
- 2.2 Calculate the total cost of producing the product or service
- 2.3 State the price to charge the customer for the product or service

The learner will:

- 3 Know the significance of effective marketing

The learner can:

- 3.1 Identify the key personal skills/qualities required to effectively market and sell the product or service
- 3.2 Identify the most appropriate methods for marketing the product or service
- 3.3 Create a resource for marketing the product or service to own target market

### **Unit 73 Undertaking an enterprise project (D/504/8866) (cont'd)**

The learner will:

- 4 Be able to plan, monitor and review the enterprise project

The learner can:

- 4.1 Devise an action plan that identifies each stage of the enterprise project
- 4.2 Give a target time/date for completion of each stage
- 4.3 Review the action plan at each stage of the enterprise project
- 4.4 Revise the action plan stating new target times/dates for completion
- 4.5 State what worked well
- 4.6 State what could be improved

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### **Equivalent unit for Undertaking an enterprise project (D/504/8866)**

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Undertaking an enterprise project (L/500/5317)

Learners who have achieved this equivalent unit can use it towards achievement of these qualifications without the need to complete Unit D/504/8866.

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## Unit 74 Maintain the cleanliness of equipment in logistics operations (H/601/3708)

<b>Unit summary</b>	In this unit the learner will gain an understanding of the importance of keeping equipment in good, clean working order. It covers the use of appropriate tools and materials to clean equipment and return it to be used in a safe and clean condition.
<b>Guided learning hours</b>	20
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare self and equipment for inspection and cleaning in a logistics environment

The learner can:

- 1.1 Show how the equipment is safe before routine inspection and cleaning
- 1.2 Follow instructions and wear suitable Personal Protective Equipment to clean the equipment

The learner will:

- 2 Be able to follow instructions and clean equipment

The learner can:

- 2.1 Demonstrate the correct cleaning routines according to organisational procedures and the required timescales
- 2.2 Follow instructions and demonstrate the use of approved cleaning methods and materials as specified in the manufacturer's instructions

**Unit 74 Maintain the cleanliness of equipment in logistics operations  
(H/601/3708) (cont'd)**

The learner will:

- 3 Be able to follow post-cleaning procedures for keeping the equipment in good working order

The learner can:

- 3.1 Dispose of waste in accordance with health and safety and operational procedures
  - 3.2 Check that the equipment can be safely returned to operating conditions after cleaning
  - 3.3 Return any unused cleaning materials to the correct storage area
  - 3.4 Follow procedures to re-stock used materials
- 

The learner will:

- 4 Understand problems that can occur with keeping the equipment in good working order

The learner can:

- 4.1 Identify problems that can occur with the equipment
- 4.2 Show how to take appropriate action to deal with identified problems

## Unit 75 Sort goods and materials for recycling or disposal in a logistics environment (J/601/3765)

<b>Unit summary</b>	In this unit the learner will focus on the sorting of goods and materials for recycling. Learners will be able to conduct initial checks and sort goods for recycling, removing parts that cannot be recycled.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to prepare goods or materials for recycling or disposal

The learner can:

- 1.1 Identify types of goods and materials that are suitable for recycling or disposal
- 1.2 Identify any relevant information relating to the goods and materials to be sorted or disposed of, this may include:
  - health, safety and security
  - environmental factors
  - special requirements
- 1.3 Show how to obtain information from appropriate people when there is a difficulty in identifying if the goods or materials are suitable for recycling or disposal

The learner will:

- 2 Be able to sort the goods or materials for recycling or disposal

The learner can:

- 2.1 Sort the goods or materials correctly
- 2.2 Correctly remove any parts of the goods or materials that are not suitable for recycling
- 2.3 Handle the goods or materials using the correct handling methods and equipment
- 2.4 Position the goods or materials suitable for recycling or disposal into the correct locations
- 2.5 Prepare the goods or materials for further processing according to the recycling or disposal specifications

**Unit 75 Sort goods and materials for recycling or disposal in a logistics environment (J/601/3765) (cont'd)**

The learner will:

- 3 Be able to identify problems with the recycling or disposal of goods and materials

The learner can:

- 3.1 Identify problems that can occur with the recycling or disposal of goods and materials
  - 3.2 Show how to take appropriate action to deal with identified problems
-

## Unit 76 Moving or handling goods manually in logistics facilities (M/601/3727)

<b>Unit summary</b>	This unit is about the movement and/or handling of goods. It deals with manual handling and identifying hazards that might occur in moving or handling goods safely.
<b>Guided learning hours</b>	20
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to confirm with appropriate people the goods that require moving or handling

The learner can:

- 1.1 Identify and use sources of information relating to the goods to be moved or handled, this may include:
  - health and safety
  - environmental factors
  - special requirements
- 1.2 Identify any specific hazards in relation to manually handling the goods
- 1.3 Identify methods for manual handling

The learner will:

- 2 Be able to manually move or handle the goods

The learner can:

- 2.1 Identify the goods to be moved or handled
- 2.2 Use suitable handling methods to move the goods safely and correctly
- 2.3 Position and set down the goods in the required location
- 2.4 Place the goods so that they can be easily identified and accessed
- 2.5 Recognise when assistance is required to move or handle the goods and seek help from appropriate people

**Unit 76 Moving or handling goods manually in logistics facilities  
(M/601/3727) (cont'd)**

The learner will:

- 3 Be able to identify any problems with moving or handling the goods manually and take appropriate action to deal with them

The learner can:

- 3.1 Identify problems that can occur when moving or handling the goods manually
  - 3.2 Show how to take appropriate action to deal with identified problems
-



## Unit 77 Receive goods in a logistics environment (M/601/3761)

<b>Unit summary</b>	In this unit learners will check the safety of work areas and equipment to be used. They will check that goods match information specifications and ensure that goods are unloaded safely in accordance with instructions.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to obtain information and confirm with appropriate people the goods to be received

The learner can:

- 1.1 Identify relevant information on the goods being received, this may include the following:
  - health, safety and security
  - environmental factors
  - special requirements
- 1.2 Confirm the goods to be received with the appropriate people
- 1.3 Identify any hazards or difficulties in carrying out the movement of goods and report them to the appropriate people

The learner will:

- 2 Be able to follow instructions to check the goods being received

The learner can:

- 2.1 Receive the goods in line with organisational procedures
- 2.2 Check the goods received match the specifications provided in the information

### Unit 77 Receive goods in a logistics environment (M/601/3761) (cont'd)

The learner will:

- 3 Be able to receive the goods correctly and safely

The learner can:

- 3.1 Check that the equipment to be used has been prepared correctly in accordance with instructions, work requirements, operational and organisational procedures and practices
  - 3.2 Check that the area to be used for receiving the goods is clean and free from obstructions and hazards
  - 3.3 Use the correct method for handling, lifting, moving and setting down the goods
  - 3.4 Use the correct handling equipment for lifting, moving and setting down the goods in accordance with safety and organisational procedures and practices
  - 3.5 Check that the goods have been unloaded safely in accordance with storage requirements
- 

The learner will:

- 4 Be able to identify problems when receiving goods

The learner can:

- 4.1 Identify problems that can occur when receiving goods
  - 4.2 Show how to take appropriate action to deal with identified problems
-

## Unit 78 Keep work areas clean in a logistics environment (Y/601/3723)

<b>Unit summary</b>	This unit is aimed at learners in a variety of logistics settings. It is about keeping the workplace clean and tidy and maintaining the required hygiene standards.
<b>Guided learning hours</b>	17
<b>Credit value</b>	2
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to identify requirements relating to the cleaning of work areas in a warehousing and storage facility

The learner can:

- 1.1 Identify the following issues for cleaning work areas in a warehousing and storage facility:
  - health, safety and security requirements
  - environmental factors
  - special requirements
- 1.2 Identify suitable Personal Protective Equipment and cleaning materials to keep work area clean and tidy
- 1.3 Maintain personal health and hygiene standards at work

The learner will:

- 2 Be able to follow instructions to carry out correct cleaning procedures

The learner can:

- 2.1 Follow instructions and use the correct Personal Protective Equipment
- 2.2 Use identified materials to thoroughly clean the work area
- 2.3 Follow instructions to protect people in the work area from cleaning hazards during the cleaning process
- 2.4 Follow instructions to ensure that other people are not inconvenienced during the cleaning process

**Unit 78 Keep work areas clean in a logistics environment (Y/601/3723)  
(cont'd)**

The learner will:

- 3 Be able to follow post-cleaning procedures

The learner can:

- 3.1 Dispose of any waste in accordance with organisational procedures
  - 3.2 Return any unused cleaning materials to the correct storage area
  - 3.3 Follow procedures to re-stock used materials
- 

The learner will:

- 4 Be able to identify problems with the cleaning of work areas

The learner can:

- 4.1 Identify problems that can occur when cleaning work areas
  - 4.2 Show how to take appropriate action to deal with identified problems
-

# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 1 Occupational Studies in the Workplace qualifications are internally assessed.

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### Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## General information



## General information

### Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

### Reasonable adjustments and Special Considerations Policy

This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the Policies & Documents page on QualHub.

## Contact us

NCFE  
Q6  
Quorum Business Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [service@ncfe.org.uk](mailto:service@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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