



## **Level 1 Award in Skills Towards Enabling Progression (Step-UP)**

### **Qualification Specifications**

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## Introduction

The ProQual Level 1 STEP-UP Award provides accreditation for flexible learning opportunities. This qualification:

- targets learners aged 14+
- offers a wide choice of learning opportunities
- enables learners with 'spiky profiles' to demonstrate skill levels
- provides an opportunity for learners to progress to other qualifications and training, such as employability skills qualifications or apprenticeship programmes
- allows learners to experience vocational tasters, enabling them to make the transition into further learning and training
- can be used to develop English, Maths and ICT skills

### Unit Groups:

Core Skills  
Child Development and Wellbeing  
Agriculture  
Horticulture and Forestry  
Animal Care and Veterinary Science  
Engineering  
Transportation, Operations and Maintenance  
Building and Construction  
ICT for Users  
Service Enterprises  
Sport, Leisure and Recreation  
Crafts, Creative Arts and Design

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and provides an opportunity for learners to progress to other qualifications and training, such as employability skills.

## Qualification Profile

### Level 1 Award in Skills Towards Enabling Progression

Qualification title	<b>ProQual Level 1 Award in Skills Towards Enabling Progression (Step-UP)</b>
Ofqual qualification number	600/5200/4
Level	Level 1
Total qualification time	150 hours
Guided learning hours	54
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/5/2012
Qualification end date	31/7/2026

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must achieve a total of 6 credits from any combination of units. A maximum of 3 credits can be from Group I – IT for Users.

The list of units for all Optional Groups follows.

<b>Group A – Core Skills</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
L/500/5317	Undertaking an Enterprise Project	1	3	27
M/500/8890	Work-based Placement	1	3	27
A/503/3291	Handling Data	1	2	18
D/503/3056	Measure: Time and Temperature	1	2	18
L/503/3392	Punctuation and Grammar Skills	1	2	18
R/503/3278	Understanding and Using Decimals	1	2	18
Y/503/3170	Understanding and using Fractions	1	2	18
D/503/3252	Understanding and Using Percentages	1	2	18
R/503/3166	Understanding Numbers	1	2	18
F/503/3356	Using Calculations: Multiplication and Division of Whole Numbers	1	2	18
K/503/3044	Data Calculations	1	1	9
Y/503/3282	Probability	1	1	9
H/503/3169	Understanding and Using 2D Shapes	1	1	9
L/503/3277	Understanding Length, Weight and Capacity	1	1	9
J/503/3276	Understanding Perimeter and Area	1	1	9
F/503/3258	Understanding Volume	1	1	9
J/503/3259	Using Calculations: Addition and Subtraction of Whole Numbers	1	1	9
H/503/3172	Personal Budgeting and Managing Money	1	3	27
T/503/3158	Skills Used in Reading for Meaning	1	3	27
F/503/3163	Spelling Rules and Strategies in Practical Use	1	3	27
F/503/3390	Spelling Skills	1	3	27
D/503/3302	Writing for Meaning Skills	1	3	27
H/503/2667	Understanding Customer Service	1	3	27
H/503/3043	College Induction	1	3	27
Y/600/3239	Health and Safety in a Practical Environment	1	1	9
R/600/3241	Participating in a Vocational Taster	1	2	18
K/500/5423	Work Experience	1	3	27
J/502/3072	Understanding what volunteering is about	1	1	10
H/502/3094	Food Safety in the home and community	1	2	20
M/500/5682	Developing Customer Service Skills	1	3	27
D/506/0774	Banking and Other Financial Organisations	1	1	9
D/504/8429	Developing own Interpersonal Skills	1	3	27
D/506/0760	Time Management	1	3	27
<b>Group B – Child Development and Well Being</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
K/500/5096	Developing Skills in Caring for Young Children	1	3	27
R/503/3183	Understanding Play	1	3	27
Y/503/3184	Understanding the Intellectual and Language Development of Children from Birth to Eight	1	3	27

<b>Group C – Agriculture</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
A/502/4588	Assist with the care of animals	1	2	18
F/502/4589	Principles of the care of animals	1	2	18
H/600/0473	Assist with feedstuffs for small animals	1	2	18
L/502/5714	Principles of the movement and handling of small animals	1	2	18
T/502/5710	Assist with the movement and handling of small animals	1	1	9
D/600/0469	Principles of dealing with animal accommodation	1	2	18
R/600/0470	Assist with animal accommodation	1	2	18
<b>Group D – Horticulture and Forestry</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
F/500/5119	Understanding Plant Pruning	1	1	9
R/503/2714	Cultivating Herbs	1	3	27
<b>Group E – Animal Care and Veterinary Science</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
H/502/5119	Assist with maintaining the health and wellbeing of animals	1	6	50
Y/600/0471	Principles of dealing with foodstuffs for small animals	1	1	9
R/503/2986	Developing Confidence Working with Animals	1	3	27
<b>Group F – Engineering</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
H/600/9142	Developing skills in assembling mechanical components	1	3	30
H/601/0095	Developing skills in electronic assembly	1	3	30
D/600/9138	Developing skills in making engineering components using hand tools	1	4	40
Y/600/9140	Developing skills in planning and making a machined product	1	6	60
H/600/9139	Developing skills in using a bench/pedestal drilling machine	1	4	40
L/601/0124	Developing skills in wiring electrical circuits and components	1	3	30
K/601/0096	Developing skills in joining materials using welding	1	3	30

<b>Group G – Transportation, Operations and Maintenance</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
H/502/7324	Carry out a systematic cycle check	1	1	6
Y/502/7322	Remove and replace a cycle rim brake assembly	1	2	10
R/502/7321	Repair a cycle puncture	1	1	5
D/600/3310	Routine motorcycle maintenance processes and procedures	1	4	30
F/600/3297	Tools, equipment and materials for vehicle maintenance	1	4	30
<b>Group H – Building and Construction</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
L/500/5639	Constructing a Half Brick Wall Using Bricklaying Skills	1	3	27
F/500/5640	Constructing a One Brick Wide Wall Using Bricklaying Skills	1	3	27
M/500/5603	Preparing Ceilings and Walls for Decoration	1	1	9
D/500/5354	Use of Tools and Equipment for Bricklaying	1	3	27
M/500/5598	Using Floor and Wall Tiling Techniques	1	3	27
M/500/5357	Using Painting Skills for Interior Ceilings and Walls	1	3	27
A/500/5359	Using Plastering Skills – Floating Coat to an Attached Pier	1	3	27
T/500/5358	Using Plastering Skills – Plastering to a Window Reveal	1	3	27
J/503/2659	Carpentry Hand Skills	1	3	27
A/503/2657	Plastering Techniques	1	3	27
Y/503/2651	Using and Maintaining Woodworking Tools	1	3	27
R/503/2650	Wallpapering Skills	1	3	27
A/600/3069	Assemble Units for Interiors	1	1	10
M/600/3070	Fitting Units for Interiors	1	1	10
R/600/3076	Fix and Fit Work Surfaces	1	1	10
K/502/3694	Developing Plumbing Skills	1	4	40
<b>Group I – IT for Users (a maximum of 3 credits from this group)</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
H/502/4374	Using Mobile IT Devices	1	2	15
K/502/4621	Presentation Software	1	3	20
Y/502/4291	IT Communication Fundamentals	1	2	15
H/502/4553	Database Software	1	3	20
Y/502/4565	Desktop Publishing Software	1	3	20
A/502/4624	Spreadsheet Software	1	3	20
L/502/4627	Word Processing Software	1	3	20

<b>Group J – Service Enterprises</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
R/600/4874	Colour hair using temporary colour	1	3	30
A/502/3795	Styling Men’s Hair	1	3	30
F/502/3796	Styling Women’s Hair	1	3	30
Y/600/6335	Create and maintain retail displays in the salon	1	2	17
R/600/6334	Salon reception duties	1	3	22
Y/502/3805	Plaiting and twisting hair	1	3	30
<b>Group K – Hospitality and Catering</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
J/502/4898	Customer Service in the Hospitality Industry	1	3	20
K/502/4957	Food service	1	3	30
K/502/5073	Front office operations	1	3	30
M/502/4894	Introduction to the hospitality industry	1	2	20
L/502/5051	Preparing and serving drinks	1	3	30
T/502/5075	Using kitchen equipment	1	1	10
<b>Group L – Sport, Leisure and Recreation</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
A/501/7253	Sport and active leisure project	1	4	30
K/501/7250	Planning own fitness programme	1	4	30
M/501/7248	Taking part in exercise and fitness	1	4	30
T/501/7249	How the body works	1	4	30
J/503/3570	The angling environment	1	3	27
<b>Group M – Travel and Tourism</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
A/502/3702	Planning a trip to a visitor attraction	1	4	30
<b>Group N – Crafts, Creative Arts and Design</b>				
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Unit Level</b>	<b>Credit Value</b>	<b>GLH</b>
R/503/3345	Preparation for garment construction	1	2	18
F/503/3339	Using commercial garment patterns	1	3	27



## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on employability skills NOS.

## Assessment

This suite of qualifications are competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- observation report by assessor
  - assignments/projects/reports
  - professional discussion
  - witness testimony
  - candidate product
  - worksheets
  - record of oral and written questioning
  - Recognition of Prior Learning

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 12.

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing all units achieved with their related credit value, and
- A certificate giving the full qualification title -

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#### **Claiming certificates**

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

#### **Unit certificates**

If a candidate does not achieve all of the units/credits required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units/credits achieved.

#### **Replacement certificates**

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

# Learning Outcome and Assessment Criteria

## Unit L/500/5317

### Undertaking an Enterprise Project

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Select an appropriate enterprise project for a particular target market.</p>	<p>1.1 State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project.</p> <p>1.2 State, giving reasons for choice, the selected product or service.</p> <p>1.3 Identify and list their target market and main competitors.</p>
<p>2 Appreciate the unit cost of, and how to set the price for, their product or service.</p>	<p>2.1 Identify and list all the costs involved in producing the product or service.</p> <p>2.2 Using a given simple arithmetic formula calculate the total cost of producing the product or service.</p> <p>2.3 State the price s/he will charge the customer for their product or service.</p>
<p>3 Demonstrate an understanding of the significance of effective marketing.</p>	<p>3.1 Identify and list the key personal skills/qualities required to effectively market and sell their product or service.</p> <p>3.2 Identify and list the most appropriate methods for marketing this produce or service.</p> <p>3.3 Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.</p>
<p>4 Plan, monitor and review the enterprise project.</p>	<p>4.1 Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion.</p> <p>4.2 Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion.</p> <p>4.3 State what worked well and what could be improved.</p>

## Unit M/500/8890 Work-based Placement

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the benefits a work-based placement can provide.	1.1 State one benefit that he/she might gain from the preferred choice of work-based placement in a particular vocational/occupational area.  1.2 Produce a simple action plan (from a given template) for the work-based placement identifying three targets: a) personal b) learning c) career.
2 Understand the structure and purpose of the organisation.	2.1 Describe the main purposes and activities of the chosen organisation.  2.2 Identify and describe the other most important activities undertaken by the organisation.  2.3 Describe the agreed dress conventions for the chosen organisation explaining the reasons for it.
3 Understand own role within organisation.	3.1 State his/her occupation and role in the workplace.  3.2 List three work related skills used to carry out assigned tasks.  3.3 Carry out given tasks as following instructions and/or demonstrations.  3.4 Sustain punctuality throughout placement.
4 Understand own role within organisation.	
5 Comply with safe working practices demanded by his/her work environment.	5.1 Give two examples of potential health and safety hazards within his/her work environment.  5.2 Give two examples of how to carry out work tasks that does not endanger self or others.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- |   |   |     |   |
|---|---|-----|---|
| 6 | Understand what s/he has learned from the work-based placement    | 6.1 | State what s/he has learned from the placement in relation to at least two of the following:<br>a) main purpose and structure of the organisation<br>b) the most important activities undertaken by the organisation<br>c) roles, rights and responsibilities in the work place<br>d) agreed dress conventions within the chosen organisation<br>e) the need for discipline in the workplace<br>f) equal opportunities<br>g) trade unions and/or professional associations<br>h) risk assessment and risk management<br>i) relationships at work<br>j) opportunities for further learning in this area. |
|   |   | 6.2 | Up-date his/her career action plan in the light of experience gained from the placement.  |
| 7 | Recognise the value of the work-based placement in terms of self. | 7.1 | State how far s/he was able to meet identified learning and career targets through the work-based placement.  |
|   |   | 7.2 | State one way in which the work-based placement contributed to his/her personal development and increased self-awareness.   |

## Unit A/503/3291 Handling Data

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to extract information from data.	1.1 Extract information from tables.
	1.2 Extract information from line graphs.
	1.3 Extract information from pie charts.
2 Be able to interpret information from data.	2.1 Interpret information from tables.
	2.2 Interpret information from line graphs.
	2.3 Interpret information from pie charts.
	2.4 Interpret diagrams in practical contexts.
	2.5 Interpret scale drawings using a simple scale.
3 Be able to represent discrete data.	3.1 Implement methods for collecting data.
	3.2 Represent data collected in suitable ways.
	3.3 Organise given data sets in suitable ways.
	3.4 Represent given data sets in suitable ways.

## Unit D/503/3056

### Measure: Time and Temperature

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand times written in different formats.	1.1 Read time from a 24-hour clock. 1.2 Record time in 24-hour notation. 1.3 Match 12-hour and 24-hour times. 1.4 Convert between 12-hour and 24-hour times. 1.5 Choose appropriate devices to measure different lengths of time. 1.6 Extract simple information from timetables.
2 Understand dates written in different formats.	2.1 Identify common date formats. 2.2 Use common date formats. 2.3 Use a calendar to calculate the length of time between given dates.
3 Know the relationship between units of time.	3.1 Identify uses of different units of time for activities and events. 3.2 Estimate in appropriate units the time different activities and events will take.
4 Be able to calculate using time.	4.1 Identify the relationships between units of time. 4.2 Convert between units of time. 4.3 Add hours and minutes. 4.4 Subtract hours and minutes. 4.5 Calculate durations of time. 4.6 Compare durations of time.
5 Be able to read temperatures.	5.1 Read thermometers in degrees Celsius. 5.2 Read thermometer in degrees Fahrenheit.



**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

		5.3	Identify freezing point as 0°C and 32°F.
6	Be able to compare temperatures.	6.1	Compare temperatures in degrees Celsius and degrees Fahrenheit.
7	Be able to measure temperature.	7.1	Estimate and measure temperature in everyday situations.

## Unit L/503/3392 Punctuation and Grammar Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to use punctuation to aid understanding.	1.1 Use commas correctly to punctuate sentences in different contexts.  1.2 Use punctuation so that meaning is clear.
2 Be able to use grammar to aid understanding.	2.1 Identify complete sentences, including some with clauses.  2.2 Use correct subject/verb agreement.  2.3 Use correct tense to meet the purpose of the text.

## Unit R/503/3278

### Understanding and Using Decimals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to read numbers with up to three decimal places.	1.1	Read numbers with up to three decimal places.
2	Be able to write numbers with up to three decimal places.	2.1	Write numbers with up to three decimal places.
3	Be able to order numbers with up to three decimal places.	3.1	Arrange numbers with up to three decimal places.
4	Understand that the position of a digit signifies its value.	4.1	Identify place value in numbers with up to three decimal places.
		4.2	Identify that the decimal point separates whole numbers from decimal fractions.
5	Be able to approximate decimals by rounding to a whole number or 2 decimal places.	5.1	Round numbers with up to three decimal places to the nearest whole numbers.
		5.2	Round numbers with up to three decimal places to one decimal place.
		5.3	Round numbers with up to three decimal places to two decimal places.
6	Be able to add decimals up to 2 decimal places.	6.1	Add decimals up to 2 decimal places.
7	Be able to subtract decimals up to 2 decimal places.	7.1	Subtract decimals up to 2 decimal places.
8	Be able to multiply decimals up to 2 decimal places.	8.1	Multiply decimal numbers by 10 and 100.
		8.2	Multiply decimals up to 2 decimal places by whole numbers.
9	Be able to divide decimals up to 2 decimal places.	9.1	Divide decimal numbers by 10 and 100.
		9.2	Divide decimals up to 2 decimal places by whole numbers.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
10	Know how to use strategies to check answers.	10.1	Use different strategies to check answers.
11	Be able to use a calculator to calculate decimals.	11.1	Use a calculator to solve everyday problems using decimals.

## Unit Y/503/3170

### Understanding and Using Fractions

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to read common fractions and mixed numbers.	1.1	Read common mixed number names.
		1.2	Read common mixed numbers in digit form.
		1.3	Read common non unit fractions.
2	Be able to write common fractions and mixed numbers.	2.1	Write common mixed number names.
		2.2	Write common mixed numbers in digit form.
		2.3	Write common non unit fractions.
3	Be able to order common fractions and mixed numbers.	3.1	Arrange in order of size a set of common unit, non-unit fractions and mixed numbers.
4	Know common equivalent fractions.	4.1	Identify and write common equivalent fractions.
5	Be able to find fractions of whole number quantities and measurements.	5.1	Find a unit fraction by division.
		5.2	Find a non unit fraction as a multiple of a unit fraction.
		5.3	Find a non unit fraction by a combination of unit fractions.
		5.4	Use fractions in everyday situations.
6	Be able to use a calculator to solve problems involving fractions.	6.1	Use a calculator to solve everyday problems involving fractions.
7	Understand ratio and direct proportion.	7.1	Calculate quantities involved in mixtures using simple ratio.
		7.2	Use direct proportion to scale quantities up or down.

## Unit D/503/3252

### Understanding and Using Percentages

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand whole number percentages.	1.1	Read the percentage symbol.
		1.2	Write the percentage symbol.
		1.3	Identify 100% as the whole.
		1.4	Identify 1% as one part in 100.
2	Be able to calculate percentage parts of whole number quantities.	2.1	Find 1% of a quantity.
		2.2	Find 10% of a quantity, dividing by 10.
		2.3	Find 5%, 20% of a quantity by different methods.
		2.4	Find 50%, 25%, 75% of a quantity using combinations of division, multiplication, addition and subtraction.
		2.5	Find any whole number % of a quantity.
3	Understand how to calculate percentage increase.	3.1	Find percentage increase.
		3.2	Apply percentage increase to everyday examples.
4	Understand how to calculate percentage decrease.	4.1	Find percentage decrease.
		4.2	Apply percentage decrease to everyday examples.
5	Be able to use a calculator to calculate percentages.	5.1	Calculate percentages using the % key on the calculator.
		5.2	Use a calculator to solve everyday problems involving percentages.

## Unit R/503/3166

### Understanding Numbers

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to read whole numbers.	1.1	Read whole numbers with up to seven digits in digit form.
		1.2	Read names of whole numbers with up to seven digits.
2	Be able to write whole numbers.	2.1	Write whole numbers with up to seven digits in digit form.
		2.2	Write names of whole numbers with up to seven digits.
3	Be able to order whole numbers.	3.1	Identify place value in whole numbers with up to seven digits.
		3.2	Order whole numbers with up to seven digits in order of size.
4	Understand the symbols for greater than and less than.	4.1	Identify the symbols for greater than and less than.
		4.2	Record the symbols for greater than and less than.
5	Be able to round whole numbers.	5.1	Round whole numbers with up to seven digits.
6	Be able to recognise negative numbers in practical contexts.	6.1	Identify the temperature at which water freezes.
		6.2	Identify negative temperatures.

## Unit F/503/3356

### Using Calculations: Multiplication and Division of Whole Numbers

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to multiply whole numbers.	1.1	Multiply whole numbers up to 4 digits by numbers up to 2 digits using written methods.
		1.2	Multiply whole numbers up to 4 digits by numbers up to 2 digits using a calculator.
		1.3	Select and use correct operation in context using a calculator.
2	Be able to divide whole numbers.	2.1	Divide whole numbers up to 4 digits by numbers up to 2 digits using written methods and interpret remainders.
		2.2	Divide whole numbers up to 7 digits by numbers up to 2 digits using a calculator and interpret remainders.
		2.3	Identify division written in more than one format.
		2.4	Select and use correct operation for the context using a calculator.
3	Be able to check answers.	3.1	Check answers using a different method.
		3.2	Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.
4	Understand the effect of multiplying whole numbers by 10 and 100.	4.1	Multiply whole numbers by 10.
		4.2	Multiply whole numbers by 100.
5	Understand the effect of dividing whole numbers by 10 and 100.	5.1	Divide whole numbers by 10.
		5.2	Divide whole numbers by 100.
6	Be able to recognise numerical relationships.	6.1	Recall multiplication facts up to 10 x 10.
		6.2	Recall multiples of 10, 50, 100 and 1000.



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

6.3 Make connections between multiplication and division facts.

6.4 Use strategies for dealing with larger numbers.

## Unit K/503/3044

### Data Calculations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the arithmetical average for a set of data.	1.1 Use the term 'average' in everyday contexts. 1.2 Find the mean for a given set of data.
2 Understand the range of a set of data.	2.1 Use the term 'range' as a measure of spread for sets of data in everyday usage. 2.2 Calculate the range of given data sets.

## Unit Y/503/3282 Probability

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand probability as an expression of an event occurring.	1.1 Identify what is meant by expressions such as 'one in two chance', 'fifty fifty'.
2 Understand that probability can be written as a fraction, decimal or percentage.	2.1 Express the probability of events occurring as decimals and percentages. 2.2 Express the probability of an event as the number of ways the event can happen divided by the total number of outcomes.
3 Be able to calculate probability.	3.1 Use real data to calculate probabilities. 3.2 Use simulated data to calculate probabilities.

## Unit H/503/3169

### Understanding and Using 2D Shapes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the properties of 2D shapes.	1.1 Use vocabulary related to shape. 1.2 Identify a right angle. 1.3 Identify two right angles. 1.4 Identify four right angles. 1.5 Identify the properties of the sides and angles of 2D shapes. 1.6 Identify a line of symmetry.
2 Be able to use the properties of 2D shapes to solve problems.	2.1 Identify which regular shapes tessellate. 2.2 Plan a tiling pattern. 2.3 Produce 2D shapes in different orientations using grids.
3 Be able to read and record angles in degrees.	3.1 Read and record angles using the symbol for degrees.
4 Be able to measure and record angles in degrees.	4.1 Measure and record a variety of angles using a protractor.

## Unit L/503/3277

### Understanding Length, Weight and Capacity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand metric units of measurement.	1.1	Identify metric units of length, weight and capacity including their abbreviations.
		1.2	Convert measurements of length, weight and capacity from one metric unit to another.
		1.3	Add units of measure within the same system in practical situations.
		1.4	Subtract units of measure within the same system in practical situations.
2	Be able to use units for measurement.	2.1	Choose units of measurement for different measuring tasks.
3	Be able to use instruments for measurement.	3.1	Choose measuring instruments for different measuring tasks.
4	Be able to read scales.	4.1	Read scales to the nearest labelled or unlabelled division.

## Unit J/503/3276

### Understanding Perimeter and Area

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the perimeters of shapes.	1.1 Identify perimeter as being measured in units of length. 1.2 Produce different squares and rectangles with the same perimeter.
2 Be able to find the perimeters of shapes.	2.1 Find the perimeters of shapes in different ways. 2.2 Find a formula in words for calculating the perimeter of rectangular shapes. 2.3 Check the formula. 2.4 Find the perimeters of rectangular shapes using a formula.
3 Be able to read and record measurement of an area.	3.1 Read and write the units of measure for the area, in words and in other ways. 3.2 Identify measurements used to calculate the area.
4 Be able to find the areas of rectangles.	4.1 Identify that area is measured in square units. 4.2 Find the area of drawings on squared paper by counting squares. 4.3 Find the areas of rectangular shapes identifying and using the formula.

## Unit F/503/3258

### Understanding Volume

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how volume is measured.	1.1 Identify that volume is a measure of space.
	1.2 Identify volume as measured in cubic units.
	1.3 Read and record units of measure of volume.
2 Know how to find the volume of cuboid shapes.	2.1 Use practical methods to find the volume of a cuboid container.
	2.2 Identify the dimensions of a cuboid to calculate volume.
	2.3 Use the formula to calculate the volume of a cuboid.

## Unit J/503/3259

### Using Calculations: Addition and Subtraction of Whole Numbers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to add whole numbers.	1.1 Add whole numbers up to 7 digits, using written methods. 1.2 Add whole numbers up to 7 digits, using a calculator. 1.3 Select and use the correct operation for the context using a calculator.
2 Be able to subtract whole numbers.	2.1 Subtract whole numbers up to 7 digits, using written methods. 2.2 Subtract whole numbers up to 7 digits, using a calculator. 2.3 Select and use the correct operation for the context using a calculator.
3 Be able to check answers.	3.1 Check answers using a different method. 3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.



## Unit H/503/3172

### Personal Budgeting and Managing Money

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what is meant by income and expenditure.	1.1	State possible sources of personal income.
		1.2	State items of personal expenditure.
		1.3	Give examples of essential and non-essential expenditure.
2	Understand ways to deal with living on a limited budget.	2.1	Outline possible difficulties of coping on a limited budget.
		2.2	Give examples of ways to minimise the difficulties of coping on a limited budget.
3	Know how to undertake financial transactions.	3.1	Give examples of financial transactions and their purpose.
		3.2	Outline different methods of paying for goods or a service.
		3.3	Outline different methods of paying money into an account.
4	Understand key financial information on everyday documents.	4.1	Outline the purpose of a receipt and identify key items on it.
		4.2	Identify key items recorded on a payslip and state what they can be used for.
		4.3	Identify key items on a financial statement.
		4.4	State how the information in one document might be checked for errors.
5	Understand what saving means.	5.1	Outline the benefits of saving.
		5.2	Outline different ways to save money.
		5.3	State preferred method of saving in a given situation.
6	Be able to produce a simple budget plan.	6.1	State the purpose of a budget plan for the future.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 6.2 Outline personal spending and income over a given period.
- 6.3 State whether income or expenditure is higher.

## Unit T/503/3158

### Skills Used in Reading for Meaning

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand written words.	1.1 Use reference material to find the meaning of unfamiliar words.
2 Be able to use imagery to aid understanding.	2.1 Give examples of where meaning can be inferred from images.
3 Be able to identify the purpose of texts from their format.	3.1 Give examples of where organisational and structural features can be used to locate information.
	3.2 Identify how language and other textual features are used to achieve different purposes in a variety of texts.
4 Be able to read for meaning.	4.1 Summarise the main events of short texts including: a) descriptive texts b) explanatory texts c) persuasive texts.
	4.2 Read and follow written instructions to complete an activity.
	4.3 Use different reading strategies to obtain information.
5 Be able to find information for a specific purpose.	5.1 Select key points from a text to answer questions, recognising relevant and irrelevant information.
	5.2 Use a range of reference materials to find straightforward information.
	5.3 Distinguish fact from opinion.

## Unit F/503/3163

### Spelling Rules and Strategies in Practical Use

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the language of spelling.	1.1	Give examples of roots, prefixes and suffixes.
		1.2	Spell regular verb endings.
		1.3	Use two syllable words containing double consonants.
2	Be able to match sounds to written symbols.	2.1	Identify the difference in spelling between nouns and verbs.
		2.2	Give examples of digraphs.
		2.3	Give examples of the difference between the spelling and meaning of common homophones.
		2.4	Identify words with common letter strings but different pronunciations.
		2.5	Use common suffixes.
3	Be able to use methods to learn how to spell words.	3.1	Use reference materials to check unknown spelling.
		3.2	Pronounce words as they are spelt to aid spelling.
		3.3	Demonstrate the application of spelling rules.
4	Understand the importance of developing memory skills in learning spellings.	4.1	Demonstrate the division of words to aid memory.
		4.2	Use mnemonics to aid memory.

## Unit F/503/3390 Spelling Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to locate correct spellings.	1.1 Select and use paper based resources to find correct spellings.
	1.2 Use a spell-check on a computer to check spellings.
	1.3 Demonstrate an awareness of when to ask for help to work out unknown spellings.
2 Understand own spelling strengths and weaknesses.	2.1 Identify own most common spelling errors.
	2.2 Locate patterns of errors in own writing.
	2.3 Give examples of different strategies that can be used to aid spelling.
3 Be able to maintain a personal spelling programme.	3.1 Plan a spelling programme.
	3.2 Practise spellings in private study time.
	3.3 Demonstrate the need to review learning regularly.
	3.4 Demonstrate progress in own writing.

## Unit D/503/3302

### Writing for Meaning Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to use writing to communicate clearly and effectively.	1.1 Present information in a logical sequence to give instructions and directions. 1.2 Sequence ideas in own short piece of writing, using paragraphs where appropriate. 1.3 Use vocabulary and detail appropriate for purpose and audience.
2 Be able to use different writing formats.	2.1 Adjust own writing style to suit purpose of writing. 2.2 Use appropriate layouts and structure for different purposes.
3 Understand the need to plan written work.	3.1 Outline a plan for writing indicating key points. 3.2 Make a rough draft from plan.
4 Be able to revise written work.	4.1 Proof read written work identifying changes to be made to improve accuracy and meaning. 4.2 Revise writing.
5 Be able to present writing appropriately.	5.1 Produce legible final text, with the accuracy required for the purpose. 5.2 Use tools appropriate to the presentation.

## Unit H/503/2667

### Understanding Customer Service

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the benefits to an organisation of good customer service.	1.1	Outline reasons why good customer service is important for an organisation.
		1.2	Identify examples of good practice in customer service.
2	Understand the possible consequences of poor customer service.	2.1	Outline how poor customer service can impact on the organisation, customers and staff.
3	Understand the value of first impressions.	3.1	Outline why it is important to make a good first impression.
		3.2	Give examples of how to create a positive first impression when communicating: <ul style="list-style-type: none"> <li>a) face to face</li> <li>b) on the telephone</li> <li>c) in writing (including by email).</li> </ul>
4	Understand positive verbal and non-verbal interaction with customers.	4.1	Identify appropriate and inappropriate ways of communicating verbally with customers in commonly met situations.
		4.2	Give examples of types of non-verbal communication.
5	Understand that respect for the individual is at the heart of good customer service.	5.1	Outline why it is important to maintain customer confidentiality.
		5.2	Indicate ways in which s/he can respect individual customer needs from diverse cultures and backgrounds.
6	Understand own role in dealing with complaints from customers.	6.1	List the types of complaints that 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 of a customer's complaint that need to be recorded.

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 6.4 Give examples of positive ways of dealing with complaints made by customers.



## Unit H/503/3043 College Induction

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to locate facilities at college.	1.1	Outline how to get to different facilities at the college.
2	Be able to identify members of staff and their roles.	2.1	Identify key members of staff and their roles in college.
		2.2	State the arrangements for contacting these people.
3	Be able to identify reasons for attending college.	3.1	Outline two reasons why s/he has come to college.
		3.2	Outline what s/he hopes attendance at college will lead to.
4	Understand own responsibilities while at college.	4.1	Outline own responsibilities during the college day.
		4.2	State why the responsibilities are important.
5	Understand differences between college and a previous establishment.	5.1	Outline differences between college and previous establishment.
		5.2	State what is preferred about the college setting.
6	Be able to identify Health and Safety procedures.	6.1	Outline fire evacuation procedures and own role in carrying them out.
		6.2	Outline key Health and Safety procedures.

## Unit Y/600/3239 Health and Safety in a Practical Environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be aware of relevant health and safety requirements, procedures and equipment.</p>	<p>1.1 State the purpose of relevant, current Health and Safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations.</p> <p>1.2 State the correct procedures for reporting accidents and potential hazards.</p> <p>1.3 State the correct response to two emergency situations.</p> <p>1.4 State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.</p>
<p>2 Recognise and manage risk by following safe working practices.</p>	<p>2.1 Identify the potential risks of a given situation.</p> <p>2.2 State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks.</p> <p>2.3 Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.</p>

## Unit R/600/3241

### Participating in a Vocational Taster

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand different job roles within a vocational area.	1.1 Identify three job roles within a vocational area.  1.2 Identify the skills, knowledge and personal qualities required to perform one of the job roles identified.
2 Use relevant skills, knowledge and personal qualities in a vocational context.	2.1 Carry out tasks as directed in a vocational context using relevant skills and knowledge.  2.2 Identify the ways in which own personal qualities have been applied in a vocational context.
3 Understand the health and safety requirements relevant to the vocational context.	3.1 Outline the health and safety issues relevant to the vocational context.  3.2 Identify the risks associated with own role.  3.3 Follow safe working procedures to minimise risks identified.
4 Reflect on suitability for job role in chosen vocational context.	4.1 Identify own strengths and areas for development.  4.2 Outline the positive and negative aspects of the vocational experience.

## Unit K/500/5423

### Work Experience

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the structure and purpose of the organisation.	1.1	State the main purpose and activities of the organisation.
		1.2	Identify and list the other most important activities undertaken by the organisation.
		1.3	Outline the main aspects of the management structure.
2	Understand own role within organisation.	2.1	State his/her occupation and role in the workplace.
		2.2	List agreed limitations of his/her responsibilities.
3	Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1	List the reasons for agreed dress conventions.
		3.2	Sustain punctuality throughout the placement.
		3.3	Behave within agreed standards without direction.
4	Comply with safe working practices demanded by the work environment.	4.1	Identify a range of safety hazards and list the precautions they require.
		4.2	Select and use appropriate safety equipment for given tasks.
		4.3	Locate First Aid Box and list its contents.
		4.4	State the organisations procedures in the event of a specific accident or emergency.
		4.5	Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation.
		4.6	Give two examples of how to carry out work tasks that does not endanger self or others
5	Carry out tasks as requested using appropriate work related skills.	5.1	Carry out given tasks following instructions and/or demonstrations.
		5.2	Request guidance as necessary.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 5.3 List the work related skills utilised in carrying out tasks.
- 5.4 Ensure that relevant information is passed on to appropriate others.

## Unit J/502/3072

### Understanding what volunteering is about

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand that there are a range of volunteering opportunities	1.1 Identify a range of needs that different organisations that involve volunteers try to meet  1.2 Name voluntary organisations that are set up to address these needs  1.3 Identify several different skills that could be useful to organisations that involve volunteers
2 Understand the benefits of volunteering	2.1 Identify benefits that could be gained from volunteering  2.2 Describe at least one personal benefit they hope to gain (or have gained) through volunteering
3 Understand that volunteers have rights and responsibilities	3.1 Give examples of rights that volunteers can expect when volunteering  3.2 List responsibilities that volunteers have towards their organisation or project

## Unit H/502/3094

### Food Safety in the home and community

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of handling food safely	1.1	Describe why it is important to maintain good practice when handling food
		1.2	Identify hazards related to food safety and describe appropriate actions
		1.3	State why it is important to store and dispose of waste safely, and give examples of how to do it.
2	Understand the importance of personal hygiene when handling food	2.1	List ways to maintain personal hygiene in the food work area, including how and when to wash hands
		2.2	List potential problems resulting from not maintaining personal hygiene in the food work area
3	Understand the importance of cleaning a food work area	3.1	State why cleaning is important in keeping food safe
		3.2	List ways of keeping the food work area clean
		3.3	Select and safely use appropriate cleaning materials in a food work area
4	Understand the importance of keeping food products safely	4.1	Describe how to store different types of food correctly
		4.2	State why it is important to follow food storage instructions
		4.3	List ways in which food should be handled to avoid contamination
		4.4	List ways in which food should be stored to avoid contamination
5	Handle food safely	5.1	Handle food safely following correct procedures

## Unit M/500/5682

### Developing Customer Service Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the benefits to the organisation of good customer service.	1.1 Identify examples of good practice in customer service. 1.2 Outline reasons why good customer service is important for an organisation.
2 Understand the possible consequences of poor customer service.	2.1 Give examples of how poor customer service can impact upon: a) customers b) the organisation c) staff. 2.2 Outline how poor customer service can have an impact on the reputation of an organisation.
3 Understand the value of first impressions.	3.1 Indicate why it is important to make a good impression. 3.2 List and outline ways of creating a positive first impression when communicating: a) face to face b) on the telephone c) in writing (including by email).
4 Understand positive verbal and non-verbal interaction with customers.	4.1 Identify appropriate and inappropriate ways of communicating verbally with customers in commonly met 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.
5 Understand that respect for the individual is at the heart of good customer service.	5.1 Outline why it is important to maintain customer confidentiality. 5.2 Indicate ways in which s/he can respect individual customer needs from a diversity of cultures and backgrounds.



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

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

- 6.1 List and 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 D/506/0774 Banking And Other Financial Organisations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand credit and borrowing.	1.1	Outline the advantages and disadvantages of borrowing.
		1.2	Calculate the cost of making a purchase using credit.
2	Understand how different bank accounts work.	2.1	Outline different kinds of banking accounts available.
		2.2	Outline different ways to withdraw cash from an account.
		2.3	Outline different ways that money can be deposited into an account.
3	Understand the role of financial organisations offering saving and borrowing.	3.1	Identify different services offered by high street banks.
		3.2	Give examples of different ways and places to save money.
		3.3	Indicate different ways and places to borrow money.
		3.4	Compare different ways and places to borrow money.

## Unit D/504/8429

### Developing own Interpersonal Skills

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify own skills.	1.1	Outline own strengths and weaknesses.
2	Understand the need for time management.	2.1	Outline why managing own time is important.
		2.2	Identify ways of improving own time management.
3	Be able to recognise signs of stress.	3.1	Identify signs and symptoms of stress in self and others.
4	Be able to recognise different types of criticism.	4.1	Outline the difference between constructive and destructive criticism.
5	Be able to recognise confident behaviour in self and others.	5.1	Outline real situations which illustrate confident behaviour.
6	Know what is meant by non-verbal communication.	6.1	Identify different examples of non-verbal communication.
7	Know the difference between aggressive, passive and assertive behaviour.	7.1	Outline examples of aggressive, passive and assertive behaviour.

## Unit D/506/0760 Time Management

### Learning Outcome - The learner will:

### Assessment Criterion - The learner can:

- |   |  |     |  |
|---|--|-----|--|
| 1 | Know how he/she spends his/her time.                         | 1.1 | Record the number of hours he/she spends over a three-day period on the following activities:<br>(a) sleeping<br>(b) eating<br>(c) working<br>(d) studying<br>(e) socialising. |
|   |  | 1.2 | Give two examples of activities for each of the following uses of time:<br>(a) productive time<br>(b) maintenance time<br>(c) leisure time.                                    |
| 2 | Understand time management skills.                           | 2.1 | Outline what is meant by time management.  |
|   |  | 2.2 | Identify how he/she uses time management skills for his/her use of time for two priorities in his/her daily life.  |
| 3 | Know how to use time management as a way of reducing stress. | 3.1 | Give two examples of physical symptoms of stress.  |
|   |  | 3.2 | Give two examples of emotional reactions to stress.  |
|   |  | 3.3 | Give two examples of ways people suffering from stress might behave.   |
|   |  | 3.4 | Identify how time management can help reduce stress.   |
|   |  | 3.5 | Outline a plan of his/her time that will avoid hectic and potentially stressful schedules.   |

## Unit K/500/5096

### Developing Skills in Caring for Young Children

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to wash/bathe babies and children.	1.1 Demonstrate through simulation the correct procedure when bathing a baby/toddler. 1.2 Identify products available for personal care of children. 1.3 Describe the importance of hygiene for specific areas of the body.
2 Know the correct procedures when feeding young children.	2.1 Use a correct method for sterilising feeding equipment. 2.2 Use the correct method for preparing a bottle-feed. 2.3 Use appropriate hygiene and safety procedures when feeding young children.
3 Know how to dress children appropriately.	3.1 Identify suitable clothing for children for different ages and for different seasons. 3.2 Demonstrate how to care for these clothes appropriately.
4 Know how to respond to a baby/child's need for sleep and rest.	4.1 Identify when a child/baby requires sleep. 4.2 Describe the correct method for putting a child/baby to bed. 4.3 Collect information showing equipment available for aiding rest and sleep.

## Unit R/503/3183

### Understanding Play

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of play in a child's development.	1.1	Identify the role of play in child development.
		1.2	Give examples of the role of play in individual and group play.
		1.3	Give two play activities which can encourage a child's development.
2	Understand the purpose of play activities for children at different levels of development.	2.1	Give examples of at least two play activities for different stages of child development.
		2.2	Identify the purpose of each activity.
3	Understand the importance of a plan for play activities.	3.1	State the importance of a play activity plan.
		3.2	Select materials for a play activity and state how these relate to a plan for play activities.
		3.3	Suggest how this activity is inclusive and relates to equal opportunities.
4	Know how stereotyping can affect children's participation in activities.	4.1	List different stereotypes.
		4.2	Give two examples of activities which can result in stereotypical play.
		4.3	State how these activities may affect children's participation.

## Unit Y/503/3184

# Understanding the Intellectual and Language Development of Children from Birth to Eight

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the stages of intellectual development in children.	1.1	Identify the key stages of intellectual development in children.
		1.2	Outline how a child's intellect develops at two of these stages.
2	Understand the stages of language development in children.	2.1	Identify the key stages of language development in children.
		2.2	Outline how a child's language develops at two of these stages.
3	Understand why it is important to communicate with young children.	3.1	Identify why communicating with children is important to their language and intellectual development.
		3.2	Outline different ways of communicating with children.
4	Understand factors which affect intellectual and language development in children.	4.1	Identify key factors which may affect language and intellectual development in children.
		4.2	Outline how two of these factors may affect a child's language and intellectual development.

## Unit A/502/4588

### Assist with the care of animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to assist with monitoring and caring for the health and well-being of animals</p>	<p>1.1 Treat animals according to relevant legislation</p> <p>1.2 Minimise any likelihood of stress and injury to the animals</p> <p>1.3 Optimise the health and well-being of animals during their work</p> <p>1.4 Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction</p> <p>1.5 Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others</p> <p>1.6 Monitor and report on the animal's environment</p> <p>1.7 Maintain health and safety, and the welfare of animals, during work</p>
<p>2 Be able to assist with providing food and water for animals</p>	<p>2.1 Feed animals in accordance with instructions</p> <p>2.2 Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions</p> <p>2.3 Monitor and report on the animal's feeding and drinking habits</p> <p>2.4 Clean and maintain equipment ready for use and store it safely and securely in an appropriate place</p> <p>2.5 Dispose of any waste from feeding in the correct manner and place</p> <p>2.6 Maintain health and safety, and the welfare of animals, during work</p>



## Unit F/502/4589

### Principles of the care of animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Know how to monitor and care for the health and well-being of animals</p>	<p>1.1 Describe how to promote the health and well-being of animals and minimise any stress or injury</p> <p>1.2 state their responsibility under health and safety and animal welfare legislation</p> <p>1.3 State why animals need exercise and how the type and amount of this varies between different species and different animals</p> <p>1.4 State how animals optimise their own physical functioning and appearance</p> <p>1.5 Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction</p> <p>1.6 State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs</p> <p>1.7 List signs of stress in animals</p> <p>1.8 Give examples of preventative care which is designed to maintain the health and well-being of animals</p> <p>1.9 State how the environment may be adjusted to maintain the animal's health</p> <p>1.10 State how to recognise an animal health emergency and what should be done if this occurs</p> <p>1.11 State why it is important to report unusual signs</p>
<p>2 Know how to provide food and water to animals</p>	<p>2.1 State an appropriate method and system for feeding three types of animals</p> <p>2.2 Describe the normal feeding habits of the animals</p> <p>2.3 State the hygiene requirements for feeding and watering of animals</p>

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 2.4 state their responsibility for safe and effective animal handling under relevant legislation and codes of practice
- 2.5 State why waste should be disposed of in a safe manner and place

## Unit H/600/0473

### Assist with feedstuffs for small animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to assist with receiving and storing animal feed</p>	<p>1.1 work in a healthy and safe way which complies with legislation</p> <p>1.2 check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition</p> <p>1.3 move, store and handle 2 types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage</p> <p>1.4 store animal feed safely according to instructions, in the order in which it is to be used</p> <p>1.5 check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away</p> <p>1.6 check stock levels regularly and tell the appropriate person if stocks are low</p>
<p>2 Be able to assist with preparing feed for animals</p>	<p>2.1 wash their hands effectively before and after handling animal feed</p> <p>2.2 obtain the equipment and materials needed to prepare and serve animal feed</p> <p>2.3 clean work surfaces, utensils and equipment effectively before and after use</p> <p>2.4 identify the type and quantity of animal feed required for each animal from feeding plans</p> <p>2.5 prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage</p> <p>2.6 use the appropriate utensils in a hygienic way according to instructions</p> <p>2.7 work in a healthy and safe way that complies with legislation</p>

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 2.8 dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely

## Unit L/502/5714

### Principles of the movement and handling of small animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to move animals on a site	1.1 State the correct methods of handling the animals concerned
	1.2 State normal and abnormal behaviour in the animals concerned
	1.3 State the normal pace or movement for the animals concerned
	1.4 State why it is important to approach animals in a calm manner which promotes confidence
	1.5 State the risks that there are when moving animals and how they can be minimised
	1.6 State how to settle animals in a new place, and why this is important
	1.7 State the organisational health and safety and animal welfare policy in relation to moving animals and their responsibility under health and safety and animal welfare legislation
2 Know how to handle animals	2.1 State how and where to obtain information about the temperament and usual behaviour patterns of an animal
	2.2 List safe and effective methods of handling animals
	2.3 State why it is important to monitor an animal's response to handling, signs of negative responses, why and to whom these should be reported
	2.4 State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour
	2.5 List the different factors that can affect an animal's behaviour and what to do if these are observed
	2.6 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice

## Unit T/502/5710

### Assist with the movement and handling of small animals

#### Learning Outcome - The learner will:

#### Assessment Criterion - The learner can:

- |   |                                      |     |  |
|---|--------------------------------------|-----|--|
| 1 | Assist with moving animals on a site | 1.1 | Approach the animals calmly, confidently and in a way that is likely to minimise stress  |
|   |                                      | 1.2 | Assist with moving animals in accordance with instructions   |
|   |                                      | 1.3 | Assist with moving animals without damage to the health, safety and well-being of the animal or self   |
|   |                                      | 1.4 | Help to settle the animals in the new location in accordance with instructions   |
|   |                                      | 1.5 | Maintain health and safety, and the welfare of the animals, during their work  |
| 2 | Assist with handling animals         | 2.1 | Approach animals in accordance with instructions   |
|   |                                      | 2.2 | Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress   |
|   |                                      | 2.3 | Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment |
|   |                                      | 2.4 | Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay                                    |
|   |                                      | 2.5 | Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice                                       |

## Unit D/600/0469

### Principles of dealing with animal accommodation

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to clean animal accommodation	1.1 State how to prepare equipment and materials ready for cleaning  1.2 Outline how to prepare the accommodation for cleaning  1.3 State the correct procedures for cleaning the animal accommodation  1.4 Describe the condition in which accommodation must be left after cleaning
2 Know how to maintain animal accommodation	2.1 State the welfare requirements and describe how to promote the health and well-being of animals  2.2 List the materials which animals need within their accommodation to maintain their health and well-being  2.3 List the hazards which may arise in the animal's accommodation, and to whom they should be reported
3 Know relevant health and safety precautions to be observed	3.1 State how and where to dispose of waste safely  3.2 State their responsibilities under animal welfare and health and safety legislation

## Unit R/600/0470

### Assist with animal accommodation

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to assist with cleaning animal accommodation	1.1 prepare the equipment and materials for the work 1.2 prepare the animal accommodation ready for cleaning 1.3 clean the animal's accommodation in accordance with instructions 1.4 leave the animal accommodation in the appropriate condition after cleaning 1.5 maintain health and safety, and the welfare of the animals, during their work
2 Be able to assist with maintaining animal accommodation	2.1 check the animal accommodation in accordance with instructions 2.2 keep the animal accommodation safe and secure 2.3 correctly identify and report any hazards 2.4 dispose of waste in a safe manner and place



## Unit F/500/5119 Understanding Plant Pruning

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the reasons for pruning plants.	1.1 State what is meant by pruning.
	1.2 State three reasons why pruning is carried out.
	1.3 Name six plants which are usually pruned.
2 Know where and how to cut when pruning.	2.1 Identify a node.
	2.2 Using practice material, make a firm clean cut.
3 Know how to prune different types of plants.	3.1 Prune two different plants successfully on at least four occasions by: a) cutting in the correct place b) making a clean cut.

## Unit R/503/2714 Cultivating Herbs

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand the use of herbs.</p>	<p>1.1 Identify plants from the onion family and state their medicinal or culinary use.</p> <p>1.2 Identify plants from the mint family and state their medicinal or culinary use.</p> <p>1.3 Identify plants from the thyme or sage family and state their medicinal or culinary use.</p>
<p>2 Understand the factors in selecting herbs for a particular site.</p>	<p>2.1 Identify the characteristics of different herbs.</p> <p>2.2 Identify what different herbs need to grow well.</p> <p>2.3 Identify the container and location most suited to selected herbs.</p>
<p>3 Be able to cultivate herbs.</p>	<p>3.1 Grow a member of the onion family from seeds or bulbs.</p> <p>3.2 Grow a member of the mint family from seeds or cuttings.</p> <p>3.3 Grow a member of the thyme or sage family from seeds or cuttings.</p>

## Unit H/502/5119

### Assist with maintaining the health and wellbeing of animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Assess (visually) the physical state of an animal	1.1 Identify the visual signs of health in animals
	1.2 Identify the visual signs of ill health in animals
	1.3 Record the health status of animals
	1.4 State the procedures, and to whom, the health status of animal should be reported: <ul style="list-style-type: none"><li>• routine</li><li>• animal is sick or injured</li></ul>
	1.5 State the records to be kept to help maintain the health of animals
	1.6 List signs of stress or pain in an animal
2 Administer preventative care to animals	2.1 Administer preventative care to animals
	2.2 Check animals for signs of ecto-parasites
	2.3 Restrain animals for preventative care
	2.4 Work in a way which complies with health and safety legislation, including PPE
	2.5 List the routes for administering preventative care
	2.6 State how to dispose of waste
	2.7 State the importance of following instructions and reporting damaged/faulty equipment
3 Deal with different potential animal emergency situations	3.1 Assist in an animals emergency situation
	3.2 Identify the visual signs of an animal emergency
	3.3 Identify and report potential hazards
	3.4 Identify the correct location of safety equipment

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 3.5 State the procedures, and the importance of following procedures, in the event of:
- fire
  - sick/injured animals
  - escaped animal
- 3.6 State the procedure to follow if there are potential hazards or damaged equipment
- 3.7 Identify the location of both human and animal emergency and safety equipment
- 3.8 State how to ensure health, safety and wellbeing to self, others and animals when dealing with animal emergencies

## Unit Y/600/0471

### Principles of dealing with feedstuffs for small animals

#### Learning Outcome - The learner will:

- 1 Know how to receive and store animal feed  
Know how to prepare feed for animals

#### Assessment Criterion - The learner can:

- 1.1 state the process used for ordering stocks of feed, and the types of records kept
- 1.2 state the purpose of checking the quantity and quality of received feed and the possible consequences of not doing this
- 1.3 state why the feed received and used is recorded and what to do if any shortfalls are identified
- 1.4 state how to identify feed that is not acceptable, and what to do about it
- 1.5 list types of feed and the possible consequences of incorrectly storing feed
- 1.6 state the principles of stock rotation and why this is done
- 1.7 list the signs of possible pest infestation and the action to take if these are found

## Unit R/503/2986

### Developing Confidence Working with Animals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to follow relevant health and safety rules.	1.1 List the general hazards in the working environment. 1.2 List the specific hazards which may occur when working around animals. 1.3 List the specific hazards which may occur when handling animals. 1.4 Use personal protective equipment effectively. 1.5 Use appropriate tools and equipment safely. 1.6 Follow safety rules when working in an animal environment.
2 Understand the natural behaviour and original habitat of a range of domesticated animals and the implications of this for their care.	2.1 Describe the origins and natural habitat of at least three domesticated animals. 2.2 Explain why these animals were domesticated. 2.3 List the five freedoms expected for good animal welfare. 2.4 Apply the five freedoms when working with animals.
3 Be able to recognise a range of behaviours in both animals and humans and understand why they show these behaviours.	3.1 List a range of behaviours animals and humans use to express their feelings. 3.2 Give examples of how human behaviour can impact on animals, both positively and negatively. 3.3 Give examples of how human thoughts and feelings are affected by animals.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>4 Know how to look after a range of animals and themselves with reference to feelings and physical needs.</p>	<p>4.1 Assist with caring for at least three animals such as horses, poultry, goats, pigs, dogs or cats.</p> <p>4.2 Recognise normal and abnormal behaviour in at least two of these types of animals.</p> <p>4.3 State care routines that encourage normal behaviour in the types of animals chosen.</p> <p>4.4 Change their personal behaviour so as to have a more positive impact on:  (a) animals  (b) people.</p>

## Unit H/600/9142

### Developing skills in assembling mechanical components

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare a work area in readiness for assembly operations	1.1 Confirm with a supervisor what has to be done before assembly operations are carried out safely 1.2 Prepare a work area ready for the assembly of components 1.3 Check components are correct and that tools and equipment are safe to use
2 Be able to carry out assembly operations using mechanical components	2.1 Use appropriate tools to assemble components 2.2 Check that the finished assembly conforms to specified limits of accuracy 2.3 Clean down work area and return tools and equipment to storage



## Unit H/601/0095

### Developing Skills in Electronic Assembly

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for and carry out an electronic assembly activity	1.1 Take precautions ready to carry out an electronic assembly activity
	1.2 Prepare components, tools and equipment ready for an electronic assembly activity
	1.3 Check components before they are used in an electronic assembly activity
2 Be able to assemble electronic components correctly and safely	2.1 List the safety aspects for an electronic assembly activity
	2.2 Produce an electronic assembly correctly and safely

## Unit D/600/9138

# Developing Skills in Making Engineering Components Using Hand Tools

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare a work area for hand cutting and shaping activities	1.1 Confirm with a supervisor what has to be done before hand cutting and shaping activities are carried out safely in a work area
	1.2 Prepare a work area so that hand cutting and shaping activities can be carried out
	1.3 Check that raw materials are correct and tools safe to use
2 Be able to produce components using hand tools safely	2.1 Mark out components for required operations
	2.2 Use appropriate hand tools to safely make components
	2.3 Check that components meet the standard required
	2.4 Clean down work areas and return tools to storage

## Unit Y/600/9140

### Developing Skills in Planning and Making a Machined Product

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know about equipment, tooling and materials required to make machined products	1.1	List the types of equipment used when making machined products
		1.2	List the tools and work holding devices used when making machined products
		1.3	List the types of materials from which machined products can be made
2	Be able to use simple engineering drawings to plan the manufacture of a machined product	2.1	Identify features of a component by interpreting an engineering drawing
		2.2	List the steps in a plan which can be followed when manufacturing a product
3	Be able to prepare a work area for producing a machined product	3.1	Confirm with a supervisor what has to be done before manufacturing activities are carried out
		3.2	Prepare a manufacturing work area
		3.3	Check raw materials are correct and that machinery and tools are safe to use
4	Be able to make an engineered product to a specification using appropriate equipment and processes which are carried out in a safe manner	4.1	Use machines, tools and equipment to manufacture a product
		4.2	Check that the product meets the standard required
		4.3	Clean down work area and return tools to storage

## Unit H/600/9139

### Developing skills in using a bench/pedestal drilling machine

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare a work area for producing components using a bench/pedestal drilling machine	1.1 Confirm with a supervisor what has to be done before drilling activities are carried out safely in a work area  1.2 Prepare a work area ready for drilling activities to be carried out  1.3 Check that machinery and tools are safe to use
2 Be able to safely carry out drilling activities using a bench/pedestal drilling machine	2.1 Set up a bench/pedestal drilling machine which can be used to carry out drilling activities.  2.2 Use a bench/pedestal drilling machine to safely carry out drilling activities to a required specification  2.3 Check that drilled holes are to the required standard

## Unit L/601/0124

### Developing Skills in Wiring Electrical Circuits and Components

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for and carry out an electrical wiring activity	1.1 Take precautions ready to carry out an electrical wiring activity  1.2 Prepare components, cables, tools and equipment ready for an electrical wiring activity  1.3 Check components and cables before they are used in an electrical wiring activity
2 Be able to wire and terminate electrical components correctly and safely	2.1 List the safety aspects for an electrical wiring activity  2.2 Wire up electrical components correctly and safely

## Unit K/601/0096

### Developing Skills in Joining Materials Using Welding

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare a work area in readiness for welding operations	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
2 Be able to produce welded joints to the required standard	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

## Unit H/502/7324

### Carry out a systematic cycle check

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work efficiently and safely carrying out a systematic cycle check and basic adjustments.	1.1 Use appropriate Personal Protective Equipment and safety methods when carrying out a systematic cycle check and basic adjustments. 1.2 Demonstrate Health and Safety workplace procedures when carrying out a systematic cycle check and basic adjustments. 1.3 Demonstrate and describe workplace and legislative procedures for handling, disposal and recycling of used and waste materials. 1.4 Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property. 1.5 Explain the importance of working to agreed timescales and keeping others informed of progress.
2 Use relevant sources of information when carrying out a systematic cycle check and basic adjustments.	2.1 Ensure that records for carrying out a systematic cycle check and basic adjustments are accurate. 2.2 State the importance of following correct technical data for carrying out a systematic cycle check and basic adjustments.
3 Know how to carry out a systematic cycle check and basic adjustments.	3.1 State the different stages of a systematic safety check.
4 Select and use the appropriate tools and equipment to carry out a systematic cycle check and basic adjustments.	4.1 Demonstrate how to prepare and use all the equipment required to carry out a systematic cycle check and basic adjustments.
5 Carry out a systematic cycle check and basic adjustments.	5.1 Demonstrate the correct procedure for carrying out a systematic cycle check. 5.2 Decide whether the cycle is in a safe and roadworthy condition.

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 5.3 Carry out basic adjustments required to leave the cycle in a safe and roadworthy condition.
- 5.4 Recognise and report cosmetic damage to cycle components to the relevant person.



## Unit Y/502/7322

### Remove and replace a cycle rim brake assembly

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work efficiently and safely when removing and replacing a cable operated rim brake assembly.	1.1 Use appropriate Personal Protective Equipment and safety methods when working on a cable operated rim brake assembly.
	1.2 Demonstrate Health and Safety workplace procedures when working on a cable operated rim brake assembly.
	1.3 Demonstrate and describe workplace and legislative procedures for handling, disposal and recycling of used and waste materials.
	1.4 Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property when removing and replacing a cable operated rim brake assembly.
	1.5 Explain the importance of working to agreed timescales and keeping others informed of progress.
2 Use relevant sources of information when removing and replacing a cable operated rim brake assembly.	2.1 Ensure that records for cycle rim brake assembly are accurate.
	2.2 Follow correct technical data for removal, inspection and replacement of a rim brake assembly.
3 Know how cycle rim brakes function.	3.1 Identify the components which are relevant to a rim brake system.
	3.2 State the basic function of a brake <ol style="list-style-type: none"><li>i lever</li><li>ii inner and outer cable</li><li>iii calliper</li><li>iv block</li><li>v calliper balancing screw</li><li>vi block wear indicator</li></ol>
4 Identify and use the appropriate tools and equipment to remove	4.1 Demonstrate how to prepare and use the equipment required to carry out the removal and

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

and replace a cable operated rim brake assembly.

replacement of a cable operated rim brake assembly.

5 Carry out the removal and replacement of a cable operated rim brake assembly.

5.1 Demonstrate how to carry out the removal and replacement of a cable operated rim brake assembly.

5.2 Demonstrate the procedure for setting up a cable operated rim brake.

5.3 Explain how to recognise and report cosmetic damage to cycle components to the relevant person.

## Unit R/502/7321

### Repair a cycle puncture

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work efficiently and safely when repairing a puncture on a rear wheel.	1.1 Use appropriate Personal Protective Equipment and safety methods when repairing a puncture on a rear wheel.  1.2 Demonstrate Health and Safety workplace procedures when repairing a puncture.  1.3 Demonstrate and describe workplace legislative procedures for handling, disposal and recycling of used and waste materials when repairing a puncture.  1.4 Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property.  1.5 Explain the importance of working to agreed timescales and keeping others informed of progress.
2 Use relevant sources of information when repairing a puncture on a rear wheel.	2.1 Ensure that records for cycles, wheels, tyres and inner tubes are accurate.  2.2 Follow correct technical data for puncture repair.
3 Know how cycle wheel rims, tyres and inner tubes function.	3.1 Identify the major components which are relevant to the removal and replacement of cycle wheels, tyres and inner tubes and the repair of punctures.  3.2 Identify the common sizes and types of <ul style="list-style-type: none"> <li>i wheel</li> <li>ii tyres</li> <li>iii inner tubes</li> <li>iv valves</li> <li>v repair patches</li> </ul> 3.3 Outline the function of <ul style="list-style-type: none"> <li>i wheels</li> <li>ii tyres</li> <li>iii inner tubes</li> </ul>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>iv fasteners</li> <li>v repair patches</li> <li>vi valves</li> </ul>
3.4	State causes of different types of punctures.
4 Be able to identify and use the appropriate tools and equipment to carry out the repair of a puncture on a rear wheel.	4.1 Demonstrate how to prepare and use the equipment required to repair a puncture on a rear wheel.
5 Be able to carry out the repair of a puncture on a rear wheel.	5.1 Demonstrate how to carry out the repair of a puncture on a rear wheel.  5.2 Demonstrate how to locate the puncture and identify the cause.  5.3 Demonstrate undoing and tightening of fasteners associated with the repair of a puncture on a rear wheel.  5.4 Explain how to recognise and report cosmetic damage to cycle components to the relevant person.

## Unit D/600/3310

### Routine Motorcycle Maintenance Processes and Procedures

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work safely when carrying out routine motorcycle maintenance	1.1 Use appropriate Personal Protective Equipment when working on motorcycles 1.2 Use appropriate and safe working practices when carrying out routine motorcycle maintenance
2 Know motorcycle components and systems that require maintenance	2.1 Identify the main components and systems found on a modern motorcycle or scooter that require maintenance
3 Know routine maintenance requirements for motorcycles	3.1 Locate the correct and appropriate sources of information, tools and equipment required to carry out motorcycle maintenance
4 Be able to carry out routine maintenance on motorcycles e.g interim service	4.1 . Locate and use the correct technical data when carrying out routine maintenance of motorcycles or scooters 4.2 . Demonstrate the correct procedures when removing body panels and seat units prior to carrying out routine motorcycle maintenance. 4.3 Demonstrate the correct procedures when inspecting systems and components during basic motorcycle maintenance e.g interim service 4.4 Demonstrate the correct procedures when replacing and replenishing fluids and service items during basic motorcycle maintenance 4.5 Demonstrate the correct procedures when adjusting and lubricating motorcycle components and systems

## Unit F/600/3297

### Tools, Equipment and Materials for Vehicle Maintenance

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work safely	1.1 Select and use appropriate Personal Protective Equipment when using tools and equipment for vehicle maintenance 1.2 Use safe methods of working when using tools and equipment 1.3 Identify common defects in basic tools
2 Be able to use and maintain hand tools for vehicle maintenance	2.1 Identify and select appropriate hand tools for vehicle maintenance 2.2 Prepare and use hand tools correctly 2.3 Maintain hand tools in a safe condition
3 Be able to use workshop equipment for vehicle maintenance	3.1 Identify and select appropriate workshop equipment for vehicle maintenance 3.2 Prepare and use common workshop equipment correctly 3.3 Carryout basic care and maintenance of common workshop equipment
4 Be able to use materials when carrying out vehicle maintenance	4.1 Identify common materials in the construction of vehicles 4.2 Identify common materials and consumables used for vehicle maintenance 4.3 Select and use appropriate materials and consumables for vehicle maintenance

## Unit L/500/5639

### Constructing a Half Brick Wall Using Bricklaying Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Demonstrate a familiarity with a range of hand tools used for constructing half brick wide walls.	1.1 Choose and use relevant hand tools and equipment safely for a set task. 1.2 Handle tools correctly. 1.3 Clean, maintain and store tools safely.
2 Demonstrate relevant skills and techniques used in constructing half brick wide walls.	2.1 Apply basic trowel skills, for example, bed preparation, application of cross joint. 2.2 Produce neat and tidy cuts to bricks using lump hammer and bolster chisel, for example, half brick. 2.3 Produce a mortar joint finish, for example, half round flush.
3 Understand the purpose of planning, organising and setting out a workstation.	3.1 State the need for planning, organising and setting out materials for a work area.
4 Construct a half brick wall in stretcher bond.	4.1 Follow task instructions to complete a half brick wide wall. 4.2 Construct a wall in half brick wide walling, for example, straight, return, piers, stopped end return corner. 4.3 Set out, dry bond, gauge, level, plumb, line jointing finish to acceptable standards and tolerances.

## Unit F/500/5640

### Constructing a One Brick Wide Wall Using Bricklaying Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Demonstrate a familiarity with a range of hand tools used for constructing one brick wide walls.	1.1 Choose and use relevant hand tools/equipment safely for a set task.
	1.2 Demonstrate the ability to handle tools correctly.
	1.3 Clean, maintain and store tools safely.
2 Demonstrate relevant skills and techniques used in one brick walling.	2.1 Apply basic trowel skills, for example, bed preparation, application of cross joint.
	2.2 Produce neat and tidy cuts to bricks using lump hammer and bolster chisel, for example, queen closer, half brick.
3 Understand the purpose of planning, organising and setting out a workstation for one brick wide walls.	3.1 State the need for planning, organising and setting out materials for a work area.
4 Identify materials used in bricklaying.	4.1 Give two examples of suitable bricks used for bricklaying, for example, facing brick, common brick or engineering brick.
	4.2 Identify common materials used for mixing mortar, for example, building sand, cement, lime and water.
5 Construct a one brick wide wall.	5.1 Follow task instructions to construct and complete a one brick wide wall.
	5.2 Construct a wall in one brick wide walling, for example, straight, return corners, piers, stopped end, return corner etc.
	5.3 Set out, dry bond, gauge, level, plumb, line, jointing finish to standards and tolerances.



## Unit M/500/5603

### Preparing Ceilings and Walls for Decoration

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Know how to remove a decorative covering from a ceiling/wall area.</p>	<p>1.1 Identify and use the appropriate tools and equipment to remove existing coverings, for example steam stripper, scraper.</p> <p>1.2 Identify the correct removal technique for fixtures and fittings in relation to a ceiling/wall area.</p> <p>1.3 State why you need to protect non-removable fixtures and fittings within that area.</p>
<p>2 Prepare the ceiling/wall for decoration.</p>	<p>2.1 Identify surface defects correctly from a range.</p> <p>2.2 Select tools and equipment to remedy the defect(s).</p> <p>2.3 Remedy the defects using relevant materials and techniques.</p>
<p>3 Maintain tools and working area.</p>	<p>3.1 Clean and store dustsheets.</p> <p>3.2 Clean hand tools.</p> <p>3.3 Make good the work area.</p>

## Unit D/500/5354 Use of Tools and Equipment for Bricklaying

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Identify commonly used materials in the workshop.	1.1	Identify five materials from a given range, for example, bricks (various), blocks (various), cement (masonry, port-land), hydrated lime, mortar plasticiser.
2	Stack and store materials.	2.1	Handle materials correctly.
		2.2	Correctly store materials.
		2.3	Display manual handling skills.
3	Use access equipment.	3.1	Identify three items of access equipment.
		3.2	Assist in positioning equipment.
		3.3	Assist in erecting equipment.
		3.4	Dismantle access equipment.
4	Identify bricklaying tools.	4.1	Identify eight tools and items of equipment from a given range, for example, trowels, line & pins, corner blocks, scotch chisel, spirit level, tape measure, soft brush, shovel, bucket, wheel barrow, builders square, hawk, pocket level, straight edge, gauge lath (rod), spot board, mechanical mixer.
5	Use a brick trowel.	5.1	Roll and spread the mortar.
		5.2	Prepare a mortar bed.
		5.3	Place a cross joint on a brick head.
		5.4	Cut off the surplus mortar.
		5.5	Handle the trowel safely.
6	Re-point an area of brickwork.	6.1	Select and use one of the following finishes: keyed, struck, weather-struck, flush.
		6.2	Prepare the joint.
		6.3	Fill the joint.

**Learning Outcome -  
The learner will:**

**Assessment Criterion - The learner can:**

		6.4	Cut/brush off mortar rags with a minimum of smearing to the face brickwork.
7	Measure, cut and level bricks	7.1	Use a tape measure to accurately measure brickwork.
		7.2	Use a hammer and chisel to cut a brick to a given size.
		7.3	Use a spirit level to level the brick on a mortar bed.

## Unit M/500/5598 Using Floor and Wall Tiling Techniques

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify relevant tools and equipment used in floor and wall tiling.	1.1 Identify and state the purpose of at least five basic tiling tools, for example, tile cutter, scribe, tile saw.
2 Identify relevant materials.	2.1 Identify two types of adhesive and two types of tiles.
3 Identify background surfaces.	3.1 Identify three surfaces to which tiles are commonly fixed and state a characteristic of each.
4 Plan and prepare for the project.	4.1 Check any straight edges (windows, doors, base units) are plumb.
	4.2 Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting.
	4.3 Clean and prepare surface.
	4.4 Position tools, equipment and material as directed.
5 Demonstrate setting out and fixing techniques.	5.1 Identify and use a basic setting out procedure, for example, set an appropriate datum line on the surface to be tiled and fix a baton accordingly.
	5.2 Evenly spread tile adhesive over a given area.
	5.3 Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive.
	5.4 Use tile spacers to ensure an even gap between tiles.
	5.5 Clean excess adhesive from tile surface.
6 Demonstrate tile cutting techniques.	6.1 Cut tiles into internal corners, to ensure neat finish.
	6.2 Select and use appropriate tools to cut round fixed obstacles.
	6.3 Observe safe working practices.
7	7.1 Mix the grout according to instructions.

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

Demonstrate grouting techniques.

- 7.2 Apply grout to tiles, ensuring the joints are filled and remove any surplus.
- 7.3 Compact the joints and clean off any surplus.
- 7.4 Clean down the tiled area.

## Unit M/500/5357

### Using Painting Skills for Interior Ceilings and Walls

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Demonstrate good practice in preparing and maintaining the work area.	1.1 Assist in assessment of site and identification of necessary actions. 1.2 Assist in 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.
2 Use and maintain tools and equipment appropriately.	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.
3 Prepare one surface for painting.	3.1 Assist in assessment of surface condition and identify appropriate action. 3.2 Assist in preparation of one of the following to the required standard, using hand or power tools as appropriate: wooden surface, plastered, rendered or brick surface, and metal surface.
4 Paint area.	4.1 Select type of paint for surface/area. 4.2 Follow manufactures instructions. 4.3 Apply paint as instructed. 4.4 Achieve an appropriate finish, for example, free from runs, avoiding over painting, no obvious misses.
5 Maintain work area and equipment.	5.1 Reinstate work area, for example, removing spillages, dust sheet, materials, remove waste. 5.2 Clean tools and equipment as required.

## Unit A/500/5359

### Using Plastering Skills - Floating Coat to an Attached Pier

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be familiar with tools and equipment used in plastering.	1.1 Select and state the purpose of the range of tools and equipment required for the job.
2 Prepare the work area.	2.1 Remove any existing plaster.
	2.2 Form a mechanical key to an existing background.
	2.3 Position the tools and equipment as per instructions.
	2.4 Brush walls.
	2.5 Test the wall for suction.
	2.6 Safely remove any waste.
3 Fix rules/angle beads to corners.	3.1 Adopt the correct setting out procedures.
	3.2 Secure the angle beads or rules to the external corners to allow 8 to 10mm floating thickness.
	3.3 Fix rules/beads which must be plumb to within the agreed tolerances.
4 Apply a floating coat to the wall.	4.1 Fill in with render coat between the angle beads.
	4.2 Straighten the floating coat between the beads.
	4.3 Smooth the wall to a flat finish with wood or plastic float.
5 Apply a finishing coat.	5.1 Apply a finishing coat onto the prepared base coat.
	5.2 Ensure that there is no double thickness.
	5.3 Square the internal and external corners.
	5.4 Apply second thinner coat.
	5.5 Trowel the walls, filling in any gauls (blemishes) to a smooth finish.

## Unit T/500/5358

### Using Plastering Skills – Plastering to a Window Reveal

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be familiar with the tools and equipment used in plastering.	1.1 Select and state the purpose of the range tools and equipment required for the job.
2 Prepare the work area.	2.1 Remove any existing plaster.
	2.2 Brush the walls.
	2.3 Position the tools and equipment as per instructions.
	2.4 Test the wall for suction.
	2.5 Safely remove any waste.
3 Fix rules/angles beads to corners.	3.1 Adopt the correct setting out procedures.
	3.2 Secure angle beads or rules to the external corners and allow 8 to 10mm of floating thickness.
	3.3 Fix rules or angle beads which will be plumb to within agreed tolerances.
4 Apply a floating coat to the wall.	4.1 Fill in with a render coat between the angle beads.
	4.2 Straighten the floating coat between the angle beads.
	4.3 Square the internal corners.
	4.4 Devil float the surface.
	4.5 Keep the correct margins around the window.
5 Apply a finishing coat.	5.1 Ensure that there is no double thickness of plaster at the edges.
	5.2 Square the internal and external corners.



**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 5.3 Apply a second thinner finishing coat.
- 5.4 Trowel the wall, filling in any gauls (blemishes) to a smooth finish.

## Unit J/503/2659 Carpentry Hand Skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know about hand tools used in carpentry.	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.
2 Be able to use face and edge marks.	2.1 Demonstrate how to use face and edge marks. 2.2 Indicate why face and edge marks are used in carpentry.
3 Be able to saw to a line.	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.
4 Be able to plane timber.	4.1 Identify a plane for a given task. 4.2 Set a plane for use. 4.3 Plane timber flat.
5 Be able to use a chisel.	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.

## Unit A/503/2657 Plastering Techniques

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know about tools and equipment used in plastering.	1.1	Identify and state the purpose of hand tools/items of equipment used in plastering.
2	Know about materials used in plastering.	2.1	Identify and state the purpose of materials used in plastering.
		2.2	Outline the process involved in mixing two types of plaster.
		2.3	Mix two types of plaster.
3	Know about backgrounds that receive plaster.	3.1	Indicate backgrounds that commonly receive plaster.
		3.2	Identify a given background and state one of its characteristics in relation to plastering.
4	Be able to plan and prepare for plastering.	4.1	State checks required before starting to plaster.
		4.2	State and demonstrate the process for checking the suction of a wall.
		4.3	Outline and demonstrate one basic method for setting out a wall.
		4.4	Outline and demonstrate the process for fixing angle-beads.
5	Know about floating techniques.	5.1	Outline the procedure for floating a wall using either plumb and dot or broad screed methods.
6	Be able to plaster.	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.

## Unit Y/503/2651

### Using and Maintaining Woodworking Tools

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know about manual tools and their uses in woodwork.	1.1 Identify manual tools used in carpentry and state their use.  1.2 Demonstrate the use of hand tools in carpentry.
2 Be able to maintain tools.	2.1 Use a wheel or oilstone to sharpen a bladed manual tool.  2.2 Indicate when a tool needs sharpening.  2.3 Outline and carry out a safe wiring check.
3 Know about electrical tools and their use in woodwork.	3.1 Identify electrical tools used in carpentry and state their uses.  3.2 Use electrical tools to: (a) drill holes in timber (b) saw timber (c) sand timber (d) insert screws.
4 Be able to store tools used in woodwork.	4.1 State points to take into account when storing electrical tools.  4.2 Store tools and materials after use in the correct manner and place.

## Unit R/503/2650 Wallpapering Skills

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to select equipment and materials for wallpapering.	1.1	Indicate suitable tools and materials for the job.
2	Be able to plan and prepare for the wallpapering task.	2.1	Identify obvious defects in the surface to be papered.
		2.2	Give an approximate number of complete drops needed to cover the surface area.
		2.3	Set up a workstation in a given position.
		2.4	Mix adhesive as directed.
		2.5	Measure straight drops, making an allowance for trimming, and cut paper.
		2.6	Mark a plumb line from a given starting point.
3	Be able to wallpaper.	3.1	Apply adhesive to the paper, ensuring even and complete coverage.
		3.2	Fold paper before applying to wall.
		3.3	Apply first drop to the plumb line and ensure subsequent drops are butted.
		3.4	Smooth paper to minimise creases and bubbles.
		3.5	Ensure internal angles are correctly finished.
		3.6	Ensure external angles are correctly finished.
		3.7	Trim excess paper and remove any excess paste.
4	Be able to maintain tools and the working area.	4.1	Clean all tools and make good the working area.

## Unit A/600/3069

### Assemble Units for Interiors

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to interpret information	1.1	Follow drawings and assembly instructions to complete assembly of interior units
2	Know how to prepare and assemble components to specification	2.1	Check the correct quality and quantity of components are available
		2.2	Check that resources are available and ready for use
		2.3	Carry out any specified preparatory work on components and materials correctly
		2.4	Lay out resources and components in a logical order for effective working
		2.5	Complete assembly in the correct sequence according to work specifications and specified quality
3	Know how to finish and check the assembly	3.1	Check assembly with relevant person to ensure quality standards
		3.2	Clean and clear work area ready for further work
4	Understand the ways of working that ensure their own and other's safety	4.1	Maintain a safe working environment

## Unit M/600/3070

### Fitting Units for interiors

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to interpret information	1.1	Follow drawings and verbal instructions to complete fitting of interior units
2	Know how to fix and fit furniture components in location	2.1	Select the correct units as specified for each location
		2.2	Level up and secure the components in location
3	Know how to check the final fitting of an interior	3.1	Check interior for quality standards with relevant person
		3.2	Clean and clear work area
4	Understand the ways of working that ensure their own and other's safety	4.1	Maintain a safe working environment

## Unit R/600/3076

### Fix and Fit Work Surfaces

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to interpret information	1.1	Follow drawings and verbal instructions to complete the fitting and fixing of a work surface
2	Know how to check the work area is ready for positioning the work surface/s	2.1	Check with an appropriate person that the work area is ready and that all preparations have been completed
		2.2	Ensure the required tools and fixings are available to carry out the work required
		2.3	Make sure that dimensions and alignments are to the required specification
3	Know how to secure work surface/s in position	3.1	Securely fit the work surface in location using the appropriate fixings
		3.2	Finish the work surface using the appropriate method
		3.3	Check with an appropriate person that the work surface/s have been fitted correctly
4	Understand the ways of working that ensure their own and other's safety	4.1	Maintain a safe working environment



## Unit K/502/3694

### Developing Plumbing Skills

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the hand tools used in basic plumbing processes	1.1	List and describe appropriate hand tools to be used in basic plumbing processes
2	Know the materials and components used in basic plumbing processes	2.1	List and describe appropriate materials to be used in basic plumbing processes
		2.2	List and describe appropriate components to be used in basic plumbing processes
3	Know the Personal Protective Equipment (PPE) used in basic plumbing processes	3.1	List and describe appropriate PPE to be used in basic plumbing processes
4	Be able to apply safe working practices to perform plumbing operations	4.1	Select and use hand tools safely to connect copper tubes
		4.2	Select and use hand tools safely to install a functioning sink
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment
		5.2	Work responsibly in the workshop
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others
		6.2	Communicate appropriately with others

## Unit H/502/4374

### Using Mobile IT Devices

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Set up the mobile device to meet needs	1.1 Set up the mobile device for use 1.2 Use mobile device interface features effectively 1.3 Identify when and how to adjust device settings 1.4 Adjust device settings to meet needs 1.5 Identify any specific health and safety issues associated with the use of mobile devices 1.6 Follow guidelines and procedures for the use of mobile devices
2 Use applications and files on the mobile device	2.1 Identify the different applications on the mobile device and what they can be used for 2.2 Select and use applications and files on the mobile device for an appropriate purpose 2.3 Input data accurately into a mobile device 2.4 Organise, store and retrieve data on a mobile device
3 Transfer data to and from the mobile device	3.1 Identify different types of secure connection methods that can be used between devices 3.2 Transfer information to and from a mobile device 3.3 Recognise copyright and other constraints on the use and transfer of information 3.4 Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device 3.5 Keep information secure when using a mobile device
4 Maintain the performance of the mobile device	4.1 Identify factors that can affect performance of the mobile device

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- 4.2 Use appropriate techniques to maintain the performance of the mobile device
- 4.3 Identify common problems that occur with mobile devices and what causes them
- 4.4 Identify when to try to solve a problem and where to get expert advice
- 4.5 Use available resources to respond quickly and appropriately to common device problems

## Unit K/502/4621 Presentation Software

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation 1.2 Select and use different slide layouts as appropriate for different types of information 1.3 Enter information into presentation slides so that it is ready for editing and formatting 1.4 Identify any constraints which may affect the presentation 1.5 Combine information of different forms or from different sources for presentations 1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slides	2.1 Identify what slide structure to use 2.2 Select and use an appropriate template to structure slides 2.3 Select and use appropriate techniques to edit slides 2.4 Select and use appropriate techniques to format slides
3 Prepare slides for presentation to meet needs	3.1 Identify how to present slides to meet needs and communicate effectively 3.2 Prepare slides for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary

## Unit Y/502/4291 IT Communication Fundamentals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Use a variety of sources of information to meet needs	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
2 Access, search for, select and use Internet-based information and assess its fitness for purpose	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
3 Select and use IT to communicate and exchange information	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 H/502/4553 Database Software

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Enter, edit and organise structured information in a database	1.1 Identify the main components of a database 1.2 Create a database table for a purpose using specified fields 1.3 Enter structured data into records to meet requirements 1.4 Locate and amend data records 1.5 Respond appropriately to data entry error messages 1.6 Check data meets needs, using IT tools and making corrections as necessary
2 Use database software tools to extract information and produce reports	2.1 Identify queries which meet information requirements 2.2 Run simple database queries 2.3 Identify reports which meet information requirements 2.4 Generate and print pre-defined database reports

## Unit Y/502/4565 Desktop Publishing Software

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Select and use appropriate designs and page layouts for publications	1.1 Identify what types of information are needed 1.2 Identify what page design and layout will be required 1.3 Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant 1.4 Select and use appropriate media for the publication
2 Input and combine text and other information within publications	2.1 Input information into publications so that it is ready for editing and formatting 2.2 Identify copyright constraints on using others' information 2.3 Organise and combine information of different types or from different sources in line with any copyright constraints 2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available
3 Use desktop publishing software techniques to edit and format publications	3.1 Identify what editing and formatting to use for the publication 3.2 Select and use appropriate techniques to edit publications and format text 3.3 Manipulate images and graphic elements accurately 3.4 Control text flow within single and multiple columns and pages 3.5 Check publications meet needs, using IT tools and making corrections as necessary

## Unit A/502/4624 Spreadsheet Software

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs  1.2 Enter and edit numerical and other data accurately  1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Use appropriate formulas and tools to summarise and display spreadsheet information	2.1 Identify how to summarise and display the required information  2.2 Use functions and formulas to meet calculation requirements  2.3 Use spreadsheet tools and techniques to summarise and display information
3 Select and use appropriate tools and techniques to present spreadsheet information effectively	3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns  3.2 Identify which chart or graph type to use to display information  3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs  3.4 Select and use appropriate page layout to present and print spreadsheet information  3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary



## Unit L/502/4627

### Word Processing Software

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Enter, edit and combine text and other information accurately within word processing documents</p>	<p>1.1 Identify what types of information are needed in documents</p> <p>1.2 Identify what templates are available and when to use them</p> <p>1.3 Use keyboard or other input method to enter or insert text and other information</p> <p>1.4 Combine information of different types or from different sources into a document</p> <p>1.5 Enter information into existing tables, forms and templates</p> <p>1.6 Use editing tools to amend document content</p> <p>1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available</p>
<p>2 Structure information within word processing documents</p>	<p>2.1 Create and modify tables to organise tabular or numeric information</p> <p>2.2 Select and apply heading styles to text</p>
<p>3 Use word processing software tools to format and present documents</p>	<p>3.1 Identify what formatting to use to enhance presentation of the document</p> <p>3.2 Select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 Select and use appropriate page layout to present and print documents</p> <p>3.4 Check documents meet needs, using IT tools and making corrections as necessary</p>

## Unit R/600/4874

### Colour hair using temporary colour

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to prepare for application of temporary colour</p>	<p>1.1 identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening</p> <p>1.2 state the factors that influence the choice of temporary colouring products and method of application</p> <p>1.3 state the importance of the preparation procedures for temporary colouring</p> <p>1.4 list types of temporary colouring products</p> <p>1.5 outline procedures for temporary colouring</p> <p>1.6 select temporary colouring products</p>
<p>2 Be able to apply a temporary colour</p>	<p>2.1 Carry out hair sectioning techniques</p> <p>2.2 Apply temporary colouring products according to manufacturers' instructions</p> <p>2.3 follow safe and hygienic working practices</p> <p>2.4 communicate and behave in a professional manner</p> <p>2.5 State the basic structure of the hair</p> <p>2.6 state the methods and techniques used for temporary colouring</p> <p>2.7 State how to remove colouring products from hair</p>

## Unit A/502/3795 Styling Men's Hair

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for styling for men	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
2 Be able to provide styling for men	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 F/502/3796 Styling Women's Hair

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for styling for women	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
2 Be able to provide styling for women	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

## Unit Y/600/6335

### Create and maintain retail displays in the salon

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- |   |   |     |   |
|---|---|-----|---|
| 1 | Be able to create and maintain a retail display | 1.1 | obtain advice for planning and positioning of display                       |
|   |   | 1.2 | create and maintain retail displays consistent with salon image             |
|   |   | 1.3 | outline the factors to be taken into account when creating a retail display |
|   |   | 1.4 | state the types of products suitable for retail displays                    |
|   |   | 1.5 | state the procedure for reporting retail stock shortages                    |
|   |   | 1.6 | outline safe and hygienic working practices                                 |

## Unit R/600/6334

### Salon reception duties

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to carry out salon reception duties	1.1 present a positive image of them self and the salon
	1.2 communicate and behave in a professional manner
	1.3 record and pass on information accurately and clearly
	1.4 maintain client confidentiality
	1.5 outline the need to present a positive image
	1.6 outline typical salon reception duties
	1.7 list features of a well-run reception service
	1.8 state the importance of maintaining client confidentiality
	1.9 identify payment methods used for salon services
	1.10 state how to communicate and behave within a salon environment
2 Be able to record salon appointments	2.1 record salon appointments for a variety of services
	2.2 outline how to record appointments for a variety of services
	2.3 list the basic information required from the client
	2.4 identify the different systems for recording appointments
	2.5 outline factors to consider when agreeing appointments

## Unit Y/502/3805 Plaiting and Twisting Hair

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare for basic plaiting and twisting hair	1.1 Identify a range of finished looks that use plaiting and twisting techniques
	1.2 Prepare for plaiting and twisting techniques
	1.3 State the importance of the preparation procedures for plaiting and twisting techniques
	1.4 State the factors that influence the choice of plaiting and twisting techniques
	1.5 Select products and tools for plaiting and twisting techniques
	1.6 State when and how to use products, tools and equipment
2 Be able to carry out basic hair plaiting and twisting techniques	2.1 Carry out plaiting and twisting techniques with and without decoration
	2.2 Provide home care advice
	2.3 Follow safe and hygienic working practices
	2.4 Communicate and behave in a professional manner
	2.5 State the purpose of home care advice

## Unit J/502/4898

### Customer Service in the Hospitality Industry

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the benefits of good customer service	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
2 Be able to communicate with customers in the hospitality environment	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 (to include verbal and non-verbal communication)
3 Know the importance of good personal presentation	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 K/502/4957 Food Service

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know different types of food service	1.1	Describe different types of food service
2	Be able to serve food	2.1	State health and safety and hygiene requirements when serving food
		2.2	Serve hot/cold food, including plated and counter service, in a safe and hygienic manner
3	Be able to work in a food service area	3.1	Set up, maintain and close down the service area according to instructions

## Unit K/502/5073 Front Office Operations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the purpose of the front office	1.1	State how the front office meets the needs of different customers
		1.2	State the role of the front office in maintaining security
		1.3	State the importance of communication with other departments
2	Know the structure of the front office	2.1	. Identify job roles in the front office
		2.2	Describe the responsibilities of different job roles in the front office
3	Be able to work in the front office	3.1	Meet and greet customers
		3.2	Follow procedures when answering telephone calls
		3.3	Pass on simple messages accurately
		3.4	Deal with routine enquiries including enquiries about local events and services
		3.5	Prepare and copy routine documents

## Unit M/502/4894 Introduction to the Hospitality Industry

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the structure of the hospitality industry	1.1	Identify different types of outlets within the industry
		1.2	Outline the services offered within the industry
2	Know the career opportunities in the hospitality industry	2.1	Describe job roles in the industry
		2.2	Describe career opportunities in the industry
		2.3	State different working patterns in the industry
		2.4	Identify sources of information on training and career opportunities

## Unit L/502/5051

### Preparing and Serving Drinks

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Be able to prepare and serve different drinks</p>	<p>1.1 Identify different types of drink</p> <p>1.2 List correct equipment for preparing and serving different drinks</p> <p>1.3 Describe the main stages in serving the customer</p> <p>1.4 Prepare different drinks:</p> <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment</li> </ul> <p>1.5 Serve different drinks:</p> <ul style="list-style-type: none"> <li>• safely and hygienically</li> <li>• according to instructions</li> <li>• using the correct equipment (including cup/glass)</li> </ul> <p>1.6 List suitable accompaniments for drinks service</p>
<p>2 Be able to work in a drinks service area</p>	<p>2.1 Set up, maintain and close down the service area according to instructions</p>

## Unit T/502/5075

### Using kitchen equipment

**Learning Outcome - The learner will:**

**Assessment Criterion - The learner can:**

- |   |   |     |  |
|---|---|-----|--|
| 1 | Know about different types of kitchen equipment | 1.1 | Give examples of large kitchen equipment and describe how they are used                |
|   |   | 1.2 | Give examples of small kitchen equipment and hand tools and describe how they are used |
|   |   | 1.3 | State the safety requirements for using kitchen equipment                              |
| 2 | Be able to select and use kitchen equipment     | 2.1 | Select the correct equipment for routine tasks   |
|   |   | 2.2 | Use different kitchen equipment for routine tasks safely and hygienically              |
|   |   | 2.3 | Follow correct procedures when cleaning equipment                                      |

## Unit A/501/7253

### Sport and Active Leisure Project

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to find out about an aspect of sport and active leisure	1.1	Plan the aspect of sport and active leisure to be researched.
		1.2	Work as part of a team to research information.
2	Be able to demonstrate work-related skills in presenting the information as a team member	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 deadlines and solve problems
3	Be able to assess own work-related skills in researching an aspect of sport and active leisure	3.1	Assess own work-related skills in researching an aspect of sport and active leisure.

## Unit K/501/7250 Planning own Fitness Programme

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the components of physical fitness	1.1	Describe the components of physical fitness
2	Be able to assess own fitness level	2.1	Assess own fitness level.
3	Be able to plan and use own fitness programme	3.1	With guidance plan own fitness programme with set targets
		3.2	Use own fitness programme over a given period of time.
4	Know how to overcome barriers that may affect achievement of fitness goals	4.1	Identify barriers to achieving fitness goals
		4.2	Identify ways to overcome barriers
5	Be able to review own fitness programme	5.1	Assess the results of own fitness programme.

## Unit M/501/7248

### Taking part in Exercise and Fitness

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know about different exercise and fitness activities and facilities	1.1	Describe different exercise and fitness activities
		1.2	Identify different exercise and fitness facilities
2	Know how to take part in exercise and fitness safely	2.1	Describe an induction process for an exercise and fitness activity
		2.2	Describe warm up and cool down activities.
3	Be able to demonstrate work skills through participation in exercise and fitness activities	3.1	Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> <li>- time management skills</li> <li>- appropriate dress for the activity</li> <li>- following instructions provided by the activity leader</li> <li>- following health and safety guidelines before, during and after activities.</li> </ul>
4	Be able to review own performance	4.1	Identify own strengths and areas for improvement in exercise and fitness activities
		4.2	Suggest ways of improving own performance in one activity.



## Unit T/501/7249

### How the Body Works

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the functions of the skeletal and muscular systems	1.1	Identify the functions of the skeleton
		1.2	Identify the functions of the muscular system
2	Know the functions of the cardio-respiratory systems	2.1	Identify the structure and function of the heart
		2.2	Identify the structure and function of the lungs
3	Know the requirements of a healthy diet	3.1	Identify the different nutrients for a healthy diet
		3.2	Identify the functions of each nutrient for a healthy body.

## Unit J/503/3570

### The Angling Environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand why people go fishing.	1.1	Outline the reasons why people go fishing.
2	Understand how to respect the environment when angling.	2.1	Outline the Countryside Code and how it relates to angling.
		2.2	Identify ways in which anglers may harm the environment.
		2.3	Outline measures that can be taken to protect and enhance the angling environment.
3	Understand the influence of the water cycle and weather on angling.	3.1	Outline the water cycle.
		3.2	Indicate how weather patterns and conditions can affect fishing.
4	Know about the anatomy of fish.	4.1	Identify internal parts of a fish.
		4.2	Identify external features of a fish.
5	Know about the habitat and food source of different species of fish.	5.1	Identify five species of fish and their preferred habitat.
		5.2	Outline the preferred food source for each species identified.
		5.3	Outline the effects of pollution on food sources.

## Unit A/502/3702

### Planning a Trip to a Visitor Attraction

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand which attraction would be most appropriate for a given visitor	1.1	Assess which would be the most appropriate attraction for a given visitor
2	Be able to plan an itinerary for a day trip showing details and costings	2.1	Plan an itinerary schedule for a day trip
		2.2	Calculate the cost of the trip using whole numbers
		2.3	Record the cost of the trip
3	Be able to present the itinerary	3.1	Present information about the itinerary demonstrating communication skills for a given customer.

## Unit R/503/3345

### Preparation for Garment Construction

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to select sewing notions relevant to a given task.	1.1 State what is meant by 'sewing notions'. 1.2 Select sewing notions necessary for a given task.
2 Know how to select suitable fabric and patterns.	2.1 Select pattern and fabric for a given purpose. 2.2 State why the pattern has been selected. 2.3 State why the fabric has been selected.
3 Be able to prepare a pattern and fabric for garment construction.	3.1 Outline the purpose of pattern markings. 3.2 Demonstrate how to create pattern lay. 3.3 Demonstrate how to mark and cut fabric according to pattern. 3.4 Demonstrate how to make economical use of fabric. 3.5 Use temporary stitching to secure the fabric ready for permanent construction.

## Unit F/503/3339 Using Commercial Garment Patterns

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to choose commercially available patterns.	1.1 State the purpose of cut paper patterns and diagrams, charts and templates used in garment making. 1.2 Select a pattern type for a given purpose. 1.3 Outline why the pattern type was chosen.
2 Know how to prepare patterns for use.	2.1 Prepare a pattern for use. 2.2 Make size adjustments to a pattern to enlarge or reduce the size of the finished garment. 2.3 Make size adjustments to a pattern to lengthen or shorten part of the finished garment.
3 Be able to use the information contained in a pattern.	3.1 State the meaning of common pattern marks and symbols. 3.2 Demonstrate the application of pattern information in the production of an article.
4 Be able to transfer pattern information onto a garment.	4.1 Use common methods to transfer pattern information onto fabric.



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