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# Qualification Guide

**Open Awards** Level 2 Award in Skills for Further Learning and Employment (QCF) 601/3591/8

**Open Awards** Level 2 Certificate in Skills for Further Learning and Employment (QCF) 601/3589/X

**Open Awards** Level 2 Diploma in Skills for Further Learning and Employment (QCF) 601/3590/6

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# Open Awards

Set up in 1981 as OCNNWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in "bite sized" chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LAs, created OCNs to promote education and achievement.  We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are "of the sector and for the sector". Our purpose is to meet the needs of our provider organisations and their learners.  We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England, Northern Ireland and Wales) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

# Qualification and Credit Framework

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF

| Award | Certificate | Diploma |
|-------|-------------|---------|
| 1 to 12 Credits | 13 to 36 Credits | 37 Credits and above |

The terms Award, Certificate and Diploma **do not** describe the qualification levels.  It is possible to have an Award at level 4 and a Diploma at level 2.

For the specific credits related to this suite of qualifications please refer to the Rules of Combination within this guide.

Every unit and qualification in the framework is structured in the following way:
- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:
- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete. Guided learning hours are included in the learning time.
- Guided learning hours are the number of tutor-led contact hours required to support learner achievement of a unit  or qualification. Guided learning hours include:
  - Induction specific to the programme; one to one or group tutorials; teaching sessions;  facilitated workshops;  assessment of learner achievements where the learner is present e.g. when assessing an individual in the workplace or assessing a skills activity in a classroom environment.

## QCF Level Descriptors

**Level 1**
**Summary**
Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Knowledge and Understanding**
Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.

Be aware of information relevant to the area of study or work.

**Application and Action**
Complete well-defined routine tasks.

Use relevant skills and procedures.

Select and use relevant information.

Identify whether actions have been effective.

**Autonomy and Accountability**
Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

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**Level 2**
**Summary**
Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.

**Knowledge and Understanding**
Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.

Interpret relevant information and ideas.

Be aware of the types of information that are relevant to the area of study or work.

**Application and Action**

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Complete well-defined, generally routine tasks and address straightforward problems.

Select and use relevant skills and procedures.

Identify, gather and use relevant information to inform actions.

Identify how effective actions have been.

**Autonomy and Accountability**
Take responsibility for completing tasks and procedures.
Exercise autonomy and judgment subject to overall direction

**Level 3**
**Summary**
Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

**Knowledge and Understanding**
Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.

Interpret and evaluate relevant information and ideas.

Be aware of the nature of the area of study or work.

Have awareness of different perspectives or approaches within the area of study or work.

**Application and Action**
Address problems that, while well defined, may be complex and non-routine.
Identify, select and use appropriate skills, methods and procedures.

Use appropriate investigation to inform actions.

Review how effective methods and actions have been.

**Autonomy and Accountability**

Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.

Exercise autonomy and judgment within limited parameters.

Further information on the QCF can be found at **www.openawards.org.uk**

## Title(s) of the Qualification(s) within this Guide

Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF)

Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF)

Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF)

# Qualification(s) Rationale and Regulatory Purpose

## Rationale

The Open Awards Skills for Further Learning and Employment qualifications at Level 2 form part of the new suite of qualifications which replace the current suite of Skills for Further Learning and Employment qualifications and the Qualifications in Progression, both of which expire in 2014.

The new suite of qualifications offers a wide range of flexible units which provide increased learning opportunities centred on personal development and employability and an introduction to a breadth of vocational sectors. The qualifications also aim to address the latest Government initiatives and regulations with regard to education and employment.

The suite offers increased progression opportunities at Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2, each level is available as an Award, Certificate and Diploma. At Entry level the focus is primarily on personal development with an introduction to a breadth of vocational sectors, at Level1 there is a balance between the two and at Level 2 the focus is firmly placed upon a chosen sector combined with employability skills.

New sectors across the suite of qualifications have been added, these include: Logistics; Conservation; Marketing and Sales; Fishing; Healthy Living; Food, Drink and Hospitality; Engineering; Maritime; Information, Advice and Guidance. Generic units include: employability; seeking employment; personal development; personal learning; English; Numeracy.

All existing units have been reviewed and updated by internal and external experts to ensure currency. New units have been added across all unit groups, particularly within the art and design sector and English and Numeracy

The qualifications have been re-structured making it easier to determine and plan curriculum and learner progression. The flexible Rules of Combination enable centres to create individualised learning programmes to suit learner need and are available for pre-and post-16 learners.

## Purpose and Sub-purpose

Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF)

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Each has the following Purpose:

B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area

And the following Sub-Purpose:

Sub Purpose B2. Develop knowledge and/or skills in a subject area

# Operational Details

## Operational Dates

Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF)
Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF)
Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF)

are due for review 28 February 2017.

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

## Nationally Recognised Accreditation Number(s)

The suite of Qualifications is accredited by Qfqual and all Qualifications are on the QCF (Qualifications and Credit Framework). The table below outlines the full and official name* of the Qualification with the regulative QAC code.

| Regulated Qualification Title | QAC Code |
|---|---|
| Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF) | 601/3591/8 |
| Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF) | 601/3589/X |
| Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF) | 601/3590/6 |

*Qualification titles may differ slightly in this guidance to those above, however, when searching the QCF Register please use the regulated title of the qualification or the qualification codes to ensure you obtain the correct information.

## Qualification Overview

### Who is the Qualification for?

The qualifications are suitable for pre and post -16 learners who wish to gain certification for learning and skills in order to demonstrate their capacity for further learning and/or employment. The Level 2 qualifications provide the opportunity for learners to work towards specific employment by choosing units from one vocational sector combined with relevant employability skills.

### The Qualifications serve to:

- Engage learners and provide a mechanism to further develop learning and employment goals
- Enable learners to continue to build an awareness of their potential to progress into further learning and employment
- Enable learners to develop their literacy and/or numeracy skills.
- Provide learning opportunities in a specific vocational area allied with employability skills
- Contribute to a learners personal and social development skills
- Provide learning opportunities which are stimulating and engaging.

### Benefits to Learners

- Flexibility and progression opportunities within a suite of qualifications and across the breadth of sizes - Award, Certificate, Diploma
- Learners achieve a nationally recognised Qualification.
- Learners apply personal, social and employability skills whilst focussing upon specific vocational units
- Units are transferable and may be achieved over a period time.
- The qualifications offer a route to specific vocationally related qualifications. See our **website**.
- A wide range of assessment methods to suit learner needs.

## Benefits to Centres

- The qualifications which are nationally recognised and regulated by Ofqual and are on the QCF (Qualifications & Credit Framework) may be eligible for funding in England, Wales and Northern Ireland. See Funding, Fees and Charges in this guide for more information.
- The qualifications offer progression across sizes and up to Level 2 enabling learners to make informed decisions both for employment and further learning.
- There is a breadth of units within a wide range of unit groups enabling a focus upon specific skills needs
- The structure of the qualifications supports flexible curriculum planning

## Progression Opportunities

The Open Awards Level 2 Skills for Further Learning and Employment qualifications offer a smooth transition to specialist study - see our website for the range available.

# Qualification Structure

## Learning Time

The Minimum GLH (Guided Learning Hours) and Recommended Learning Hours for each Qualification is outlined in the table below.

| Qualification Title | Minimum GLH | Maximum GLH | Learning Hours |
|---|---|---|---|
| Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF) | 49 | 84 | 90 |
| Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF) | 69 | 144 | 150 |
| Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF) | 363 | 370 | 370 |

## Rules of Combination

To achieve any Open Awards qualification each learner must fulfil a particular set of Rules of Combination relevant to the specific qualification. It is the centre's responsibility to ensure that the choice of units address the Rules of Combination for the specific qualification.

The Rules of Combination for:

Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF)

Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF)

Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF)

are noted below.

Open Awards Level 2 Award in Skills for Further Learning and Employment (QCF)

| | |
|---|---|
| **Credit Value of the Qualification:** | 9 |
| **Minimum Credits to be achieved at or above the Level of the Qualification:** | 6 |
| **Mandatory Units Group A:** | All 3 credits must be achieved |
| **Generic Optional Units Groups: B1; B2; B3; B4; B5; B6; B7** | Minimum of 3 credits must be achieved from one or more of the groups |
| **Sector Optional Units Groups: C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V** | Minimum of 3 credits must be achieved from one group only |

**Units with the same title at different levels are barred**

Open Awards Level 2 Certificate in Skills for Further Learning and Employment (QCF)

| | |
|---|---|
| **Credit Value of the Qualification:** | 15 |
| **Minimum credits to be achieved at the level of the qualification** | 8 |
| **Maximum credits which *may be achieved* below the level of the qualification** | 6 |
| **Mandatory Units Group A:** | All 3 credits must be achieved |
| **Generic Optional Units Groups: B1; B2; B3; B4; B5; B6; B7** | Minimum of 3 credits must be achieved from one or more of the groups |
| **Sector Optional Units Groups: C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V** | Minimum of 9 credits must be achieved from one group only |

**Units with the same title at different levels are barred**

Open Awards Level 2 Diploma in Skills for Further Learning and Employment (QCF)

| | |
|---|---|
| **Credit Value of the Qualification:** | 37 |
| **Minimum credits to be achieved at the level of the qualification** | 19 |
| **Maximum credits which *may be achieved* below the level of the qualification** | 12 |
| **Mandatory Units Group A:** | All 3 credits must be achieved |
| **Generic Optional Units Groups: B1; B2; B3; B4; B5; B6; B7** | Minimum of 10 credits must be achieved from one or more of the groups |
| **Sector Optional Units Groups: C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V** | Minimum of 24 credits must be achieved from one group only |

**Units with the same title at different levels are barred**

# Qualification Units

## Units in the Open Awards Level 2 Award, Certificate and Diploma in Skills for Further Learning and Employment

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| **Mandatory Units Group** | | | |
| **(A) Mandatory Unit Group** | | | |
| F/506/3442 | Developing Own Interpersonal Skills | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| **Generic Optional Units Groups** | | | |
| **(B1) Employability** | | | |
| D/504/8799 | Being a Responsible Employee | Level Two | 6 |
| A/600/3718 | Building and Managing Workplace Relationships | Level Two | 2 |
| F/501/6413 | Building Working Relationships with Customers | Level Two | 2 |
| J/506/3443 | Collection, Presentation and Interpretation of Discrete Data | Level Two | 2 |
| L/504/5168 | Communication in Teamwork | Level Two | 1 |
| F/600/3719 | Communication in the Workplace | Level Two | 2 |
| L/504/7695 | Communication Skills for Group and Teamwork | Level Two | 3 |
| F/504/8729 | Customer Service | Level Two | 3 |
| A/600/3721 | Developing Enterprise Skills | Level Two | 3 |
| F/600/3722 | Developing Meeting Skills | Level Two | 2 |
| R/503/2874 | Effectiveness at Work | Level Two | 1 |
| T/502/1690 | Establish and Maintain Effective Working Relationships with Others | Level Two | 2 |
| J/504/8859 | Healthy, Safety and First Aid at Work | Level Two | 3 |
| R/600/3725 | Operating in a Work Environment | Level Two | 3 |
| K/600/3729 | Personal Presentation in the Workplace | Level Two | 1 |
| M/504/8659 | Practical Presentation Skills | Level Two | 3 |

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| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| L/505/9345 | Protection and Safeguarding | Level Two | 3 |
| T/506/3552 | Read Routine English in Familiar Everyday Work Situations | Level Two | 5 |
| D/600/3730 | Recognising Leadership Skills | Level Two | 2 |
| M/600/3733 | Responsible Work Practice | Level Two | 1 |
| T/600/3734 | Rights and Responsibilities in the Workplace | Level Two | 2 |
| T/600/3572 | Skills for Employment | Level Two | 1 |
| F/600/3736 | Solving Problems in the Workplace | Level Two | 3 |
| F/506/3554 | Speak English Using Routine Language in Familiar Everyday Work Situations | Level Two | 5 |
| K/501/6146 | Summarising Documents | Level Two | 1 |
| H/504/8657 | Team Building Skills | Level Two | 3 |
| H/504/8853 | Team Motivation | Level Two | 3 |
| L/504/8877 | Teamwork Skills | Level Two | 3 |
| H/506/3451 | Understand Routine Spoken English in Familiar Everyday Work Situations | Level Two | 5 |
| L/600/3738 | Understanding Change in the Workplace | Level Two | 2 |
| H/506/3644 | Understanding Data Handling and Probability | Level Two | 3 |
| R/600/3739 | Understanding Structures in the Workplace | Level Two | 3 |
| L/506/3542 | Undertaking an Enterprise Project | Level Two | 3 |
| D/504/9225 | Undertaking Professional Development | Level Two | 3 |
| J/504/6318 | Using ICT in the Workplace | Level Two | 3 |
| T/504/6315 | Using Numeracy Skills in the Workplace | Level Two | 3 |
| K/506/0776 | Volunteering | Level Two | 2 |
| H/504/8884 | Work Experience | Level Two | 3 |
| L/506/3556 | Write English using Routine Language in Familiar Everyday Work Situations | Level Two | 5 |
| **(B2) Seeking Employment** | | | |
| T/600/3717 | Applying for Work | Level Two | 2 |
| T/504/7495 | Building A Personal Career Portfolio | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| F/504/8648 | Career Planning | Level Two | 3 |
| M/505/1190 | Creating a Tailored Curriculum Vitae | Level Two | 3 |
| L/600/3724 | Interview Skills | Level Two | 1 |
| L/504/8572 | Investigating a Career | Level Two | 3 |
| K/600/3732 | Researching Employment Opportunities | Level Two | 1 |
| **(B3) Personal Development** | | | |
| R/504/8282 | Alcohol Awareness | Level Two | 3 |
| M/504/8273 | Assertiveness and Decision Making | Level Two | 3 |
| Y/504/8719 | Behaviour in Conflict | Level Two | 3 |
| J/504/8814 | Body Image | Level Two | 2 |
| D/600/7793 | Candidate Project for Learning and Work | Level Two | 3 |
| K/504/8725 | Changing Roles and Relationships in Adolescence | Level Two | 3 |
| J/504/7484 | Citizenship | Level Two | 3 |
| M/504/8726 | Conflict Resolution | Level Two | 3 |
| L/504/8863 | Criminal and Youth Justice | Level Two | 3 |
| L/504/8684 | Dealing with Bullying | Level Two | 2 |
| F/504/8794 | Debt Management | Level Two | 2 |
| Y/504/7599 | Decision Making Skills | Level Two | 1 |
| A/504/7594 | Developing a Personal Exercise Programme | Level Two | 6 |
| R/506/3557 | Developing Assertiveness | Level Two | 1 |
| F/506/0654 | Developing Personal Confidence and Self Awareness | Level Two | 3 |
| A/506/0572 | Developing Personal Development Skills | Level Two | 3 |
| L/504/8796 | Diversity in Society | Level Two | 3 |
| Y/504/8798 | Eating Disorders | Level Two | 1 |
| Y/506/3558 | English, Mathematics and ICT Needs for Life, Learning and Work | Level Two | 2 |
| H/504/8710 | Family Learning | Level Two | 3 |
| Y/504/8266 | Healthy Living | Level Two | 3 |
| M/504/8810 | Human Behaviour in Relationships | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|----------|-----------|--------|---------------|
| K/504/8689 | Issues of Substance Misuse | Level Two | 1 |
| H/600/0182 | Leadership and Teamwork | Level Two | 5 |
| Y/504/7778 | Leadership Skills | Level Two | 3 |
| D/504/8575 | Learning from Volunteering | Level Two | 2 |
| L/504/9379 | Lesbian, Gay, Bisexual and Trans Awareness | Level Two | 2 |
| F/502/1689 | Maintain and Develop Personal Performance | Level Two | 2 |
| J/505/5052 | Making Choices in Pursuit of Personal Goals | Level Two | 3 |
| L/504/8443 | Managing a Project | Level Two | 1 |
| H/504/8626 | Managing Personal Relationships | Level Two | 3 |
| T/504/8811 | Meditation | Level Two | 3 |
| T/504/8503 | Mentoring | Level Two | 1 |
| T/504/8629 | Mentoring Practice | Level Two | 2 |
| R/506/3574 | Mentoring Skills | Level Two | 3 |
| Y/504/7781 | Negotiation Skills | Level Two | 3 |
| A/504/7787 | Parenting Skills | Level Two | 3 |
| H/504/8836 | Personal and Social Responsibility | Level Two | 3 |
| K/503/9247 | Personal Budgeting and Money Management | Level Two | 3 |
| F/504/7791 | Personal Confidence | Level Two | 3 |
| L/504/7793 | Personal Development | Level Two | 3 |
| H/504/8643 | Personal Finances | Level Two | 3 |
| H/505/1333 | Personal Physical Fitness | Level Two | 3 |
| A/504/8843 | Prejudice and Discrimination | Level Two | 3 |
| F/504/8634 | Public Sector Boards | Level Two | 2 |
| R/505/8178 | Safeguarding Procedures for Life and Work | Level Two | 2 |
| Y/504/2886 | Sex and Relationships Education | Level Two | 3 |
| H/506/3756 | Skills Check and Signposting for English, Mathematics and ICT Needs | Level Two | 1 |
| H/504/8819 | Stress and Stress Management Techniques | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| J/505/1809 | Travel Planning | Level Two | 3 |
| K/504/8806 | Understanding Discrimination | Level Two | 3 |
| H/506/5653 | Understanding Equal Opportunities | Level Two | 3 |
| F/506/0721 | Understanding Family Relationships | Level Two | 3 |
| Y/505/8912 | Understanding Young People, Law and Order | Level Two | 3 |
| L/505/1729 | Using the Internet | Level Two | 4 |
| F/504/9721 | Using the Media | Level Two | 6 |
| **(B4) Personal Learning** | | | |
| M/504/7592 | Critical Thinking | Level Two | 2 |
| A/504/8275 | Improving Own Learning and Performance | Level Two | 3 |
| K/505/8915 | Managing Own Learning | Level Two | 3 |
| J/505/1292 | Personal Learning Goals | Level Two | 3 |
| H/504/7797 | Personal Learning Skills | Level Two | 6 |
| F/504/8651 | Personal Skills Audit | Level Two | 1 |
| M/504/8127 | Personal Study Skills | Level Two | 6 |
| H/504/8447 | Referencing Skills | Level Two | 1 |
| Y/504/8445 | Report Writing | Level Two | 1 |
| L/504/8202 | Research Skills | Level Two | 3 |
| T/504/9697 | Research Skills and Practice | Level Two | 1 |
| R/506/3560 | Writing Persuasive Text | Level Two | 1 |
| J/506/3555 | Writing to Convey Information | Level Two | 2 |
| **(B5) English** | | | |
| K/506/3578 | Developing Reading Strategies | Level Two | 3 |
| L/504/8488 | Improving Punctuation and Grammar Skills | Level Two | 3 |
| D/504/8494 | Improving Spelling Skills | Level Two | 3 |
| J/504/8764 | Writing Standard English | Level Two | 3 |
| **(B6) Numeracy** | | | |
| M/504/2439 | Numeracy in Context | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| **(B7) Information, Advice or Guidance** | | | |
| M/506/3596 | Developing Interaction Skills for Information, Advice or Guidance | Level Two | 3 |
| K/506/3581 | Information, Advice or Guidance - Context | Level Two | 3 |
| H/506/3580 | Information, Advice or Guidance in Practice | Level Two | 3 |
| M/506/3579 | Managing Information | Level Two | 3 |
| M/506/3582 | Signposting and Referral - Information, Advice and Guidance | Level Two | 3 |
| Y/506/3575 | Skills for Advice Providers | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| **Sector Optional Units Groups** | | | |
| **(C) Agriculture, Horticulture and Floristry Units** | | | |
| L/504/9317 | Constructing Water Gardens | Level Two | 2 |
| F/504/9315 | Floristry Techniques | Level Two | 3 |
| H/504/9274 | Garden Horticulture Skills | Level Two | 3 |
| Y/504/9319 | Growing Fruit | Level Two | 3 |
| M/504/9309 | Growing Fruit and Vegetables | Level Two | 3 |
| K/601/4911 | Identify and Maintain the Condition of Plants and Planted Designs | Level Two | 5 |
| K/504/9244 | Landscaping and Ornamental Planting | Level Two | 3 |
| K/504/9311 | Organic Horticulture | Level Two | 3 |
| L/501/7693 | Package Floral Designs and Plants | Level Two | 4 |
| D/601/4923 | Plan, Prepare and Construct Floral Arrangements | Level Two | 10 |
| T/504/9246 | Plant Propagation Skills | Level Two | 3 |
| A/504/9250 | Practical Floristry Skills | Level Two | 3 |
| H/504/9310 | Selecting Plants | Level Two | 3 |
| M/600/2663 | Understanding Plant Nomenclature, Terminology and Identification | Level Two | 5 |
| J/504/9316 | Floristry Techniques | Level One | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| D/504/9273 | Garden Horticulture Skills | Level One | 3 |
| A/504/9247 | Practical Floristry Skills | Level One | 3 |
| Y/505/1930 | Introduction to Horticulture | Level Three | 3 |
| **(D) Animal Care Units** | | | |
| Y/505/6562 | Animal Husbandry | Level Two | 3 |
| M/502/3731 | Animals in Transit | Level Two | 3 |
| A/503/9009 | Assist with the Provision of Basic Nursing Care to Animals | Level Two | 4 |
| J/502/7624 | Companion Animal Nutrition | Level Two | 2 |
| M/506/4392 | Contribute to the Nursing of Animals | Level Two | 10 |
| Y/502/1536 | Control and Restrain Animals | Level Two | 2 |
| Y/502/1505 | Deliver Basic Treatments to Animals | Level Two | 5 |
| K/502/1850 | Establish and Maintain Conditions appropriate to the Welfare of Animals | Level Two | 3 |
| J/502/1466 | Handle Animals | Level Two | 2 |
| Y/502/1522 | Maintain Animal Accommodation | Level Two | 3 |
| T/506/4393 | Maintain Animal Health and Welfare | Level Two | 10 |
| L/502/1694 | Prepare and Groom Animals | Level Two | 4 |
| L/502/1467 | Prepare Feed for Animals | Level Two | 2 |
| A/505/0723 | Assist with the Maintenance and Cleaning of Animal Accommodation | Level One | 2 |
| T/505/0767 | Care of Animals | Level One | 3 |
| F/502/1661 | Manage the Care of Young Animals | Level Three | 3 |
| **(E) Art, Design and Crafts Units** | | | |
| H/504/4365 | Art and Design: Colour Theory and Design | Level Two | 3 |
| F/504/9122 | Art Design Style | Level Two | 3 |
| H/504/4916 | Art History in Practice | Level Two | 6 |
| J/504/4620 | Creative Craft Skills | Level Two | 3 |
| T/504/9716 | Design | Level Two | 3 |
| Y/504/4623 | Design Project | Level Two | 3 |
| H/504/4625 | Design Style | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| F/504/4633 | Drawing Application Methods | Level Two | 3 |
| M/504/4773 | Drawing Development Methods | Level Two | 3 |
| F/506/3585 | Drawings, Surfaces and Textures | Level Two | 6 |
| K/504/9714 | Graphic Design Project | Level Two | 6 |
| T/504/0000 | Interior Design in Context | Level Two | 3 |
| M/504/4644 | Life Drawing | Level Two | 3 |
| F/504/4647 | Linear Drawing | Level Two | 3 |
| L/504/4652 | Materials Exploration | Level Two | 3 |
| K/504/4738 | Painting Methods - Mixed Media | Level Two | 3 |
| M/504/4921 | Painting Methods and Appropriation | Level Two | 3 |
| J/506/3586 | Produce Final Art and Design Work | Level Two | 6 |
| K/504/4769 | Tonal Drawing Methods | Level Two | 3 |
| T/506/3583 | Working in the Art and Design Industry | Level Two | 5 |
| T/504/4791 | Art and Design: Colour Theory and Design | Level One | 3 |
| J/504/4794 | Design Project | Level One | 3 |
| L/504/4795 | Design Style | Level One | 3 |
| Y/504/4797 | Drawing | Level One | 3 |
| D/504/4624 | Design Project | Level Three | 3 |
| K/504/4626 | Design Style | Level Three | 3 |
| J/504/4648 | Linear Drawing | Level Three | 3 |
| **(F) Building and Construction Units** | | | |
| L/505/2248 | Assembling and Fitting Units for Interiors | Level Two | 3 |
| J/505/0322 | Brickwork Bonding Skills | Level Two | 5 |
| L/505/0743 | Carpentry and Joinery Tools | Level Two | 3 |
| F/505/0738 | Domestic Plumbing Systems | Level Two | 3 |
| J/506/3538 | Expanding Brickwork Skills | Level Two | 1 |
| T/506/3440 | Exploring Carpentry and Joinery | Level Two | 5 |
| A/506/3441 | Exploring Painting and Decorating | Level Two | 5 |
| D/505/4425 | Health and Safety in Construction | Level Two | 3 |
| Y/504/9904 | Introduction to Building and Construction | Level Two | 1 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| R/506/3588 | Know How to Apply Plaster Materials to Internal Surfaces | Level Two | 7 |
| F/600/0075 | Performing Brickwork Operations | Level Two | 5 |
| A/600/0088 | Performing Joinery Operations | Level Two | 5 |
| L/505/0547 | Timber in Construction | Level Two | 3 |
| M/505/0752 | Wallpapering Skills | Level Two | 3 |
| L/505/0483 | Woodwork Jointing Skills | Level Two | 3 |
| F/506/4381 | Carpentry and Joinery Skills | Level One | 2 |
| H/506/3269 | Developing Brickwork Skills | Level One | 4 |
| F/505/1369 | Painting Skills | Level One | 3 |
| K/505/0751 | Wallpapering Skills | Level One | 3 |
| **(G) Business Administration Units** | | | |
| Y/506/3589 | Assessing Your Capacity to Start and Run a Business | Level Two | 1 |
| L/506/3539 | Business Online | Level Two | 10 |
| M/504/9357 | Communication Skills for Business | Level Two | 3 |
| H/506/3563 | Develop your Business Idea | Level Two | 1 |
| K/506/3466 | Doing Business Online | Level Two | 10 |
| Y/506/3592 | Explore Your Business Motives | Level Two | 1 |
| D/504/5143 | Exploring Business and Enterprise | Level Two | 2 |
| F/506/3540 | Financial Considerations for a New Business | Level Two | 3 |
| H/506/3594 | Generating and Assessing a Business Idea | Level Two | 2 |
| J/506/3541 | Improve Your Business Skills | Level Two | 1 |
| M/504/6281 | Setting up a Business Online | Level Two | 8 |
| T/505/1787 | Supporting Sustainability in an Office Environment | Level Two | 2 |
| Y/506/3463 | Understanding Environmental Sustainability within Business | Level Two | 3 |
| L/506/3461 | Understanding Social Enterprise | Level Two | 2 |
| H/506/3465 | Understanding the Uses of Social Media for Business | Level Two | 2 |
| Y/505/1667 | Communication Skills for Business | Level One | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|----------|-----------|--------|---------------|
| F/506/3862 | Exploring Business and Enterprise | Level One | 1 |
| R/506/3607 | Develop your Business Idea | Level Three | 1 |
| M/506/3601 | Improve Your Business Skills | Level Three | 1 |
| **(H) Child Care and Development Units** | | | |
| J/505/1566 | Caring for Babies under Twelve Months | Level Two | 3 |
| R/505/1571 | Child Protection | Level Two | 3 |
| H/505/1574 | Children's Social and Emotional Development | Level Two | 3 |
| K/505/1575 | Cognitive Development of Children | Level Two | 3 |
| J/506/3460 | Contribute to the Support of Positive Environments for Children and Young People | Level Two | 3 |
| F/505/1579 | Food and Nutrition for Children | Level Two | 3 |
| A/505/1581 | Meeting the Physical Needs of Children | Level Two | 3 |
| D/505/1606 | The Importance of Play | Level Two | 3 |
| M/505/1609 | The Intellectual and Language Development of Children | Level Two | 3 |
| M/505/1612 | The Physical Development of Children | Level Two | 3 |
| R/505/1618 | The Principles of Listening to Children | Level Two | 3 |
| L/506/3458 | Understanding Children's Social and Emotional Development | Level Two | 3 |
| Y/505/1619 | Understanding How Children Learn | Level Two | 3 |
| D/505/1573 | Children's Social and Emotional Development | Level One | 3 |
| K/505/1608 | The Intellectual and Language Development of Children | Level One | 3 |
| J/505/1616 | The Principles of Listening to Children | Level One | 3 |
| D/505/5753 | Cognitive Development of Children | Level Three | 3 |
| T/505/1613 | The Physical Development of Children | Level Three | 3 |
| **(I) Conservation and the Environment Units** | | | |
| K/600/2161 | Build and Pack Dry Stone Walls | Level Two | 6 |
| D/506/3450 | Communicate with the Public and others on Recycling Activities | Level Two | 3 |
| M/504/9729 | Ecology | Level Two | 3 |

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| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| H/504/9730 | Economic Activity | Level Two | 3 |
| K/504/9731 | Environmental Conservation | Level Two | 3 |
| M/504/9732 | Environmental Pollution | Level Two | 6 |
| T/504/9733 | Geographical Fieldwork | Level Two | 6 |
| M/600/2162 | Prepare to Build a Dry Stone Wall | Level Two | 6 |
| L/504/9169 | Project in Sustainability | Level Two | 3 |
| A/504/9734 | The Impact of Leisure and Tourism | Level Two | 6 |
| A/600/2164 | Using Copestones | Level Two | 1 |
| J/505/2040 | Project in Sustainability | Level One | 3 |
| **(J) Engineering Units** | | | |
| J/505/6072 | Carrying Out an Engineering Project | Level Two | 6 |
| D/505/6076 | Communication Skills for Engineering | Level Two | 4 |
| D/506/3447 | Engineering Assembly Methods and Techniques | Level Two | 5 |
| H/506/4051 | Engineering Industry | Level Two | 7 |
| A/505/6070 | Engineering Maintenance | Level Two | 4 |
| K/506/4052 | Engineering Technology | Level Two | 7 |
| Y/505/1989 | Introduction to Engineering | Level Two | 3 |
| H/503/0174 | Working in Engineering | Level Two | 7 |
| A/505/6067 | Working Safely and Effectively in Engineering | Level Two | 3 |
| **(K) Hair and Beauty Units** | | | |
| Y/506/3446 | Exploring the Hair and Beauty Sector | Level Two | 2 |
| R/506/3445 | Health and Safety in Hair and Beauty | Level Two | 1 |
| T/505/1921 | Introduction to Working in a Hair and Beauty Salon | Level Two | 3 |
| R/505/1859 | Shampoo and Condition the Hair and Scalp | Level Two | 3 |
| M/506/4053 | Style and Finish African Type Hair | Level Two | 5 |
| F/506/3439 | The Art of Colouring Hair | Level Two | 7 |
| H/506/3420 | The Art of Dressing Hair | Level Two | 5 |
| K/506/3144 | Shampoo and Condition Hair | Level One | 4 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| H/505/1929 | Introduction to Working in a Hair and Beauty Salon | Level Three | 3 |
| **(L) Health and Social Care Units** | | | |
| F/504/8956 | Ageing and the Older Person | Level Two | 3 |
| L/504/9737 | Barriers to Health | Level Two | 1 |
| K/504/8966 | Care Planning Skills for the Care Worker | Level Two | 6 |
| J/505/1194 | Counselling Theories | Level Two | 3 |
| R/506/3543 | Developing Skills to Provide Personal Care in Care Settings | Level Two | 3 |
| L/504/8958 | Disability, Society and the Law | Level Two | 3 |
| L/504/9088 | Domestic Abuse Awareness | Level Two | 2 |
| M/504/8290 | Drug Awareness | Level Two | 3 |
| Y/504/9739 | Health Care Practice | Level Two | 6 |
| Y/504/8963 | Health Promotion in Care Settings | Level Two | 3 |
| H/505/3289 | Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings | Level Two | 1 |
| M/506/3419 | Principles of Communication in Adult Social Care Settings | Level Two | 2 |
| H/506/3417 | Principles of Diversity, Equality and Inclusion in Adult Social Care | Level Two | 2 |
| Y/506/3544 | Principles of Personal Development in Adult Social Care Settings | Level Two | 2 |
| M/504/8953 | Providing Personal Care to Support Individuals to Eat and Drink | Level Two | 3 |
| L/504/9740 | Regional and Local Health Needs Assessment | Level Two | 3 |
| R/602/2954 | Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings | Level Two | 3 |
| K/506/3547 | Understand How to Handle Information in Social Care Settings | Level Two | 1 |
| L/505/5909 | Understand Person-Centred Approaches in Adult Social Care Settings | Level Two | 4 |
| F/504/9735 | Understand the Effects of a Medical Condition on a Patient | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| H/506/3272 | Understand the Role of the Social Care Worker | Level Two | 1 |
| D/506/3545 | Understand the Safe, Sensible and Social Use of Alcohol | Level Two | 3 |
| K/506/3175 | Awareness of Communication in Adult Social Care | Level One | 2 |
| M/505/8625 | Introduction to Peer Support Skills | Level One | 2 |
| H/506/3174 | Introductory Awareness of Equality and Inclusion in Health, Social Care and Children's and Young People's Settings | Level One | 3 |
| L/506/3606 | Principles of Communication in Adult Social Care Settings | Level Three | 2 |
| F/506/3604 | Principles of Personal Development in Adult Social Care Settings | Level Three | 2 |
| **(M) Hospitality and Catering Units** | | | |
| M/504/9388 | Baking Bread, Pastry, Cakes and Biscuits | Level Two | 4 |
| J/504/9395 | Cooking Skills | Level Two | 3 |
| T/504/9408 | Cooking with Dairy Products and Eggs | Level Two | 1 |
| T/504/9392 | Cooking with Meat, Fish and Vegetables | Level Two | 4 |
| Y/504/9403 | Cooking with Rice, Grains and Pulses | Level Two | 3 |
| T/506/3549 | Developing Skills for Employment in the Catering and Hospitality Industry | Level Two | 3 |
| H/500/8935 | Health and Safety in Catering and Hospitality | Level Two | 3 |
| L/504/9446 | Hotel Reservations | Level Two | 3 |
| Y/504/9451 | Housekeeping in Hospitality | Level Two | 3 |
| T/504/9909 | Introduction to Hospitality | Level Two | 1 |
| D/500/8934 | Investigate the Catering and Hospitality Industry | Level Two | 4 |
| Y/504/9398 | Kitchen Skills | Level Two | 3 |
| J/504/9719 | Planning and Promoting an Event | Level Two | 3 |
| K/506/3550 | Planning and Running a Hospitality Event | Level Two | 10 |
| T/600/0638 | Prepare, Cook and Finish Food | Level Two | 4 |
| T/505/4415 | Principles of Customer Service in the Hospitality Sector | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| Y/504/9448 | Reception, Billing and Cashier Procedures for Front Office Staff | Level Two | 3 |
| M/505/5255 | Customer Service in the Hospitality Industry | Level One | 3 |
| **(N) Information Communication Technology Units** | | | |
| T/506/3468 | Audio Software | Level Two | 3 |
| F/502/4396 | Bespoke Software | Level Two | 3 |
| T/506/3471 | Computerised Accounting Software | Level Two | 3 |
| H/505/2286 | Creating an Online Profile | Level Two | 2 |
| D/505/1735 | Creating and Publishing Websites | Level Two | 4 |
| J/502/4559 | Data Management Software | Level Two | 3 |
| M/502/4555 | Database Software | Level Two | 4 |
| J/506/3474 | Design Software | Level Two | 4 |
| D/506/3416 | Desktop Publishing Software | Level Two | 4 |
| Y/506/3480 | Developing Personal and Team Effectiveness Using IT | Level Two | 4 |
| M/506/3422 | Drawing and Planning Software | Level Two | 3 |
| T/506/3423 | Imaging Software | Level Two | 4 |
| F/506/3425 | Improving Productivity Using IT | Level Two | 4 |
| J/506/3426 | IT Communication Fundamentals | Level Two | 2 |
| L/506/3427 | IT Security for Users | Level Two | 2 |
| Y/506/3429 | IT Software Fundamentals | Level Two | 3 |
| H/506/3370 | IT User Fundamentals | Level Two | 3 |
| M/506/3372 | Multimedia Software | Level Two | 4 |
| F/506/3375 | Optimise IT System Performance | Level Two | 4 |
| A/506/3455 | Personal Information Management Software | Level Two | 2 |
| M/502/4622 | Presentation Software | Level Two | 4 |
| L/506/3377 | Project Management Software | Level Two | 4 |
| R/506/3378 | Set Up an IT System | Level Two | 4 |
| Y/506/3379 | Understanding the Potential of IT | Level Two | 8 |
| L/504/9723 | Use E-Sources to Select Information | Level Two | 1 |
| L/506/3380 | Using Collaborative Technologies | Level Two | 4 |
| M/502/4300 | Using Email | Level Two | 3 |

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| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| M/506/3386 | Using Mobile IT Devices | Level Two | 2 |
| Y/506/3382 | Using the Internet | Level Two | 4 |
| L/505/1732 | Video Software Skills | Level Two | 3 |
| R/502/4631 | Website Software | Level Two | 4 |
| F/505/1744 | Word Processing Software Skills | Level Two | 4 |
| A/502/4395 | Bespoke Software | Level One | 2 |
| F/502/4401 | Computerised Accounting Software | Level One | 2 |
| Y/502/4615 | Multimedia Software | Level One | 3 |
| K/502/4618 | Project Management Software | Level One | 3 |
| T/502/4296 | Using the Internet | Level One | 3 |
| F/502/4558 | Data Management Software | Level One | 2 |
| K/502/4621 | Presentation Software | Level One | 3 |
| L/502/4630 | Website Software | Level One | 3 |
| H/502/4553 | Database Software | Level One | 3 |
| A/506/3214 | Audio Software | Level One | 2 |
| H/506/3210 | Drawing and Planning Software | Level One | 2 |
| M/506/3209 | Imaging Software | Level One | 3 |
| K/506/3208 | Personal Information Management Software | Level One | 2 |
| M/506/3212 | Design Software | Level One | 3 |
| K/506/3211 | Desktop Publishing Software | Level One | 3 |
| R/506/3204 | Video Software | Level One | 2 |
| **(O) Logistics Units** | | | |
| T/504/5195 | Regulations in Commercial Moving | Level Two | 2 |
| M/504/5194 | Warehouse Operations for Commercial Moving | Level Two | 2 |
| M/506/0245 | Pick Goods in Logistics Operations | Level Two | 3 |
| M/506/3436 | Keep Stock at Required Levels in a Logistics Operations | Level Two | 3 |
| K/506/3435 | Keep Work Areas Clean in Logistics Operations | Level Two | 3 |
| Y/506/3432 | Moving and/or Handling Goods in Logistics Operations | Level Two | 4 |
| R/506/3431 | Receive Goods in Logistics Operations | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| L/506/3430 | The Structure of the Commercial Moving Industry | Level Two | 2 |
| H/506/3434 | Maintain Hygiene Standards in Handling and Storing Goods in Logistics Operations | Level Two | 3 |
| T/506/3437 | Make an Effective Contribution to a Business in the Logistics Sector | Level Two | 3 |
| F/506/0217 | Keep Stock at Required Levels in a Logistics Environment | Level One | 2 |
| K/506/3192 | Keep Work Areas Clean in a Logistics Environment | Level One | 2 |
| Y/506/0224 | Receive Goods in a Logistics Environment | Level One | 3 |
| D/506/0225 | Maintain Hygiene Standards an Handling and Storing Goods in a Logistics Environments | Level One | 2 |
| L/506/0219 | Moving or Handling Goods in Logistic Facilities | Level One | 2 |
| Y/506/3821 | Pick Goods in a Logistics Environment | Level One | 2 |
| **(P) Marketing and Sales Units** | | | |
| R/506/3414 | Understanding Marketing | Level Two | 4 |
| A/504/8115 | The Marketing Environment | Level Two | 3 |
| A/505/6733 | Marketing Research | Level Two | 3 |
| D/502/9928 | Principles of Marketing Theory | Level Two | 4 |
| D/502/9931 | Principles of Digital Marketing | Level Two | 5 |
| K/505/6730 | Marketing | Level Two | 3 |
| Y/506/3396 | Telesales | Level Two | 5 |
| D/506/3397 | Understanding Sales Targets | Level Two | 2 |
| D/506/3402 | Principles of Presentations and Demonstrations in Sales | Level Two | 2 |
| L/506/3413 | Understanding How to Sell a Product or Service | Level Two | 2 |
| F/506/3411 | Understanding Sales Techniques and Processes | Level Two | 5 |
| H/504/5354 | Marketing and Sales for a New Business | Level Two | 3 |
| H/506/3398 | Sales Targets | Level Two | 2 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| J/506/3412 | Understanding Laws and Ethics of Selling | Level Two | 3 |
| L/506/3153 | Understanding Marketing | Level One | 2 |
| R/501/5167 | Research Skills | Level Three | 3 |
| M/505/9757 | Understanding the Relationship between Sales and Marketing | Level Three | 3 |
| **(Q) Media and Communication Units** | | | |
| Y/600/8506 | Awareness of Converging Digital Technology in the Creative Media Sector | Level Two | 5 |
| L/600/8504 | Awareness of Employment in the Creative Media Sector | Level Two | 5 |
| R/600/8505 | Communicating and Presenting Ideas in the Creative Media Sector | Level Two | 4 |
| H/600/8508 | Creative Media Industry Awareness | Level Two | 4 |
| D/600/8507 | Professional Behaviour in the Creative Media Sector | Level Two | 4 |
| F/504/9721 | Using the Media | Level Two | 6 |
| K/600/8509 | Creative Media Industry Awareness | Level Three | 4 |
| **(R) Performing Arts Units** | | | |
| F/504/4650 | Making Dance | Level Two | 3 |
| M/504/4630 | Discovering Music | Level Two | 3 |
| M/505/0895 | Creative Writing Skills | Level Two | 3 |
| T/505/8920 | Performance Improvisation Techniques | Level Two | 3 |
| A/505/5047 | Performing Physical Theatre | Level Two | 3 |
| A/505/0916 | Rehearsal Process Skills | Level Two | 3 |
| A/505/1001 | Social Psychology of Music | Level Two | 6 |
| A/506/3391 | How The Music Industry Works | Level Two | 8 |
| D/505/0911 | Performance Realisation Skills | Level Two | 3 |
| M/505/0993 | Audio Production Skills | Level Two | 3 |
| R/506/3395 | Working in the Performing Arts Industry | Level Two | 5 |
| L/506/3394 | Opportunities in Dance | Level Two | 1 |
| F/506/3392 | Working in the Music Industry | Level Two | 5 |
| J/505/0921 | Composing Lyrics | Level Two | 4 |

| QAC Code | Unit Name | Level: | Credit Value: |
|----------|-----------|--------|---------------|
| H/505/3499 | Plan, Lead and Evaluate a Series of Dance Sessions | Level Two | 3 |
| J/505/5049 | Preparation for Employment in the Performing Arts Industry | Level Two | 3 |
| J/506/3393 | Careers in Music | Level Two | 8 |
| A/504/4632 | Discovering Music | Level One | 3 |
| M/505/0881 | Creative Writing Skills | Level One | 3 |
| H/505/0909 | Performance Improvisation Techniques | Level One | 3 |
| D/506/0841 | Performing Physical Theatre | Level One | 3 |
| **(S) Retail Units** | | | |
| D/502/5801 | Understanding Retail Consumer Law | Level Two | 2 |
| H/502/5797 | Understanding the Handling of Customer Payments in a Retail Business | Level Two | 2 |
| M/502/5821 | Understanding Customer Service in the Retail Sector | Level Two | 3 |
| A/502/5806 | Understanding the Retail Selling Process | Level Two | 2 |
| J/502/5789 | Understanding How Individuals and Teams Contribute to the Effectiveness of a Retail Business | Level Two | 3 |
| K/502/5817 | Understanding Security and Loss Prevention in Retail Business | Level Two | 2 |
| F/502/5810 | Understanding the Control, Receipt and Storage of Stock in a Retail Business | Level Two | 2 |
| J/504/9901 | Introduction to Retail | Level Two | 1 |
| F/503/5687 | Deal with Customer Queries and Complaints in a Retail Environment | Level Two | 4 |
| M/503/5684 | Display Stock to Promote Sales to Customers in a Retail Environment | Level Two | 5 |
| J/503/5688 | Demonstrate Products to Customers in a Retail Environment | Level Two | 3 |
| T/503/5685 | Help Customers to Choose Products in a Retail Environment | Level Two | 6 |
| L/504/6529 | Introduction to Retail | Level One | 2 |
| J/505/4208 | Understanding the Retail Selling Process | Level One | 2 |
| F/502/5807 | Understanding the Retail Selling Process | Level Three | 2 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| **(T) Sport, Fitness and Leisure Units** | | | |
| T/506/3454 | Assist in the Delivery of a Sports Activity Session | Level Two | 4 |
| H/505/1333 | Personal Physical Fitness | Level Two | 3 |
| A/505/1872 | Safeguarding and Protecting Children and Young People in Sport and Active Leisure | Level Two | 3 |
| A/506/3388 | Health, Safety and Welfare in Sport and Active Leisure | Level Two | 3 |
| M/505/1335 | The Environmental Impact of Leisure and Tourism in the UK | Level Two | 3 |
| L/505/1925 | Introduction to Sport and Leisure | Level Two | 3 |
| F/506/3389 | Business Skills in Sport | Level Two | 10 |
| F/506/3568 | Injuries in Sport | Level Two | 3 |
| T/505/1336 | Understanding Leisure Provision | Level Two | 3 |
| T/506/3390 | Assist in Organising and Delivering a Sports Event or Competition | Level Two | 2 |
| T/506/3566 | Nutrition for Sports Performance | Level Two | 10 |
| D/505/1332 | Careers in Leisure and Tourism | Level Two | 3 |
| J/505/1874 | Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity | Level One | 4 |
| H/505/1932 | Introduction to Sport and Leisure | Level Three | 3 |
| **(U) Travel and Tourism Units** | | | |
| J/505/1809 | Travel Planning | Level Two | 3 |
| A/506/3570 | Introduction to Passenger Transport Services | Level Two | 5 |
| D/504/9385 | The Role of a Resort Representative | Level Two | 3 |
| M/504/9908 | Introduction to Travel and Tourism | Level Two | 1 |
| K/602/5990 | Provide Professional Customer Service in the Road Passenger Transport Industries | Level Two | 6 |
| L/505/2508 | Planning for Work in Travel and Tourism | Level Two | 3 |
| L/602/5934 | Employment Rights and Responsibilities in the Passenger Transport Sector | Level Two | 3 |

| QAC Code | Unit Name | Level: | Credit Value: |
|---|---|---|---|
| J/506/3569 | Introduction to Planning and Operating Passenger Transport | Level Two | 5 |
| K/502/5994 | Develop and Maintain Work Skills and Knowledge in the Passenger Transport Industry | Level Two | 2 |
| D/505/1332 | Careers in Leisure and Tourism | Level Two | 3 |
| K/505/1799 | Working in Travel and Tourism | Level One | 3 |
| | | | |
| **Sector Optional Unit Group V: Vehicle Maintenance Units** | | | |
| F/505/1923 | Introduction to Motor Vehicle Maintenance and Repair | Level Two | 3 |
| D/506/3576 | Undertake Basic Maintenance and Servicing of Vehicles | Level Two | 2 |
| L/506/3573 | Assist in Motor Vehicle Maintenance | Level Two | 5 |
| F/506/3571 | Knowledge of Routine Light Vehicle Maintenance | Level Two | 3 |
| H/506/3577 | Knowledge of Light Vehicle Engine Mechanical, Lubrication and Cooling System Units and Components | Level Two | 3 |
| J/506/3572 | Skills in Routine Light Vehicle Maintenance | Level Two | 2 |
| J/506/3829 | Routine Vehicle Maintenance Techniques | Level Two | 10 |
| K/505/0605 | Introduction to Motor Vehicle Maintenance and Repair | Level One | 3 |
| D/505/1931 | Introduction to Motor Vehicle Maintenance and Repair | Level Three | 3 |

# Assessment, Verification and Standardisation

## Assessment

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the **Quality Assurance information on our Website.**

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:
- Observation of performance
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies
- Simulations (where allowed)
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;
- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;
- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;
- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

## Verification

Verification is the process by which assessment decisions are confirmed.
Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on **Internal Verification** and **Training Support** for centres can be found **on our website.**

## Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer.  Feedback on standardisation will be available to centres.  Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate.  For further information, see our **Standardisation** activities.

# Delivering the Qualifications

## Recognised Centres

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our **website**.

## Notification to Deliver Open Awards Qualifications

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process **contact** your Business Development Advisor.

If you are familiar with the process then **proceed to** your Open Awards Secure Portal and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

# Additional Information

## Recognition of Prior Learning & Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:

- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please **View our RPLA Policy**.

## Support for Functional Skills

The units within this qualification may provide opportunities for developing skills related to Functional Skills in Mathematics, ICT and English: Reading, Writing and Speaking, Listening and Communication.

# Funding, Fees and Charges

## Funding

More information about Funding can be found on the **LARS website**.

Please confirm eligibility for funding via the appropriate funding source.

## Fees

Please see the Open Awards **Fees and Charges** page for further details.

# Administration and Support

Full support is given to all centres along with training for administrators.  You can find the Open Awards **Centre Handbook** on our website. You can also view **Training/Events** information on our website.

The Open Awards web site **www.openawards.org.uk** is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email **enquiries@openawards.org.uk.**

# Glossary

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| **Assessment** | The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit. |
| **Assessment Criteria** | Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes. |
| **Authentic** | Evidence must be the learner's own work. |
| **Award** | A qualification within the QCF which has a value between one and twelve credits. |
| **Certificate** | A qualification within the QCF which has a value between thirteen and thirty six credits. |
| **Certification end date** | The last date on which a certificate can be issued. |
| **Credit value** | All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit. |
| **D Unit** | The original qualification for internal verifiers involved in NVQs: D34 Internally verify the assessment process<br><br>If you already have this qualification then you can continue to internally verify as long as you have continued your professional development. |
| **Diversity** | Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic. |

| EQA | External Quality Assurance |
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| **Equality** | Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic. |
| **Evidence** | Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment of achievement against criteria. |
| **Fair** | Ensuring that everyone has an equal chance of getting an objective and accurate assessment. |
| **Guided Learning Hours (GLH)** | Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present. |
| **Holistic** | Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach. |
| **IQA** | Internal Quality Assurance |
| **Learning Outcomes** | Learning outcomes describe what a learner should know and understand by the end of a unit. |
| **Level** | The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8. |
| **NVQ** | National Vocational Qualification |
| **Operation dates** | The first/last dates that learners can be registered for the qualification. |

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| **Qualification and Credit Framework (QCF)** | The QCF awards credit for qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best. |
| **Reliable** | Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment. |
| **Simulations** | Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities. |
| **Sufficient** | Enough evidence as specified in Evidence Requirements or Assessment Strategy. |
| **Units of assessment** | A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment. |
| **V Unit** | The previous unit required to quality assurance the assessment process:<br><br>V1  Conduct internal quality assurance of the assessment process<br><br>If you already have this qualification then you can continue to quality assure as long as you have continued your professional development. |
| **Valid** | Evidence must be relevant to the learning outcome and assessment criteria ie capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners. |
| **Qualifications Accreditation Number (QAN)** | Unique reference number given to the qualification by the regulatory authorities on accreditation. |