



# Qualification Guide

**Open Awards** Entry level Award in Skills for  
Further Learning and Employment (Entry 3) (QCF)  
601/3583/9

**Open Awards** Entry level Certificate in Skills for  
Further Learning and Employment (Entry 3) (QCF)  
601/3584/0

**Open Awards** Entry level Diploma in Skills for  
Further Learning and Employment (Entry 3) (QCF)  
601/3585/2

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Open Awards  
17 De Havilland Drive,  
Estuary Commerce Park  
Speke  
Liverpool  
L24 8RN

Tel: **0151 494 2072**

Email: [info@openawards.org.uk](mailto:info@openawards.org.uk)

Website: [www.openawards.org.uk](http://www.openawards.org.uk)

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## Open Awards

Set up in 1981 as OCN NWR 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

### Entry Level (Entry 1)

#### Summary

Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

### Entry Level (Entry 2)

#### Summary

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

#### Knowledge and Understanding

Use knowledge or understanding to carry out simple, familiar activities.  
Know the steps needed to complete simple activities

#### Application and Action

Carry out simple, familiar tasks and activities Follow instructions or use rehearsed steps to complete tasks and activities

#### Autonomy and Accountability

With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities.

### Entry Level (Entry 3)

#### Summary

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

#### Knowledge and Understanding

Use knowledge or understanding to carry out structured tasks and activities in familiar contexts.

Know and understand the steps needed to complete structured tasks and activities in familiar contexts.

**Application and Action**

Carry out structured tasks and activities in familiar contexts.  
Be aware of the consequences of actions for self and others.

**Autonomy and Accountability**

With appropriate guidance take responsibility for the outcomes of structured activities.

Actively participate in activities in familiar contexts.

**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.

Further information on the QCF can be found at [www.openawards.org.uk](http://www.openawards.org.uk)



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

Open Awards Entry level Award in Skills for Further Learning and Employment  
(Entry3) (QCF)

Open Awards Entry level Certificate in Skills for Further Learning and Employment  
(Entry3) (QCF)

Open Awards Entry level Diploma in Skills for Further Learning and Employment  
(Entry3) (QCF)

## **Qualification(s) Rationale and Regulatory Purpose**

### **Rationale**

The Open Awards Skills for Further Learning and Employment qualifications at Entry Level 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 Level 1 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 Entry level Award in Skills for Further Learning and Employment  
(Entry3) (QCF)

Open Awards Entry level Certificate in Skills for Further Learning and Employment  
(Entry3) (QCF)

Open Awards Entry level Diploma in Skills for Further Learning and Employment  
(Entry3) (QCF)

Each has the following Purpose:

Purpose A. Recognise personal growth and engagement in learning

And the following Sub-Purpose:

Sub Purpose A2. Recognise development of knowledge and/or skills to operate independently and effectively in life, learning and work

## **Operational Details**

### **Operational Dates**

Open Awards Entry level Award in Skills for Further Learning and Employment (Entry 3) (QCF)  
Open Awards Entry level Certificate in Skills for Further Learning and Employment (Entry 3) (QCF)  
Open Awards Entry level Diploma in Skills for Further Learning and Employment (Entry 3) (QCF)

are due for review 31 January 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 Ofqual 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.

<b>Regulated Qualification Title</b>	<b>QAC Code</b>
Open Awards Entry level Award in Skills for Further Learning and Employment (Entry3) (QCF)	601/3583/9
Open Awards Entry level Certificate in Skills for Further Learning and Employment (Entry3) (QCF)	601/3584/0
Open Awards Entry level Diploma in Skills for Further Learning and Employment (Entry3) (QCF)	601/3585/2

\*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 qualifications provide an opportunity for learners to focus upon personal development combined with employability skills linked to a wide range of sectors.

### **The Qualifications serve to:**

- Engage learners and provide a mechanism to establish learning and employment goals
- Enable learners to recognise their skills and realise their potential to progress into further learning and employment
- Enable learners to develop their literacy and/or numeracy skills.
- Introduce learners to vocational areas which will aid further learning and employment decisions
- 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 develop personal, social and employability knowledge and skills and have the opportunity to explore vocational optional units to inform career planning
- 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 planning for individual learners and a staged focus from personal development and employability skills to an introduction to a specific sector
- 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 qualifications offer progression across Entry level 3 and up to Level 1 and Level 2 within the same suite of qualifications

The qualifications structure compliment Open Awards specialist vocational qualifications offering 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 Entry level Award in Skills for Further Learning and Employment (Entry3) (QCF)	48	60	60
Open Awards Entry level Certificate in Skills for Further Learning and Employment (Entry3) (QCF)	79	120	130
Open Awards Entry level Diploma in Skills for Further Learning and Employment (Entry3) (QCF)	246	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 Entry level Award in Skills for Further Learning and Employment (Entry 3) (QCF)

Open Awards Entry level Certificate in Skills for Further Learning and Employment (Entry 3) (QCF)

Open Awards Entry level Diploma in Skills for Further Learning and Employment (Entry 3) (QCF)

are noted below.

Open Awards Entry level Award in Skills for Further Learning and Employment  
(Entry 3) (QCF)

<b>Credit Value of the Qualification:</b>	6
<b>Minimum Credits to be achieved at or above the Level of the Qualification:</b>	4
<b>Mandatory Units Group A:</b>	All 2 credits must be achieved
<b>Generic Optional Units Groups: B1; B2; B3; B4; B5; B6</b>	Minimum of 2 credits must be achieved from one or more of the groups
<b>Sector Optional Units Group: C1; C2; C3; D1; D2; D3; E1; E2; E3; F1; F2; F3; G1; G2; G3; H1; H2; I1; I2; J1; J2; K1; K2; L1; L2; L3; M1; M2; M3; N1; N2; O1; P1; Q1; Q2; Q3; R1; R2; R3; S1; S2; S3; T1; T2; T3; U1; U2; U3</b>	Minimum of 2 credits must be achieved from one or more of the groups

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

Open Awards Entry level Certificate in Skills for Further Learning and Employment  
(Entry 3) (QCF)

<b>Credit Value of the Qualification:</b>	13
<b>Minimum Credits to be achieved at or above the Level of the Qualification:</b>	9
<b>Mandatory Units Group A:</b>	All 2 credits must be achieved
<b>Generic Optional Units Groups: B1; B2; B3; B4; B5; B6</b>	Minimum of 5 credits must be achieved from one or more of the groups
<b>Sector Optional Units Group: C1; C2; C3; D1; D2; D3; E1; E2; E3; F1; F2; F3; G1; G2; G3; H1; H2; I1; I2; J1; J2; K1; K2; L1; L2; L3; M1; M2; M3; N1; N2; O1; P1; Q1; Q2; Q3; R1; R2; R3; S1; S2; S3; T1; T2; T3; U1; U2; U3</b>	Minimum of 6 credits must be achieved from one or more of the groups

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



Open Awards Entry level Diploma in Skills for Further Learning and Employment  
(Entry 3) (QCF)

<b>Credit Value of the Qualification:</b>	37
<b>Minimum Credits to be achieved at or above the Level of the Qualification:</b>	25 (A minimum of 19 credits must be achieved at Entry Level 3)
<b>Mandatory Units Group A:</b>	All 2 credits must be achieved
<b>Generic Optional Units Groups: B1; B2; B3; B4; B5; B6</b>	Minimum of 15 credits must be achieved from one or more of the groups
<b>Sector Optional Units Groups: C1; C2; C3; D1; D2; D3; E1; E2; E3; F1; F2; F3; G1; G2; G3; H1; H2; I1; I2; J1; J2; K1; K2; L1; L2; L3; M1; M2; M3; N1; N2; O1; P1; Q1; Q2; Q3; R1; R2; R3; S1; S2; S3; T1; T2; T3; U1; U2; U3</b>	Minimum of 20 credits must be achieved from one or more of the groups

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

## Qualification Units

### Units in the Entry Level 3 Award, Certificate and Diploma in Skills for Further Learning and Employment

QAC Code	Unit Name	Level:	Credit Value:
Mandatory Units Group			
<b>(A) Mandatory Unit Group</b>			
M/502/5723	<a href="#">Personal Action Planning</a>	Entry Level Three	2

Generic Optional Units Groups			
<b>(B1) Employability</b>			
K/600/6520	<a href="#">Volunteering</a>	Entry Level Three	2
L/506/3072	<a href="#">Speaking Confidently at Work</a>	Entry Level Three	1
J/506/3071	<a href="#">ICT for Employment</a>	Entry Level Three	1
R/504/8864	<a href="#">Employment Contract and Payslip Basics</a>	Entry Level Three	1
H/504/8531	<a href="#">Employment Skills</a>	Entry Level Three	3
R/504/5138	<a href="#">Customer Service</a>	Entry Level Three	2
T/506/3051	<a href="#">Introduction to Essential Work Skills</a>	Entry Level Three	1
J/506/3927	<a href="#">Developing Health and Safety Skills for Work</a>	Entry Level Three	2
J/506/0798	<a href="#">Understanding A Work Experience Placement</a>	Entry Level Three	3
J/506/2938	<a href="#">Introduction to Undertaking an Enterprise Project</a>	Entry Level Three	6
D/505/1783	<a href="#">Work in a Customer-Friendly Way</a>	Entry Level Three	2
J/506/3054	<a href="#">Numeracy for the Workplace</a>	Entry Level Three	1
J/504/1698	<a href="#">Using Communication Skills in a Work Place</a>	Entry Level Three	2
T/504/1700	<a href="#">Using Number Skills in a Work Place</a>	Entry Level Three	2
A/504/1701	<a href="#">Using Reading Skills in a Work Place</a>	Entry Level Three	2
F/504/1702	<a href="#">Using Writing Skills in a Work Place</a>	Entry Level Three	2
T/506/3048	<a href="#">Problem Solving Skills for Work</a>	Entry Level Three	2

QAC Code	Unit Name	Level:	Credit Value:
<b>(B2) Seeking Employment</b>			
A/502/0461	<a href="#">Preparation for Work</a>	Entry Level Three	2
L/506/2939	<a href="#">Introduction to Recognising Employment Opportunities</a>	Entry Level Three	1
Y/505/1779	<a href="#">Introduction to Self-Employment</a>	Entry Level Three	3
R/505/3739	<a href="#">Skills for Gaining Employment</a>	Entry Level Three	3
H/504/8528	<a href="#">Preparation for a Recruitment Interview</a>	Entry Level Three	2
Y/504/8218	<a href="#">Career Planning</a>	Entry Level Three	3
D/504/8284	<a href="#">Career Preparation</a>	Entry Level Three	1
<b>(B3) Personal Development</b>			
A/502/0458	<a href="#">Individual Rights and Responsibilities</a>	Entry Level Three	1
L/503/9208	<a href="#">Introduction to Personal Budgeting and Money Management</a>	Entry Level Three	3
J/505/2782	<a href="#">Candidate Project</a>	Entry Level Three	3
F/504/7595	<a href="#">Adult Relationships</a>	Entry Level Three	1
T/504/8906	<a href="#">Alcohol Misuse Awareness</a>	Entry Level Three	3
M/505/6941	<a href="#">Anger Management</a>	Entry Level Three	1
T/505/5807	<a href="#">Communicate to Give and Receive Information</a>	Entry Level Three	1
Y/504/8428	<a href="#">Communication Skills for Group and Teamwork</a>	Entry Level Three	3
Y/504/8283	<a href="#">Assertiveness and Decision Making Skills</a>	Entry Level Three	3
R/504/8220	<a href="#">Health and Hygiene</a>	Entry Level Three	3
H/504/8433	<a href="#">Home and Personal Safety Awareness</a>	Entry Level Three	3
F/505/1291	<a href="#">Personal Awareness</a>	Entry Level Three	3
T/504/8565	<a href="#">Diversity in Society</a>	Entry Level Three	3
Y/504/8641	<a href="#">Personal Finances</a>	Entry Level Three	3
D/504/8690	<a href="#">Personal Development</a>	Entry Level Three	3
R/504/7794	<a href="#">Hygiene Skills for Hands and Feet</a>	Entry Level Three	1
Y/504/7795	<a href="#">Hygiene Skills for Oral Health</a>	Entry Level Three	1
R/504/7603	<a href="#">Domestic Skills</a>	Entry Level Three	3

<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
J/504/8568	<a href="#"><u>Criminal and Youth Justice</u></a>	Entry Level Three	3
J/504/8635	<a href="#"><u>Personal Hygiene</u></a>	Entry Level Three	1
Y/504/8848	<a href="#"><u>Personal Relationships</u></a>	Entry Level Three	3
R/505/8570	<a href="#"><u>Introduction to Group and Teamwork Communication Skills</u></a>	Entry Level Three	3
F/504/8536	<a href="#"><u>The Local Community</u></a>	Entry Level Three	1
T/504/8422	<a href="#"><u>General Skills for Independent Living</u></a>	Entry Level Three	3
F/506/3067	<a href="#"><u>Developing Early Literacy, Language and Numeracy Skills</u></a>	Entry Level Three	1
J/505/8548	<a href="#"><u>Introduction to Making and Using Story Sacks for Family Learning</u></a>	Entry Level Three	2
H/505/1302	<a href="#"><u>Understanding Discrimination</u></a>	Entry Level Three	3
J/506/0719	<a href="#"><u>Understanding Family Relationships</u></a>	Entry Level Three	3
F/506/2940	<a href="#"><u>Introduction to Understanding Diversity in Society</u></a>	Entry Level Three	3
R/506/2943	<a href="#"><u>Introduction to Understanding Young People, Law and Order</u></a>	Entry Level Three	3
T/505/0820	<a href="#"><u>Behaviour in Conflict</u></a>	Entry Level Three	3
J/506/0574	<a href="#"><u>Making Choices in Pursuit of Personal Goals</u></a>	Entry Level Three	3
M/504/8628	<a href="#"><u>Managing Personal Relationships</u></a>	Entry Level Three	2
K/504/7493	<a href="#"><u>Budgeting</u></a>	Entry Level Three	1
T/504/8288	<a href="#"><u>Parenting Skills</u></a>	Entry Level Three	3
J/504/8537	<a href="#"><u>Rights and Responsibilities of Citizenship</u></a>	Entry Level Three	3
D/504/8530	<a href="#"><u>Road Safety</u></a>	Entry Level Three	1
J/504/8439	<a href="#"><u>Skills for Lip Reading</u></a>	Entry Level Three	3
L/504/8913	<a href="#"><u>Self Development</u></a>	Entry Level Three	1
F/504/8567	<a href="#"><u>Sex and Relationship Education</u></a>	Entry Level Three	3
J/504/8490	<a href="#"><u>Developing Skills for a Healthy Lifestyle</u></a>	Entry Level Three	3
D/504/8222	<a href="#"><u>Shopping for your Home</u></a>	Entry Level Three	3
F/504/3885	<a href="#"><u>Stress Management</u></a>	Entry Level Three	3
M/504/8905	<a href="#"><u>Substance Misuse Awareness</u></a>	Entry Level Three	3

<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
A/504/8809	<a href="#">Supporting Children in Family Learning</a>	Entry Level Three	3
K/504/8532	<a href="#">Teamwork Skills</a>	Entry Level Three	3
A/504/8857	<a href="#">Using Computers for Family Learning</a>	Entry Level Three	2
L/504/7471	<a href="#">Using Public Transport</a>	Entry Level Three	3
<b>(B4) Personal Learning</b>			
T/503/3287	<a href="#">Using Listening and Responding Skills</a>	Entry Level Three	1
D/505/2786	<a href="#">Effective Skills, Qualities and Attitudes for Learning and Work</a>	Entry Level Three	3
T/506/3096	<a href="#">Introduction to Developing a Personal Learning Programme</a>	Entry Level Three	3
T/506/0750	<a href="#">College Induction</a>	Entry Level Three	3
M/504/8564	<a href="#">Personal Learning Goals</a>	Entry Level Three	3
J/504/8280	<a href="#">Induction to a Training Course</a>	Entry Level Three	3
M/505/6129	<a href="#">Engage in Discussion</a>	Entry Level Three	2
Y/505/1295	<a href="#">Personal Learning Skills</a>	Entry Level Three	3
A/504/8289	<a href="#">Personal Study Skills</a>	Entry Level Three	3
J/504/3841	<a href="#">Following Instructions</a>	Entry Level Three	2
<b>(B5) English</b>			
F/503/3051	<a href="#">Improving Own Spelling</a>	Entry Level Three	1
H/505/5804	<a href="#">Planning for Progress in English Skills</a>	Entry Level Three	1
<b>(B6) Numeracy</b>			
K/505/4010	<a href="#">Division of Whole Numbers</a>	Entry Level Three	1
F/506/0914	<a href="#">Developing and Applying Addition and Subtraction Skills</a>	Entry Level Three	1
J/506/0915	<a href="#">Developing and Applying Fraction Skills</a>	Entry Level Three	1
D/506/2945	<a href="#">Developing and Applying Number Skills</a>	Entry Level Three	1
A/506/4380	<a href="#">Planning to Improve Performance in Mathematics</a>	Entry Level Three	1

QAC Code	Unit Name	Level:	Credit Value:
Sector Optional Units Groups			
<b>(C1) Agriculture, Horticulture and Floristry Units</b>			
F/506/1092	<a href="#">Recognise Parts of Plants</a>	Entry Level Three	1
K/504/9275	<a href="#">Amenity Horticulture Skills</a>	Entry Level Three	3
K/506/2947	<a href="#">Horticulture: Introduction to Clearing and Weeding a Garden</a>	Entry Level Three	3
J/506/3068	<a href="#">Horticulture: Introduction to Ground Preparation</a>	Entry Level Three	3
Y/504/9935	<a href="#">Creating and Maintaining Ditches</a>	Entry Level Three	4
M/504/9276	<a href="#">Cultivating Plant Cuttings</a>	Entry Level Three	3
J/505/3575	<a href="#">Introduction to Garden Horticulture</a>	Entry Level Three	3
A/504/9278	<a href="#">Garden Maintenance Skills</a>	Entry Level Three	3
F/601/3375	<a href="#">Introduction to Plant Care</a>	Entry Level Three	3
H/504/9257	<a href="#">Use and Maintain Garden Tools</a>	Entry Level Three	3
K/504/9292	<a href="#">Watering Plant Material</a>	Entry Level Three	1
K/504/1659	<a href="#">Working in Horticulture</a>	Entry Level Three	2
T/504/9294	<a href="#">Recognise Trees and Plants</a>	Entry Level Three	2
R/502/4550	<a href="#">Developing Practical Skills for Maintaining Plants</a>	Entry Level Three	3
M/504/9245	<a href="#">Soil Types and Garden Habitats</a>	Entry Level Three	3
D/504/9256	<a href="#">Sowing and Growing Plants</a>	Entry Level Three	3
R/504/9285	<a href="#">Plant Propagation Skills</a>	Entry Level Three	3
H/504/9923	<a href="#">Planting and Establishing Plants</a>	Entry Level Three	3
F/504/9279	<a href="#">Planting in a Container</a>	Entry Level Three	3
T/504/9280	<a href="#">Practical Floristry Skills</a>	Entry Level Three	3
T/504/9277	<a href="#">Garden Horticulture Skills</a>	Entry Level Three	3
L/504/9320	<a href="#">Floristry Techniques</a>	Entry Level Three	1
<b>(C2) Agriculture, Horticulture and Floristry Units</b>			
D/502/0517	<a href="#">Recognise Plants</a>	Entry Level Two	1
A/506/1107	<a href="#">Fill Plant Containers</a>	Entry Level Two	1
L/504/1461	<a href="#">Working in Horticulture</a>	Entry Level Two	2
<b>(C3) Agriculture, Horticulture and Floristry Units</b>			
A/504/9247	<a href="#">Practical Floristry Skills</a>	Level One	3

<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
D/504/9273	<a href="#">Garden Horticulture Skills</a>	Level One	3
J/504/9316	<a href="#">Floristry Techniques</a>	Level One	3
<b>(D1) Animal Care Units</b>			
M/504/1646	<a href="#">Feeding Animals</a>	Entry Level Three	2
F/506/0475	<a href="#">Developing Confidence Working with Animals</a>	Entry Level Three	3
T/505/6083	<a href="#">Understand the Grooming of Small Animals</a>	Entry Level Three	5
A/505/6084	<a href="#">Recognising Small Animals</a>	Entry Level Three	2
F/505/0772	<a href="#">Small Animal Awareness</a>	Entry Level Three	2
D/505/0780	<a href="#">Building Confidence: Working with Animals</a>	Entry Level Three	3
F/505/0769	<a href="#">Check that a Small Animal is Healthy</a>	Entry Level Three	3
L/506/3038	<a href="#">Assist with Preparing Feed Stuff for Small Animals</a>	Entry Level Three	2
D/601/3528	<a href="#">Introduction to Animal Care</a>	Entry Level Three	3
<b>(D2) Animal Care Units</b>			
D/505/7759	<a href="#">Feed and Water Small Animals</a>	Entry Level Two	2
H/505/7813	<a href="#">Recognise Small Animals</a>	Entry Level Two	1
<b>(D3) Animal Care Units</b>			
J/505/0725	<a href="#">Assist with Preparing and Storing Feedstuffs for Small Animals</a>	Level One	2
L/505/0757	<a href="#">Building Confidence: Working with Animals</a>	Level One	3
Y/505/4603	<a href="#">Introduction to Animal Care</a>	Level One	3
<b>(E1) Art, Design and Crafts Units</b>			
K/506/3046	<a href="#">Art &amp; Design: A Project in 2 or 3 Dimensions</a>	Entry Level Three	3
Y/502/3884	<a href="#">Art &amp; Design: Explore 2 Dimensions</a>	Entry Level Three	3
T/504/9991	<a href="#">Textile Crafts</a>	Entry Level Three	3
Y/504/4346	<a href="#">Basic Craft Skills</a>	Entry Level Three	3
L/504/8961	<a href="#">Working in Art and Design</a>	Entry Level Three	3
A/504/1651	<a href="#">Making a Product</a>	Entry Level Three	2
A/601/9885	<a href="#">Making an Art or Craft Product</a>	Entry Level Three	2



QAC Code	Unit Name	Level:	Credit Value:
F/504/9993	<a href="#">Producing Soft Furnishings</a>	Entry Level Three	3
T/504/9781	<a href="#">Art and Design: Using Colour</a>	Entry Level Three	3
M/504/4594	<a href="#">Developing Painting and Drawing</a>	Entry Level Three	3
<b>(E2) Art, Design and Crafts Units</b>			
H/503/4631	<a href="#">Art &amp; Design - Painting &amp; Drawing</a>	Entry Level Two	4
D/504/1450	<a href="#">Making a Product</a>	Entry Level Two	2

**(E3) Art, Design and Crafts Units**

T/504/4791	<a href="#">Art and Design: Colour Theory and Design</a>	Level One	3
A/504/4808	<a href="#">Creative Craft Skills</a>	Level One	3
Y/504/4797	<a href="#">Drawing</a>	Level One	3
M/504/4496	<a href="#">Painting</a>	Level One	3

**(F1) Building and Construction Units**

J/505/2233	<a href="#">Introduction to Painting and Decorating</a>	Entry Level Three	3
F/506/3120	<a href="#">Introduction to Carpentry and Joinery</a>	Entry Level Three	3
R/505/0307	<a href="#">Assisting in a Brickwork Workshop</a>	Entry Level Three	3
R/506/3042	<a href="#">Introducing Pipework Skills</a>	Entry Level Three	2
L/506/3069	<a href="#">Introduction to Drilling and Fixing Components in Plumbing</a>	Entry Level Three	2
L/506/4383	<a href="#">Trying Out Multicraft Construction Skills</a>	Entry Level Three	4
R/505/0548	<a href="#">Brickwork</a>	Entry Level Three	3
A/506/3066	<a href="#">Recognise and Use Hand Tools and Materials Used in Decorating</a>	Entry Level Three	3
Y/505/0308	<a href="#">Building a Three Course Half Brick Wall</a>	Entry Level Three	3
A/505/0561	<a href="#">Building and Construction</a>	Entry Level Three	3
F/502/3684	<a href="#">Producing a Timber Product</a>	Entry Level Three	3
M/506/3064	<a href="#">Applying Paint by Brush</a>	Entry Level Three	2
F/505/0626	<a href="#">Cutting and Hanging Wall Coverings</a>	Entry Level Three	3
R/506/4384	<a href="#">Health and Safety in Construction Trades</a>	Entry Level Three	2



QAC Code	Unit Name	Level:	Credit Value:
Y/506/4385	<a href="#">Carpentry and Joinery Skills</a>	Entry Level Three	3
<b>(F2) Building and Construction Units</b>			
D/505/4778	<a href="#">Exploring Working in Construction</a>	Entry Level Two	1
M/506/2934	<a href="#">Recognise, Use and Care for Basic Construction Hand Tools</a>	Entry Level Two	2
<b>(F3) Building and Construction Units</b>			
M/506/2075	<a href="#">Build a Sample Brick Wall</a>	Level One	3
K/505/0541	<a href="#">Health and Safety in Construction</a>	Level One	3
K/505/0751	<a href="#">Wallpapering Skills</a>	Level One	3
F/505/1369	<a href="#">Painting Skills</a>	Level One	3
F/506/4381	<a href="#">Carpentry and Joinery Skills</a>	Level One	2
<b>(G1) Business Administration and Office Skills Units</b>			
M/505/1786	<a href="#">Handling Telephone Calls from Customers</a>	Entry Level Three	2
M/506/3047	<a href="#">Exploring Business and Enterprise</a>	Entry Level Three	1
K/505/1785	<a href="#">Dealing with Queries and Requests</a>	Entry Level Three	3
M/506/4165	<a href="#">Understanding Business and Enterprise</a>	Entry Level Three	2
Y/505/0826	<a href="#">Reception and Filing Skills</a>	Entry Level Three	3
M/504/8113	<a href="#">Using Office Equipment in a Business Environment</a>	Entry Level Three	3
F/505/1789	<a href="#">Professional Behaviour in an Office Environment</a>	Entry Level Three	2
R/505/7337	<a href="#">Working in Business Administration</a>	Entry Level Three	3
K/504/9874	<a href="#">Introduction to Business Administration</a>	Entry Level Three	1
<b>(G2) Business Administration and Office Skills Units</b>			
K/505/2354	<a href="#">Exploring Business and Enterprise</a>	Entry Level Two	1
J/505/8050	<a href="#">Using Office Equipment</a>	Entry Level Two	1
<b>(G3) Business Administration and Office Skills Units</b>			
A/504/9894	<a href="#">Introduction to Business and Administration</a>	Level One	1
F/506/3862	<a href="#">Exploring Business and Enterprise</a>	Level One	1

QAC Code	Unit Name	Level:	Credit Value:
<b>(H1) Child Care and Development Units</b>			
F/503/9299	<a href="#">Planning for the Physical Care Needs of Children Aged 0-3 years</a>	Entry Level Three	3
R/504/8184	<a href="#">Planning Physical Care Needs of Young Children</a>	Entry Level Three	3
A/505/1578	<a href="#">Food and Nutrition for Children</a>	Entry Level Three	3
F/505/1615	<a href="#">The Principles of Listening to Children</a>	Entry Level Three	3
F/506/0976	<a href="#">Understanding Human Growth And Development</a>	Entry Level Three	3
R/505/1604	<a href="#">Preparing, Presenting and Keeping Food for Children</a>	Entry Level Three	3
L/505/1567	<a href="#">Caring for Young Children and Babies</a>	Entry Level Three	3
<b>(H2) Child Care and Development Units</b>			
J/505/1616	<a href="#">The Principles of Listening to Children</a>	Level One	3
<b>(I1) Conservation and the Environment Units</b>			
A/600/6554	<a href="#">Knowing Your Local Area</a>	Entry Level Three	3
H/600/6449	<a href="#">Observing and Encouraging Birds</a>	Entry Level Three	3
K/600/6484	<a href="#">Environmental Issues</a>	Entry Level Three	2
J/503/0118	<a href="#">Introduction to Environmental Sustainability</a>	Entry Level Three	1
R/502/0658	<a href="#">Environmental Awareness</a>	Entry Level Three	2
K/505/4542	<a href="#">Electricity</a>	Entry Level Three	3
F/505/3980	<a href="#">Energy Production</a>	Entry Level Three	1
D/506/3044	<a href="#">Environmental Improvement</a>	Entry Level One	3
H/506/0999	<a href="#">Getting to know Woodlands</a>	Entry Level Three	3
A/504/8230	<a href="#">Valuing Woodlands</a>	Entry Level Three	3
H/502/0924	<a href="#">Maintain an Area of Habitat</a>	Entry Level Three	3
Y/502/0824	<a href="#">Recognise trees and plants and their importance to wildlife</a>	Entry Level Three	2
Y/506/1096	<a href="#">Shred Waste Vegetation</a>	Entry Level Three	2
K/502/0925	<a href="#">Plant Young Trees</a>	Entry Level Three	2

QAC Code	Unit Name	Level:	Credit Value:
T/503/3967	<a href="#">Chemical Products used in the Home and their Environmental Impact</a>	Entry Level Three	2
<b>(I2) Conservation and the Environment Units</b>			
H/600/6550	<a href="#">Knowing Your Local Area</a>	Entry Level Two	3
L/502/0657	<a href="#">Environmental Awareness</a>	Entry Level Two	2
A/503/3968	<a href="#">Chemical Products used in the Home and their Environmental Impact</a>	Entry Level Two	2

**(J1) Hair and Beauty Units**

T/506/3065	<a href="#">Create an Image Using Colour for the Hair and Beauty Sector</a>	Entry Level Three	3
K/505/1849	<a href="#">Beauty Care</a>	Entry Level Three	3
L/504/9348	<a href="#">Careers in the Hair and Beauty Sector</a>	Entry Level Three	2
D/505/1850	<a href="#">Shampoo and Conditioning</a>	Entry Level Three	3
K/505/0586	<a href="#">Introduction to Hair and Beauty</a>	Entry Level Three	3

**(J2) Hair and Beauty Units**

D/505/4781	<a href="#">Exploring Working in Hairdressing</a>	Entry Level Two	1
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**(J3) Hair and Beauty Units**

K/506/3144	<a href="#">Shampoo and Condition Hair</a>	Level One	4
L/505/1858	<a href="#">Create a Hair and Beauty Image</a>	Level One	3

**(K1) Health and Social Care Units**

H/504/7430	<a href="#">Health and Safety in Health, Social Care and Children's and Young People's Settings</a>	Entry Level Three	3
K/504/7431	<a href="#">Person-Centred Support in Health, Social Care and Children's and Young People's Settings</a>	Entry Level Three	2
T/504/7433	<a href="#">Working with Others in Health, Social Care and Children's and Young People's Settings</a>	Entry Level Three	2
F/504/9881	<a href="#">Introduction to Health and Social Care</a>	Entry Level Three	1
K/504/7669	<a href="#">Effective Communication in Health and Social Care, Early Years and Childcare</a>	Entry Level Three	3

QAC Code	Unit Name	Level:	Credit Value:
<b>(K2) Health and Social Care Units</b>			
L/506/3864	<a href="#">Introduction to Communication in Health and Social Care, Adults and Children and Young People, Early Years and Childcare</a>	Level One	2
<b>(L1) Food, Drink and Hospitality Units</b>			
F/600/6264	<a href="#">Eating a Balanced Diet</a>	Entry Level Three	3
T/600/6200	<a href="#">Basic Cooking Techniques</a>	Entry Level Three	3
Y/600/6206	<a href="#">Everyday Food and Drink Preparation</a>	Entry Level Three	3
J/600/6203	<a href="#">Kitchen Hygiene</a>	Entry Level Three	1
D/600/6224	<a href="#">Make a Simple Meal</a>	Entry Level Three	3
A/502/4834	<a href="#">Introduction to the Hospitality Industry</a>	Entry Level Three	1
F/502/4835	<a href="#">Serving Food and Drink</a>	Entry Level Three	2
F/504/8293	<a href="#">Food, Drink and Cooking</a>	Entry Level Three	3
H/505/1848	<a href="#">Guest Services in the Hospitality Industry</a>	Entry Level Three	2
Y/505/1829	<a href="#">Working with Food in a Retail Environment</a>	Entry Level Three	2
H/504/8223	<a href="#">Setting a Table at Home</a>	Entry Level Three	1
F/504/8228	<a href="#">Food Safety and Storage</a>	Entry Level Three	3
<b>(L2) Food, Drink and Hospitality Units</b>			
A/600/6263	<a href="#">Eating a Balanced Diet</a>	Entry Level Two	3
L/600/6199	<a href="#">Basic Cooking Techniques</a>	Entry Level Two	3
F/600/6202	<a href="#">Kitchen Hygiene</a>	Entry Level Two	1
Y/600/6223	<a href="#">Make a Simple Meal</a>	Entry Level Two	3
<b>(L3) Food, Drink and Hospitality Units</b>			
T/505/4169	<a href="#">Introduction to the Catering and Hospitality Industry</a>	Level One	3
<b>(M1) Information Communication Technology Units</b>			
D/506/3089	<a href="#">Computer Basics</a>	Entry Level Three	1
M/506/3095	<a href="#">Online Basics</a>	Entry Level Three	1
H/502/1197	<a href="#">Communicating Information Using ICT</a>	Entry Level Three	3

<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
L/506/3041	<a href="#">Displaying Information Using ICT</a>	Entry Level Three	3
F/505/1677	<a href="#">Personal Digital Photograph Processing</a>	Entry Level Three	1
D/506/0693	<a href="#">Data Handling: Extracting and Interpreting Data</a>	Entry Level Three	1
H/506/0694	<a href="#">Data Handling: Recording and Representing Data</a>	Entry Level Three	1
L/506/3055	<a href="#">Developing and Presenting Information Using ICT</a>	Entry Level Three	2
Y/505/1720	<a href="#">The Internet and World Wide Web</a>	Entry Level Three	1
T/506/3034	<a href="#">Following Safe and Healthy Working Practices when Using ICT</a>	Entry Level Three	1
F/506/3070	<a href="#">Developing On-line Communication Skills</a>	Entry Level Three	3
M/501/6925	<a href="#">Introduction to ICT</a>	Entry Level Three	3
H/506/4387	<a href="#">Introduction to Using the Internet for Shopping</a>	Entry Level Three	1
J/505/1745	<a href="#">Selecting Information Using the Internet</a>	Entry Level Three	1
L/504/1699	<a href="#">Using ICT Skills in a Work Place</a>	Entry Level Three	2
T/503/7100	<a href="#">Using the Internet for Shopping</a>	Entry Level Three	1
K/505/1687	<a href="#">IT User Fundamentals</a>	Entry Level Three	2
D/505/1721	<a href="#">Email Skills</a>	Entry Level Three	1
<b>(M2) Information Communication Technology Units</b>			
K/506/2916	<a href="#">Following Safe and Healthy Working Practices When Using ICT</a>	Entry Level Two	1
T/506/2921	<a href="#">Developing and Presenting Information Using ICT</a>	Entry Level Two	2
<b>(M3) Information Communication Technology Units</b>			
H/506/3188	<a href="#">IT Software Fundamentals</a>	Level One	3
<b>(N1) Maritime Units</b>			
A/503/4151	<a href="#">Introduction to Catering On Board a Vessel</a>	Entry Level Three	3
M/503/4146	<a href="#">Introduction to Marine Charts and Compasses</a>	Entry Level Three	3

QAC Code	Unit Name	Level:	Credit Value:
F/503/4152	<a href="#">Introduction to Ropes and Knots Used On Board Vessels</a>	Entry Level Three	3
<b>(N2) Maritime Units</b>			
Y/503/4142	<a href="#">Introduction to Careers in the Maritime Sector</a>	Level One	3
<b>(O1) Media and Communication Units</b>			
J/505/1891	<a href="#">Digital Media</a>	Entry Level Three	2
M/503/3207	<a href="#">Creating a Print Media Product</a>	Entry Level Three	4
R/505/1893	<a href="#">Creative Media Skills</a>	Entry Level Three	3
F/505/1498	<a href="#">Developing Creative Media Skills</a>	Entry Level Three	3
<b>(P1) Marketing and Sales Units</b>			
J/504/9414	<a href="#">Marketing Products and Services</a>	Entry Level Three	3
<b>(Q1) Performing Arts Units</b>			
L/600/6431	<a href="#">Exploring Dance</a>	Entry Level Three	3
K/600/6436	<a href="#">Exploring Music</a>	Entry Level Three	3
K/503/3982	<a href="#">Contribute to the Creation of a Group Drama Presentation</a>	Entry Level Three	5
D/505/1007	<a href="#">Basic Performance Skills</a>	Entry Level Three	3
M/504/4711	<a href="#">Introduction to the Performing Arts</a>	Entry Level Three	3
H/503/4001	<a href="#">Solo Music Performance</a>	Entry Level Three	4
H/503/3978	<a href="#">Using the Body in a Dramatic Context</a>	Entry Level Three	3
Y/503/3976	<a href="#">Using the Voice in a Dramatic Context</a>	Entry Level Three	3
F/505/0996	<a href="#">Physical Performance Skills</a>	Entry Level Three	3
<b>(Q2) Performing Arts Units</b>			
J/600/6430	<a href="#">Exploring Dance</a>	Entry Level Two	3
Y/600/6433	<a href="#">Exploring Music</a>	Entry Level Two	3
K/503/4002	<a href="#">Solo Music Performance</a>	Entry Level Two	4
D/503/3977	<a href="#">Using the Body in a Dramatic Context</a>	Entry Level Two	3
R/503/3975	<a href="#">Using the Voice in a Dramatic Context</a>	Entry Level Two	3

QAC Code	Unit Name	Level:	Credit Value:
<b>(Q3) Performing Arts Units</b>			
J/504/4701	<a href="#">Exploring Dance Skills</a>	Level One	3
<b>(R1) Retail Units</b>			
L/505/1827	<a href="#">Displaying Merchandise</a>	Entry Level Three	3
D/505/1847	<a href="#">Handling Money in a Sales Situation</a>	Entry Level Three	3
K/505/0796	<a href="#">Handling Stock in a Retail Environment</a>	Entry Level Three	3
A/505/0799	<a href="#">Keeping a Retail Environment Clean, Tidy and Safe</a>	Entry Level Three	3
J/504/7615	<a href="#">Working and Learning in a Retail Team</a>	Entry Level Three	3
H/505/0800	<a href="#">Looking After Customers in a Retail Environment</a>	Entry Level Three	3
R/506/3039	<a href="#">Introduction to Retail Skills</a>	Entry Level Three	3
<b>(R2) Retail Units</b>			
A/506/2922	<a href="#">Introduction to Retail Skills</a>	Entry Level Two	3
<b>(R3) Retail Units</b>			
T/502/5819	<a href="#">Understanding Customer Service in the Retail Sector</a>	Level One	2
L/504/6529	<a href="#">Introduction to Retail</a>	Level One	2
<b>(S1) Sport, Fitness and Leisure Units</b>			
A/501/5194	<a href="#">Health and Fitness</a>	Entry Level Three	3
H/506/3109	<a href="#">Clean and Prepare a Cycle for Use</a>	Entry Level Three	1
K/506/3113	<a href="#">Remove and Replace Cycle Saddles, Seatposts and Handlebars</a>	Entry Level Three	1
A/506/3116	<a href="#">Remove and Replace Cycle Wheels, Types and Inner Tubes</a>	Entry Level Three	1
F/505/1324	<a href="#">Planning Walks</a>	Entry Level Three	2
T/505/1871	<a href="#">Working with Children in Sport and Active Leisure</a>	Entry Level Three	2
A/505/1869	<a href="#">Working with Customers and Clients in Sports and Active Leisure Settings</a>	Entry Level Three	3
Y/506/3933	<a href="#">Lubricate and Tension a Single Speed Cycle Chain</a>	Entry Level Three	1



<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
H/505/1865	<a href="#">Recognising Sport and Leisure Opportunities</a>	Entry Level Three	2
A/506/3049	<a href="#">Remove and Replace Cycle Brake Blocks</a>	Entry Level Three	1
R/505/1862	<a href="#">Risks and Hazards in Sport and Active Leisure</a>	Entry Level Three	2
Y/505/1328	<a href="#">Taking Part in Sport</a>	Entry Level Three	3
Y/505/1314	<a href="#">Team Games</a>	Entry Level Three	3
J/505/1311	<a href="#">Assist at a Sport Event</a>	Entry Level Three	2
K/505/1866	<a href="#">Planning a Healthy Diet</a>	Entry Level Three	2
<b>(S2) Sport, Fitness and Leisure Units</b>			
K/505/8039	<a href="#">Health and Fitness</a>	Entry Level Two	3
A/505/4769	<a href="#">Working in Sport</a>	Entry Level Two	2
<b>(S3) Sport, Fitness and Leisure Units</b>			
M/505/1870	<a href="#">Working with Customers and Clients in Sports and Active Leisure Settings</a>	Level One	3
T/505/1868	<a href="#">Planning a Healthy Diet</a>	Level One	3
<b>(T1) Travel and Tourism Units</b>			
J/505/1812	<a href="#">Displaying Travel and Tourism Information</a>	Entry Level Three	3
F/505/1808	<a href="#">Planning a Visit to a Tourism Destination</a>	Entry Level Three	2
R/505/1800	<a href="#">Researching a Tourist Destination</a>	Entry Level Three	3
A/504/9877	<a href="#">Introduction to Travel and Tourism</a>	Entry Level Three	1
<b>(T2) Travel and Tourism Units</b>			
M/505/8043	<a href="#">Displaying Travel and Tourism Information</a>	Entry Level Two	2
<b>(T3) Travel and Tourism Units</b>			
D/505/1816	<a href="#">Tourist Destinations: UK and Worldwide</a>	Level One	3
<b>(U1) Vehicle Maintenance Units</b>			
J/505/4063	<a href="#">Routine Braking System Checks</a>	Entry Level Three	2
D/502/4664	<a href="#">Principles of Component Fitting</a>	Entry Level Three	2
H/505/2790	<a href="#">Remove, Check and Replace a Wheel on a Motor Car or Van</a>	Entry Level Three	2



<b>QAC Code</b>	<b>Unit Name</b>	<b>Level:</b>	<b>Credit Value:</b>
M/506/3078	<a href="#"><u>Introduction to Vehicle Engine Operating Principles</u></a>	Entry Level Three	4
T/506/3079	<a href="#"><u>Replace Spark Plugs</u></a>	Entry Level Three	1
M/506/3081	<a href="#"><u>Check and Maintain Lights on a Motor Var or Van</u></a>	Entry Level Three	2
T/506/3082	<a href="#"><u>Basics of Vehicle Body Fitting</u></a>	Entry Level Three	4
J/506/3099	<a href="#"><u>Introduction to Vehicle Electrical Systems</u></a>	Entry Level Three	5
M/506/3100	<a href="#"><u>Introduction to the Retail Automotive Maintenance and Repair Industry</u></a>	Entry Level Three	2
Y/506/3124	<a href="#"><u>Routine Cooling and Lubrication Systems Checks</u></a>	Entry Level Three	2
M/506/3128	<a href="#"><u>Simple Body Repair Processes</u></a>	Entry Level Three	2
M/506/0987	<a href="#"><u>Identification Of Basic External And Internal Car Parts</u></a>	Entry Level Three	1
A/506/3035	<a href="#"><u>Introduction to Motor Vehicle Workshop Safety</u></a>	Entry Level Three	2
F/506/3036	<a href="#"><u>Introduction to Vehicle Bench Skills</u></a>	Entry Level Three	4
J/505/0160	<a href="#"><u>Washing a Car Exterior</u></a>	Entry Level Three	1
A/506/0863	<a href="#"><u>Checking and Maintaining Fluid Levels on a Car</u></a>	Entry Level Three	1
D/506/3934	<a href="#"><u>Principles of Engine Components and Operations</u></a>	Entry Level Three	2
H/506/3031	<a href="#"><u>Principles of Light Vehicle Steering and Suspension Systems</u></a>	Entry Level Three	2
T/505/4401	<a href="#"><u>Checking and Maintaining Car Tyre Pressures and Tread</u></a>	Entry Level Three	1
<b>(U2) Vehicle Maintenance Units</b>			
D/505/7874	<a href="#"><u>Motor Vehicles: External Parts</u></a>	Entry Level Two	1
F/505/7883	<a href="#"><u>Motor Vehicles: Internal Parts</u></a>	Entry Level Two	1
<b>(U3) Vehicle Maintenance Units</b>			
D/506/3190	<a href="#"><u>Health and Safety Practices in Vehicle Maintenance</u></a>	Level One	4
F/505/0092	<a href="#"><u>Checking and Maintaining Car Wheels and Tyres</u></a>	Level One	1

## **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.

### **Foundation Learning**

Foundation Learning aims to provide a focussed approach to Entry Level and Level 1 within the Qualifications and Credit Framework (QCF) in order to raise participation, achievement and progression amongst learners to a Level 2 qualification.

Foundation Learning is made up of three components: Vocational Knowledge, Skills and Understanding; Functional Skills; Personal and Social Development. It includes provision for those with learning difficulties and/or disabilities.

The Open Awards Skills for Further Learning and Employment Qualifications (QCF) have been developed to contribute to the achievement of Foundation Learning.

## **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](http://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](mailto:enquiries@openawards.org.uk)**.

## Glossary

<b>Assessment</b>	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.
<b>Assessment Criteria</b>	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes.
<b>Authentic</b>	Evidence must be the learner's own work.
<b>Award</b>	A qualification within the QCF which has a value between one and twelve credits.
<b>Certificate</b>	A qualification within the QCF which has a value between thirteen and thirty six credits.
<b>Certification end date</b>	The last date on which a certificate can be issued.
<b>Credit value</b>	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.
<b>D Unit</b>	The original qualification for internal verifiers involved in NVQs: D34 Internally verify the assessment process  If you already have this qualification then you can continue to internally verify as long as you have continued your professional development.
<b>Diversity</b>	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.
<b>EQA</b>	External Quality Assurance
<b>Equality</b>	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
<b>Evidence</b>	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment of achievement against criteria.
<b>Fair</b>	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
<b>Guided Learning Hours (GLH)</b>	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.



<b>Holistic</b>	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
<b>IQA</b>	Internal Quality Assurance
<b>Learning Outcomes</b>	Learning outcomes describe what a learner should know and understand by the end of a unit.
<b>Level</b>	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.
<b>NVQ</b>	National Vocational Qualification
<b>Operation dates</b>	The first/last dates that learners can be registered for the qualification.
<b>Qualification and Credit Framework (QCF)</b>	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.
<b>Reliable</b>	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.
<b>Simulations</b>	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.
<b>Sufficient</b>	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
<b>Units of assessment</b>	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.
<b>V Unit</b>	The previous unit required to quality assurance the assessment process: V1 Conduct internal quality assurance of the assessment process If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.
<b>Valid</b>	Evidence must be relevant to the learning outcome and assessment criteria i.e. 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.
<b>Qualifications Accreditation Number (QAN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.