

# **Pearson Edexcel Entry Level Award/ Certificate/Diploma in Skills for Independence and Work (Entry 2)**

## **Specification**

First teaching September 2013

Issue 6

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 6. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson Edexcel Entry Level Award/Certificate/Diploma in Skills for Independence and Work (Entry 2) (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 9781446951712

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson Edexcel Entry Level Award/ Certificate/Diploma in Skills for Independence and Work (Entry 2) specification Issue 6 changes

Summary of changes made between previous Issue 5 and this current Issue 6	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>1</b>	<b>Introducing Pearson Edexcel Personal and Social Development Qualifications</b>	<b>1</b>
<b>2</b>	<b>Qualification summary and key information</b>	<b>2</b>
	Qualification title and Qualification Number	5
	Objective of the qualifications	5
	Progression opportunities through Pearson qualifications	6
<b>3</b>	<b>Centre resource requirements</b>	<b>7</b>
<b>4</b>	<b>Qualification structures</b>	<b>16</b>
	Pearson Edexcel Entry Level Award in Skills for Independence and Work (Entry 2)	16
	Pearson Edexcel Entry Level Certificate in Skills for Independence and Work (Entry 2)	19
	Pearson Edexcel Entry Level Diploma in Skills for Independence and Work (Entry 2)	22
<b>5</b>	<b>Assessment</b>	<b>25</b>
<b>6</b>	<b>Recognising prior learning and achievement</b>	<b>26</b>
	Recognition of Prior Learning	26
<b>7</b>	<b>Quality assurance of centres</b>	<b>27</b>
<b>8</b>	<b>Programme delivery</b>	<b>28</b>
<b>9</b>	<b>Access and recruitment</b>	<b>29</b>
<b>10</b>	<b>Access to qualifications for learners with disabilities or specific needs</b>	<b>30</b>
<b>11</b>	<b>Units</b>	<b>31</b>
	Unit format	31
	Unit title	31
	Unit reference number	31
	Level	31
	Credit value	31
	Guided learning hours	31
	Unit aim	31
	Unit introduction	31
	Essential resources	32

Learning outcomes	32
Assessment criteria	32
Unit amplification	32
Information for tutors	32
Unit 1: Community Action	33
Unit 2: Personal Safety in the Home and Community	39
Unit 3: Making the Most of Leisure Time	44
Unit 4: Healthy Living	48
Unit 5: Parenting Awareness	52
Unit 6: Environmental Awareness	56
Unit 7: Travelling: Using Public Transport	61
Unit 8: Personal Safety in the Community	67
Unit 9: Investigating Health, Social and Emergency Services	73
Unit 10: Shopping for Daily Living	79
Unit 11: Hygiene and Safety in the Kitchen	83
Unit 12: Cleaning, Washing, Drying and Storing Laundry	88
Unit 13: Healthy Living	92
Unit 14: Managing Own Money	97
Unit 15: Personal Skin Care	102
Unit 16: Personal Hand Care	108
Unit 17: Personal Hair Care	113
Unit 18: Food Preparation and Cooking at Home	117
Unit 19: Parenting Awareness	123
Unit 20: Caring for Pets at Home	129
Unit 21: Growing Plants	134
Unit 22: Helping to Maintain a Garden	139
Unit 23: Producing a Product	144
Unit 24: Community Action	150
Unit 25: Participating in the Care of a Motor Vehicle	154
Unit 26: Participating in Sport in the Local Community	158
Unit 27: Participating in an Enterprise Activity	162
Unit 28: Being a Customer	168
Unit 29: Discovering the Retail Workplace	173

Unit 30: Using and Maintaining Hand Tools for Gardening	179
Unit 31: Wrapping Flowers and Plants	185
Unit 32: Recycling and Managing Packaging and Waste	191
Unit 33: Exploring Art	196
Unit 34: Exploring Dance	201
Unit 35: Exploring Music	206
Unit 36: Art and Design: Explore Two Dimensions	211
Unit 37: Art and Design: Discovering Three Dimensions	221
Unit 38: Caring for a Baby from Birth to Six Months	231
Unit 39: Basic Food Preparation	239
Unit 40: Basic Cooking	244
Unit 41: Check that a Small Animal is Healthy	250
Unit 42: Assist with Catching and Restraining a Small Animal	258
Unit 43: Groom a Small Animal	264
Unit 44: Horticulture: Introduction to Pruning Trees and Shrubs	269
Unit 45: Decorating Household Goods	276
Unit 46: Introduction to Creative and Leisure Activities for Children and Adults	282
Unit 47: Taking Part in Sport	287
Unit 48: Taking Part in Exercise and Fitness Activities	294
Unit 49: Planning for and Taking Part in a Visit	299
Unit 50: Researching a Tourist Destination	306
Unit 51: Developing Creative Media Skills	312
Unit 52: Producing a Product	319
Unit 53: Planning an Enterprise Activity	324
Unit 54: Running an Enterprise Activity	330
<b>12 Further information and useful publications</b>	<b>335</b>
<b>13 Professional development and training</b>	<b>336</b>
<b>Annexe A</b>	<b>338</b>
Progression opportunities	338



## Purpose of this specification

This specification sets out:

- the qualifications' objectives
- any other qualifications which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- units which a learner must have completed before the qualifications will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing Pearson Edexcel Personal and Social Development Qualifications

Pearson Edexcel Personal and Social Development qualifications are available from Entry Level 1 to Level 2. They aim to develop learners' skills in a broad range of areas, including communication, reading and writing, mathematics, skills for independent living, and skills for the workplace and engaging with the world around you. Learners progress through these qualifications to supported employment, independent living and further education.

## Qualifications sizes

---

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

These qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Entry Level Award in Skills for Independence and Work (Entry 2)
Qualification Number (QN)	500/8854/3
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	57
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy ( <i>see Section 9, Access and Recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Certificate in Skills for Independence and Work (Entry 2)
Qualification Number (QN)	500/8856/7
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	127
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy ( <i>see Section 9, Access and Recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Diploma in Skills for Independence and Work (Entry 2)
Qualification Number (QN)	500/8855/5
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	367
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 9, Access and Recruitment</i> )

## Qualification title and Qualification Number

---

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

---

The Pearson Edexcel Entry Award, Certificate and Diploma in Skills for Independence and Work (Entry 2) are for learners seeking to develop greater independence and to enter supported employment or to progress to a higher level vocationally-related qualification.

They give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of life skills and techniques, personal skills and attributes
- achieve a nationally recognised Entry level vocationally-related qualification
- develop interests in different areas which may enable progression to a vocational qualification
- progress to supported employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

## **Progression opportunities through Pearson qualifications**

---

Learners who have achieved the Pearson Edexcel Entry Level Award/Certificate/Diploma can progress to independent living or supported employment. They may also be able to progress to Entry 3 qualifications in a number of vocational sectors, or the Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3). See Annexe A for further information.

### 3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

#### Unit

#### Resources required

Unit 1: Community Action

Learners must have access to the internet as much of the research for this unit is carried out electronically.

Unit 2: Personal Safety in the Home and Community

Learners need access to simple household utensils and be given the opportunity to make a simple journey.

Unit 3: Making the Most of Leisure Time

Tutors will need either appropriate leisure resources for use in the classroom or transport and staffing to allow learners to participate in a leisure activity outside the classroom, possibly within the centre but ideally somewhere in the local area.

Unit 4: Healthy Living

Learners need to be able to participate in an activity which contributes to a healthy lifestyle.

Unit 7: Travelling: Using Public Transport

For this unit, centres need a variety of tickets, money for the scenarios, timetables and route maps.

Unit 8: Personal Safety in the Community

Learners need access to IT facilities including a printer and the internet.

Unit 9: Investigating Health, Social and Emergency Services

There are no special resources needed for this unit. However, learners would benefit from access to the internet and to guest speakers to talk about the different services.

Unit 10: Shopping for Daily Living

Learners need to participate in a shopping trip for the assessment of this unit.

**Unit**

Unit 11: Hygiene and Safety in the Kitchen

Unit 12: Cleaning, Washing, Drying and Storing Laundry

Unit 13: Healthy Living

Unit 14: Managing Own Money

Unit 15: Personal Skin Care

Unit 16: Personal Hand Care

Unit 17: Personal Hair Care

Unit 18: Food Preparation and Cooking at Home

Unit 19: Parenting Awareness

**Resources required**

Learners should have access to a small kitchen area to develop knowledge, understanding and skills for this unit.

To develop the knowledge, understanding and skills for this unit, learners should have access to:

- a range of washing powders and clothing conditioners
- a variety of laundry items in a variety of colours
- an automatic washing machine
- clothes hangers.

Learners need access to appropriate, up-to-date information on healthy living from a range of agencies. Learners also need access to physical resources to support their chosen practical activities and appropriate tutor support and guidance.

Learners need access to appropriate internet and other research tools. They will need the opportunity to make real or simulated financial transactions. Calculators would be useful.

Learners should have access to a wide range of skin care products and an area suitable for developing the practical skills for this unit.

Learners should have access to a wide range of hand and nail care products and an area suitable for developing the practical skills for this unit.

Learners should have access to a wide range of hair care products and an area suitable for developing the practical skills for this unit. Access to a salon is not required.

Learners need access to a kitchen area, kitchen utensils and equipment in order to develop knowledge, understanding and skills for this unit.

Learners need access to well-behaved and well-handled animals in order to develop the knowledge, understanding and skills for this unit.

## Unit

Unit 20: Caring for Pets at Home

## Resources required

Learners need access to well-behaved and well-handled animals in order to develop the knowledge, understanding and skills for this unit.

Unit 21: Growing Plants

Learners need access to:

- seeds or bulbs
- flower pots or trays
- soil or bulb fibre
- flower books
- gardening books.

Unit 22: Helping to Maintain a Garden

Learners will need access to:

- a variety of tools
- a garden, with the opportunity to help with its upkeep

Unit 23: Producing a Product

Learners need access to the tools and materials required to produce the product.

Unit 24: Community Action

Learners will need access to appropriate internet and other research tools.

Unit 25: Participating in the Care of a Motor Vehicle

Tutors will need access to:

- manuals appropriate to the motor vehicles used in the training
- COSHH data sheets for all materials used in the delivery of this unit
- risk assessments for the workshop area used for the training.

Unit 26: Participating in Sport in the Local Community

Learners need access to the appropriate environment or facility and equipment required for the sports activity, as well as resources to find out about the activity, for example the internet, local newspapers.

Unit 29: Discovering the Retail Workplace

Tutors need to be able to take learners on a visit or visits to a local shopping area

Unit 30: Using and Maintaining Hand Tools for Gardening

Learners will require access to a variety of garden hand tools and a garden with a variety of garden plants. An area for storing and maintaining garden hand tools is also needed.

Unit 31: Wrapping Flowers and Plants

As this is a practical unit, centres will need to provide a work area suitable for the temporary storage of flowers and plants prior to wrapping.

**Unit**

Unit 32: Recycling and Managing Product Packaging and Waste

**Resources required**

For this unit, centres will probably wish to take learners on a visit or visits to a local retail trading area and/or a local authority recycling facility.

Unit 33: Exploring Art

For this unit, centres need to give learners access to art materials and provide an appropriate working area.

Unit 34 Exploring Dance

For this unit, centres need access to a dance studio and music.

If centres are keeping records of dance routines on video then Criminal Records Bureau clearance will be needed.

Unit 35: Exploring Music

For this unit, centres need access to equipment for playing music and to musical instruments.

Unit 36: Art and Design: Explore Two Dimensions

The tutor should provide guidance on how learners can research, and how to store their findings so that they can be accessed.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A full range of practical 2D resources, such as pens, pencils, brushes, crayons, pastels, inks, different papers and card will be required to fully address this unit.

A suitable working area should be provided.

Unit 37: Art and Design: Discovering Three Dimensions

The tutor should provide guidance on how learners can research, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A suitable working area should be provided. A full range of practical resources, such as are usually available within an art department, will be required to fully address this unit. Sophisticated machinery is not deemed necessary, but working with both hand and machine tools is encouraged.

## **Unit**

Unit 39: Basic Food Preparation

## **Resources required**

To develop the skills for this unit, learners need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Unit 40: Basic Cooking

To develop the knowledge, understanding and skills for this unit, learners need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order. This will be necessary for learners to develop cooking skills.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Unit 41: Check that a Small Animal is Healthy

Learner access to dogs, cats and rabbits is essential; to ensure varied experiences for learners, the range of animals used should not be limited to just one of these species. A variety of additional animals commonly kept as pets in the UK should also be made available and, where possible, should include mammals, birds, fish, insects, reptiles and amphibians to provide more experience for learners. Related resources such as handling/restraining equipment and equipment used in monitoring animal health, such as thermometers and weighing scales, as well as access to materials showing evidence of poor health in small animals, are essential.

## Unit

## Resources required

Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. Transport for visits to veterinary centres is also recommended. Alternatively, a visit to the centre by veterinary staff may provide a useful resource. A range of books and pet care magazines should be available and CD ROMs and DVDs may also be appropriate learning resources. Learners must have access to and use correct PPE. Sufficient support must be provided, where necessary, for the development and achievement of the group/individuals with appropriate levels of supervision provided at all times, especially when activities are carried out in the working environment/animal unit. Access to ICT and the internet is recommended.

Unit 42: Assist with Catching and Restraining a Small Animal

Learners must have access to dogs, cats and rabbits for this unit, but would benefit from access to a wider variety of pet animals that may include small mammals, birds, reptiles, fish, amphibians and insects.

Learner access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians and to feed rooms, feeds, bedding materials and substrates and accommodation is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Learners must have access to and use correct personal protective equipment (PPE). Access to ICT and the internet is recommended.

## Unit

Unit 43: Groom a Small Animal

## Resources required

Learner access to a variety of suitable animals (including dogs, cats and rabbits) and grooming equipment is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Learners must have access to and use correct personal protective equipment (PPE). Access to ICT and the internet is recommended.

Unit 44: Horticulture: Introduction to Pruning Trees and Shrubs

The minimum requirement needed to deliver this unit is an area of well-established planting containing a range of shrubs and trees. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. An area for storing and cleaning tools is also needed.

Unit 45: Decorating Household Goods

Learners require access to hand tools, PPE and materials of a nature and standard typical of those used to decorate household goods to an acceptable standard. The tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation and access to both washing and first aid facilities. Learners also require access to a technical library with current textbooks and reference material on decorating household goods. Internet access will give learners the opportunity to develop skills in e-learning but this will need careful management by the tutor.

There is an obvious requirement for a wide range of different household goods to be decorated. Old furniture, in need of some refurbishment, would be ideal. It would be useful, but must not, of course, be made mandatory if the goods were provided by learners so that they could use and enjoy the finished objects at home.

**Unit**

Unit 46: Introduction to Creative and Leisure Activities for Children and Adults

**Resources required**

A range of different resources are required for this unit; for example, painting materials, materials for modelling, different types of table-top games. If equipment is not available the learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and adult.

Unit 47: Taking Part in Sport

Learners need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

Unit 48: Taking Part in Exercise and Fitness

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Unit 49: Planning and Taking Part in a Visit

Learners will need access to library and research facilities, such as the internet and travel publications. Learners may also need access to a phone if they need to communicate with the organisation they plan to visit.

Unit 50: Researching a Tourist Destination

Learners will need access to the internet, travel journals and books/publicity materials to help them research towards destinations.

Unit 51: Developing Creative Media Skills

The exact media format used will depend on the centre's resources. Learners should, where possible, have the opportunity to explore the use of television, radio, audio tapes, video, newspapers, a variety of advertisements, posters and the internet. They will also need materials to help them to prepare their presentations; for example art materials, cameras, video cameras, paper, computer software packages, and drama props. Visiting speakers from marketing companies, drama groups, leisure/entertainment companies and education departments could also be a useful source of information.

**Unit**

Unit 52: Producing a Product

**Resources required**

Learners need to access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials including wood, metal, soft cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and audio and video recordings are to be used as evidence, appropriate equipment will be needed.

## 4 Qualification structures

### Pearson Edexcel Entry Level Award in Skills for Independence and Work (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved from Group 1	4
Any remaining credit may be achieved from Groups 1, 2 or 3	

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
7	Y/601/2183	Travelling: Using Public Transport	Entry 2	3	30
8	T/505/0235	Personal Safety in the Community	Entry 2	3	30
9	H/601/2185	Investigating Health, Social and Emergency Services	Entry 2	3	30
10	A/505/0236	Shopping for Daily Living	Entry 2	3	30
11	R/600/1120	Hygiene and Safety in the Kitchen	Entry 2	2	20
12	M/601/2190	Cleaning, Washing, Drying and Storing Laundry	Entry 2	2	20
13	L/502/0450	Healthy Living	Entry 2	2	20
14	Y/502/0452	Managing Own Money	Entry 2	2	20
15	A/601/2192	Personal Skin Care	Entry 2	2	20
16	F/601/2193	Personal Hand Care	Entry 2	2	20
17	J/601/2194	Personal Hair Care	Entry 2	2	20
18	F/601/2209	Food Preparation and Cooking at Home	Entry 2	3	30
19	A/502/0654	Parenting Awareness	Entry 2	2	20
20	A/601/2211	Caring for Pets at Home	Entry 2	3	30
21	F/601/2212	Growing Plants	Entry 2	3	30
22	K/505/0247	Helping to Maintain a Garden	Entry 2	3	30
23	M/505/0248	Producing a Product	Entry 2	3	30
24	Y/502/0449	Community Action	Entry 2	2	20

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
25	T/505/0249	Participating in the Care of a Motor Vehicle	Entry 2	3	30
26	H/601/2218	Participating in Sport in the Local Community	Entry 2	3	30
27	D/601/2220	Participating in an Enterprise Activity	Entry 2	3	30
28	M/505/0251	Being a Customer	Entry 2	3	30
29	F/503/9142	Discovering the Retail Workplace	Entry 2	3	30
30	F/503/9156	Using and Maintaining Hand Tools for Gardening	Entry 2	3	30
31	J/505/0241	Wrapping Flowers and Plants	Entry 2	3	30
32	T/503/9171	Recycling and Managing Packaging Waste	Entry 2	2	20
33	R/505/0243	Exploring Art	Entry 2	3	30
34	Y/505/0244	Exploring Dance	Entry 2	3	30
35	D/505/0245	Exploring Music	Entry 2	3	30
Unit number	Unit reference number	Group 2 – Entry 1 units	Level	Credit	Guided learning hours
1	A/502/4882	Community Action	Entry 1	2	20
2	F/502/4916	Personal Safety in the Home and Community	Entry 1	2	20
3	D/502/4910	Making the Most of Leisure Time	Entry 1	2	20
4	F/502/4883	Healthy Living	Entry 1	2	20
5	J/502/4903	Parenting Awareness	Entry 1	2	20
6	K/502/4912	Environmental Awareness	Entry 1	2	20
Unit number	Unit reference number	Group 3 – Entry 3 units	Level	Credit	Guided learning hours
36	Y/502/3884	Art and Design: Explore Two Dimensions	Entry 3	3	30
37	H/502/3886	Art and Design: Discovering Three Dimensions	Entry 3	3	30
38	K/502/4697	Caring for a Baby from Birth to Six Months	Entry 3	2	20
39	J/600/0711	Basic Food Preparation	Entry 3	2	20
40	Y/502/4808	Basic Cooking	Entry 3	2	20

Unit number	Unit reference number	Group 3 – Entry 3 units	Level	Credit	Guided learning hours
41	Y/502/0614	Check that a Small Animal is Healthy	Entry 3	3	30
42	R/502/0613	Assist with Catching and Restraining a Small Animal	Entry 3	2	20
43	D/502/0615	Groom a Small Animal	Entry 3	2	20
44	K/505/1317	Horticulture: Introduction to Pruning Trees and Shrubs	Entry 3	3	30
45	T/502/3682	Decorating Household Goods	Entry 3	3	30
46	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
47	Y/501/7244	Taking Part in Sport	Entry 3	3	30
48	A/504/9152	Taking Part in Exercise and Fitness Activities	Entry 3	3	30
49	J/502/3699	Planning for and Taking Part in a Visit	Entry 3	3	30
50	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
51	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
52	R/503/2826	Producing a Product	Entry 3	1	10
53	J/503/2824	Planning an Enterprise Activity	Entry 3	1	10
54	L/503/2825	Running an Enterprise Activity	Entry 3	1	10

## Pearson Edexcel Entry Level Certificate in Skills for Independence and Work (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
Minimum number of credits that must be achieved from Group 1	7
Any remaining credit may be achieved from Groups 1, 2 or 3	

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
7	Y/601/2183	Travelling: Using Public Transport	Entry 2	3	30
8	T/505/0235	Personal Safety in the Community	Entry 2	3	30
9	H/601/2185	Investigating Health, Social and Emergency Services	Entry 2	3	30
10	A/505/0236	Shopping for Daily Living	Entry 2	3	30
11	R/600/1120	Hygiene and Safety in the Kitchen	Entry 2	2	20
12	M/601/2190	Cleaning, Washing, Drying and Storing Laundry	Entry 2	2	20
13	L/502/0450	Healthy Living	Entry 2	2	20
14	Y/502/0452	Managing Own Money	Entry 2	2	20
15	A/601/2192	Personal Skin Care	Entry 2	2	20
16	F/601/2193	Personal Hand Care	Entry 2	2	20
17	J/601/2194	Personal Hair Care	Entry 2	2	20
18	F/601/2209	Food Preparation and Cooking at Home	Entry 2	3	30
19	A/502/0654	Parenting Awareness	Entry 2	2	20
20	A/601/2211	Caring for Pets at Home	Entry 2	3	30
21	F/601/2212	Growing Plants	Entry 2	3	30
22	K/505/0247	Helping to Maintain a Garden	Entry 2	3	30
23	M/505/2048	Producing a Product	Entry 2	3	30
24	Y/502/0449	Community Action	Entry 2	2	20
25	T/505/0249	Participating in the Care of a Motor Vehicle	Entry 2	3	30
26	H/601/2218	Participating in Sport in the Local Community	Entry 2	3	30

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
27	D/601/2220	Participating in an Enterprise Activity	Entry 2	3	30
28	M/505/0251	Being a Customer	Entry 2	3	30
29	F/503/9142	Discovering the Retail Workplace	Entry 2	3	30
30	F/503/9156	Using and Maintaining Hand Tools for Gardening	Entry 2	3	30
31	J/505/0241	Wrapping Flowers and Plants	Entry 2	3	30
32	T/503/9171	Recycling and Managing Packaging Waste	Entry 2	2	20
33	R/505/0243	Exploring Art	Entry 2	3	30
34	Y/505/0244	Exploring Dance	Entry 2	3	30
35	D/505/0245	Exploring Music	Entry 2	3	30
Unit number	Unit reference number	Group 2 – Entry 1 units	Level	Credit	Guided learning hours
1	A/502/4882	Community Action	Entry 1	2	20
2	F/502/4916	Personal Safety in the Home and Community	Entry 1	2	20
3	D/502/4910	Making the Most of Leisure Time	Entry 1	2	20
4	F/502/4883	Healthy Living	Entry 1	2	20
5	J/502/4903	Parenting Awareness	Entry 1	2	20
6	K/502/4912	Environmental Awareness	Entry 1	2	20
Unit	Unit reference number	Group 3 – Entry 3 units	Level	Credit	Guided learning hours
36	Y/502/3884	Art and Design: Explore Two Dimensions	Entry 3	3	30
37	H/502/3886	Art and Design: Discovering Three Dimensions	Entry 3	3	30
38	K/502/4697	Caring for a Baby from Birth to Six Months	Entry 3	2	20
39	J/600/0711	Basic Food Preparation	Entry 3	2	20
40	Y/502/4808	Basic Cooking	Entry 3	2	20
41	Y/502/0614	Check that a Small Animal is Healthy	Entry 3	3	30
42	R/502/0613	Assist with Catching and Restraining a Small Animal	Entry 3	2	20

Unit	Unit reference number	Group 3 – Entry 3 units	Level	Credit	Guided learning hours
43	D/502/0615	Groom a Small Animal	Entry 3	2	20
44	K/505/1317	Horticulture: Introduction to Pruning Trees and Shrubs	Entry 3	3	30
45	T/502/3682	Decorating Household Goods	Entry 3	3	30
46	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
47	Y/501/7244	Taking Part in Sport	Entry 3	3	30
48	A/504/9152	Taking Part in Exercise and Fitness Activities	Entry 3	3	30
49	J/502/3699	Planning for and Taking Part in a Visit	Entry 3	3	30
50	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
51	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
52	R/503/2826	Producing a Product	Entry 3	1	10
53	J/503/2824	Planning an Enterprise Activity	Entry 3	1	10
54	L/503/2825	Running an Enterprise Activity	Entry 3	1	10

## Pearson Edexcel Entry Level Diploma in Skills for Independence and Work (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved from Group 1	19
Remaining credits may be achieved from Groups 1, 2 or 3	

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
7	Y/601/2183	Travelling: Using Public Transport	Entry 2	3	30
8	T/505/0235	Personal Safety in the Community	Entry 2	3	30
9	H/601/2185	Investigating Health, Social and Emergency Services	Entry 2	3	30
10	A/505/0236	Shopping for Daily Living	Entry 2	3	30
11	R/600/1120	Hygiene and Safety in the Kitchen	Entry 2	2	20
12	M/601/2190	Cleaning, Washing, Drying and Storing Laundry	Entry 2	2	20
13	L/502/0450	Healthy Living	Entry 2	2	20
14	Y/502/0452	Managing Own Money	Entry 2	2	20
15	A/601/2192	Personal Skin Care	Entry 2	2	20
16	F/601/2193	Personal Hand Care	Entry 2	2	20
17	J/601/2194	Personal Hair Care	Entry 2	2	20
18	F/601/2209	Food Preparation and Cooking at Home	Entry 2	3	30
19	A/502/0654	Parenting Awareness	Entry 2	2	20
20	A/601/2211	Caring for Pets at Home	Entry 2	3	30
21	F/601/2212	Growing Plants	Entry 2	3	30
22	K/505/0247	Helping to Maintain a Garden	Entry 2	3	30
23	M/505/0248	Producing a Product	Entry 2	3	30
24	Y/502/0449	Community Action	Entry 2	2	20
25	T/505/0249	Participating in the Care of a Motor Vehicle	Entry 2	3	30
26	H/601/2218	Participating in Sport in the Local Community	Entry 2	3	30

Unit number	Unit reference number	Group 1 – Entry 2 units	Level	Credit	Guided learning hours
27	D/601/2220	Participating in an Enterprise Activity	Entry 2	3	30
28	M/505/0251	Being a Customer	Entry 2	3	30
29	F/503/9142	Discovering the Retail Workplace	Entry 2	3	30
30	F/503/9156	Using and Maintaining Hand Tools for Gardening	Entry 2	3	30
31	J/505/0241	Wrapping Flowers and Plants	Entry 2	3	30
32	T/503/9171	Recycling and Managing Packaging Waste	Entry 2	2	20
33	R/505/0243	Exploring Art	Entry 2	3	30
34	Y/505/0244	Exploring Dance	Entry 2	3	30
35	D/505/0245	Exploring Music	Entry 2	3	30
Unit number	Unit reference number	Group 2 – Entry 1 units	Level	Credit	Guided learning hours
1	A/502/4882	Community Action	Entry 1	2	20
2	F/502/4916	Personal Safety in the Home and Community	Entry 1	2	20
3	D/502/4910	Making the Most of Leisure Time	Entry 1	2	20
4	F/502/4883	Healthy Living	Entry 1	2	20
5	J/502/4903	Parenting Awareness	Entry 1	2	20
6	K/502/4912	Environmental Awareness	Entry 1	2	20
Unit number	Unit reference number	Group 3 – Entry 3 units	Level	Credit	Guided learning hours
36	Y/502/3884	Art and Design: Explore 2 Dimensions	Entry 3	3	30
37	H/502/3886	Art and Design: Discovering 3 Dimensions	Entry 3	3	30
38	K/502/4697	Caring for a Baby from Birth to Six Months	Entry 3	2	20
39	J/600/0711	Basic Food Preparation	Entry 3	2	20
40	Y/502/4808	Basic Cooking	Entry 3	2	20
41	Y/502/0614	Check that a Small Animal is Healthy	Entry 3	3	30

Unit number	Unit reference number	Group 3 – Entry 3 Units	Level	Credit	Guided learning hours
42	R/502/0613	Assist with Catching and Restraining a Small Animal	Entry 3	2	20
43	D/502/0615	Groom a Small Animal	Entry 3	2	20
44	K/505/1317	Horticulture: Introduction to Pruning Trees and Shrubs	Entry 3	3	30
45	T/502/3682	Decorating Household Goods	Entry 3	3	30
46	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
47	Y/501/7244	Taking Part in Sport	Entry 3	3	30
48	A/504/9152	Taking Part in Exercise and Fitness Activities	Entry 3	3	30
49	J/502/3699	Planning for and Taking Part in a Visit	Entry 3	3	30
50	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
51	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
52	R/503/2826	Producing a Product	Entry 3	1	10
53	J/503/2824	Planning an Enterprise Activity	Entry 3	1	10
54	L/503/2825	Running an Enterprise Activity	Entry 3	1	10

## 5 Assessment

The table below summarises of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Pearson website. See *Section 12, Further information and useful publications*, for further details.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

---

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 and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses the qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards.

It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship (single click registration)
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of a qualification outside an apprenticeship
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website [www.Pearson.com](http://www.Pearson.com).

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

## 9 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson Edexcel qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

# 11 Units

## Unit format

Units have the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

## Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

## Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

## Information for tutors

This section gives tutors' information on delivery and assessment. It usually contains the following sub-sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# Unit 1: Community Action

**Unit reference number:** A/502/4882

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

The aim of this unit is to encourage learners to recognise and access local community advice centres and understand the importance of asking for help.

## Unit introduction

The work carried out within the community by a range of organisations such as community advice centres and charities, often staffed by volunteers, makes a vital contribution to modern day society. This unit aims to make learners aware of the importance of this work and its relevance to their own lives.

For learning outcome 1, learners will consider the different roles played by local councils, organisations, community projects and groups. They will see the range of issues tackled by volunteers and look in more detail at one community activity.

For learning outcome 2, learners need to identify a situation in which they might require help and support and the organisation(s) they could seek this help and support from.

## Essential resources

Learners must have access to the internet as much of the research for this unit is carried out electronically.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise who to go to for help	1.1	Identify who can give them help/advice in their centre or in their local community	<ul style="list-style-type: none"> <li>□ <i>Identification of groups who might need support:</i> categories of people who may need extra help and support, e.g. families, carers, older people, parents of young children, people with disabilities, ex-offenders, bereaved people, pre-school children; categories assisted by specialist charities</li> <li>□ <i>Identification of local community advice centres:</i> how to identify local community groups, e.g. internet, local press; importance of volunteers in modern society; identifying support and advice available within learning establishment e.g. from tutor, senior tutor, careers adviser, counsellor</li> <li>□ <i>Who can give advice:</i> local council; local community groups, e.g. carers groups, parent groups; Citizens Advice Bureau; charities, e.g. Age UK, Carers UK</li> <li>□ <i>Investigation of preferred local group:</i> selecting local group of personal interest to learner; investigating e.g. group's aims, logo, projects</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate how they can access help	2.1	Identify a situation where they might need help	<ul style="list-style-type: none"> <li>□ <i>Situations in which help might be required</i>: situations where help might be required, e.g. lost, family breakdown, alcoholism, smoking, sexual issues, pregnancy, caring for a family member, concerns over being adopted or fostered, abusive relationships, careers advice, study skills development, boredom, drugs</li> </ul>
		2.2	Demonstrate how to get help in their centre or in their local community	<ul style="list-style-type: none"> <li>□ <i>Ways to obtain help</i>: identifying community organisation(s) offering relevant help and support for specified issues; identifying individuals within the learning establishment; methods of contacting, e.g. face to face, telephone, text message, internet; arrangements for meeting an adviser, e.g. making appointment, drop-in services, crisis</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of strategies to enable learners to relate the content of the unit to real life. DVDs, photographs and visiting speakers will help learners understand the relevance of the unit to their own experiences. Other learning strategies such as classroom-based games, quizzes and interactive games can be used to meet a range of learning styles. Practical tasks taking learners outside the classroom to visit local groups will help to broaden their experiences.

Many of these activities would best be facilitated by a tutor or a learning assistant working with pairs or small groups of learners. This will give all learners the chance to contribute and to ensure that no discriminatory comments are allowed to pass unchecked. Some of the topics might be personally difficult for some learners and need to be handled sensitively.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – thought-shower of as many different groups of people within the community learners can name, e.g. families, carers, older people, parents of young children, people with disabilities, e.g. offenders, bereaved people, pre-school children, people who don't speak English fluently; first in pairs then plenary.

Activity – tutor puts these groups onto slips of paper, one for each pair of learners. Pairs then divide the slips into two sets – groups which might need extra help and support in their daily lives and why, and groups which would rarely need extra help.

In discussion, and with guidance, learners should realise that any individual could potentially need extra help in a particular situation.

Activity – a guided, tutor-led project to find out about community action groups.  
Learners:

- look at the web page of the local borough council or county council
- make a list of the services provided by the council, paid for by local taxpayers
- look at the community section of the local council website to see the projects being organised by the local council; check the work of drop-in centres for information: [www.communityhelpers.co.uk/dropin-centres-how-work-who-can-help.html](http://www.communityhelpers.co.uk/dropin-centres-how-work-who-can-help.html) and local examples such as [www.healthyeastleigh.org.uk/hIn-1374](http://www.healthyeastleigh.org.uk/hIn-1374).

Activity – thought-shower the names of any charities learners can think of, which may include medical, animal, environmental, developing world etc.

Activity – discuss the fact that some of the work carried out by these charities uses volunteers.

Activity – visit from an on-site provider of support, e.g. senior tutor, careers adviser, personal adviser or counsellor to explain the support and advice offered within the learning centre.

Activity – if possible, visit at least one local community project or group or invite a

## Topic and suggested assignments/activities

representative into the classroom, so that learners can speak with volunteers or staff for first-hand evidence about the work they do.

Assessment – learners choose a community activity in the local area and create a poster or PowerPoint page showing the name and logo of the group, together with an explanation using words and/or pictures of what it does (learning outcome 1).

Activity – thought-shower specific situations where help might be needed, e.g. family breakdown, alcoholism, smoking, sexual issues, pregnancy, caring for a family member, concerns over being adopted or fostered, abusive relationships, careers advice, boredom, drugs, bullying.

Activity – show a video clip such as [www.youtube.com/watch?v=WFHTHGb8tJM](http://www.youtube.com/watch?v=WFHTHGb8tJM) to illustrate the extreme emotions associated with a family break up and violence or show the clip [www.youtube.com/watch?v=I3nVUwf3gv8](http://www.youtube.com/watch?v=I3nVUwf3gv8) in which Eminem discusses his drug dependency.

Use [www.bullying.co.uk](http://www.bullying.co.uk) or [www.childline.org.uk](http://www.childline.org.uk) to promote discussion on bullying.

Learners discuss the situations illustrated and consider the effects on various people, e.g. family members, friends.

Activity – learners select a card from those offered, with each card giving a different scenario about a person of a similar age to their own, with a little background information including a specific problem. This could be largely in picture or cartoon format. Learners must work in pairs or small groups to identify the issue and the consequences that might ensue if the issue is not resolved, e.g. a young person with an unhappy home life might run away from home, sleep rough, steal to get money for food.

Activity – learners in their pairs/groups should then identify an agency or group which could offer help for the particular scenario on their card.

Activity – learners list different ways in which agencies can be contacted in case of need, e.g. face to face, telephone, text, internet.

Activity – finally, learners should consider the progress of the character if they did access help and advice, e.g. unhappy home life, mediation from agency, attendance at youth drop-in centre where they make friends.

Assessment – learners identify to the tutor a situation in which help might be needed. They then talk about how the help could be accessed from either the centre of learning or the local community (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners must identify who can give them help in their centre or local community. Learners can create a poster or a single PowerPoint slide and use hand-drawn pictures, cut and stick illustrations, or download illustrations from the internet. Some learners may wish to include written labels or explanations, whilst others may limit the written element to the name of the project.

Assessment criteria 2.1 and 2.2 would be covered in one tutor interview where learners identify a situation in which help might be required and a local person/group from whom help could be sought, either within the learning centre or in the local community. Learners need to demonstrate how to get help, this could be through preparing an email or text message or through a one-to-one discussion supported by a signed witness statement. Learners might wish to choose an issue of personal interest or they may prefer to discuss a fictional situation.

## Indicative resource materials

### Other

Leaflets from local councils, local voluntary support groups and local community action groups can be obtained from various sources, or through libraries, Connexions or local youth and careers advisers.

### Websites

<a href="http://www.ageuk.org.uk/">www.ageuk.org.uk/</a>	Age UK – advice on services for the elderly
<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>	Bullying UK – advice on how to deal with bullying
<a href="http://www.carersuk.org">www.carersuk.org</a>	Carers UK – advice on services for carers
<a href="http://www.childline.org.uk">www.childline.org.uk</a>	ChildLine – advice on a range of issues including abuse, bullying, homes and families, crime, health, racism
<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>	Citizens Advice Bureau – advice on problems such as legal and money problems
<a href="http://www.communitymoneyadvice.com">www.communitymoneyadvice.com</a>	Community Money Advice – charity enabling community groups to establish debt advice centres
<a href="http://www.communityhelpers.co.uk/">www.communityhelpers.co.uk/</a>	Community Helpers – resources on local community projects
<a href="http://youthaccess.org.uk/">youthaccess.org.uk/</a>	Advice and counselling for young people

## **Unit 2: Personal Safety in the Home and Community**

**Unit reference number: F/502/4916**

**Level: Entry 1**

**Credit value: 2**

**Guided learning hours: 20**

---

### **Unit aim**

The aim of this unit is to develop learner understanding of personal safety in the home and the community. This unit aims to develop the knowledge and skills in these areas within the context of the learner's own world and experiences.

### **Unit introduction**

Knowing how to take responsibility for personal safety in the home is a significant step in the acquisition of independent living skills. An awareness of how to keep safe at home, and being able to use simple household utensils safely will enable individuals to prevent accidents, keep their home clean and safe and prepare food and drinks for themselves.

Understanding how to travel safely to make a journey to a familiar destination provides opportunities for increased independence and enables learners to begin to develop the skills required to participate as members of their community.

For learning outcome 1, learners will explore ways to keep safe in the home and demonstrate their ability to use household utensils safely.

For learning outcome 2, learners will identify risks associated with making journeys and show how to make a simple journey to a familiar destination

### **Essential resources**

Learners need access to simple household utensils and be given the opportunity to make a simple journey.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to demonstrate ways to keep themselves safe when in the home	1.1	Identify safety tips for the following areas of the home: kitchen, living room, bathroom	<ul style="list-style-type: none"> <li>□ <i>Safety tips:</i> kitchen, e.g. clean spills on floor, turn off taps after use, dry hands before turning on electrical appliances, types of food to be stored in refrigerator and at which level; living room, e.g. use a fireguard, do not overload electrical sockets, keep floor clear of electrical wires; bathroom, e.g. check water temperature before getting into bath, use a non-slip mat when showering, do not use electrical items such as hairdryers, electric heaters, radios in the bathroom; smoke alarms</li> </ul>
		1.2	Demonstrate safe practices when using simple household utensils	<ul style="list-style-type: none"> <li>□ <i>Safe use of household utensils:</i> kitchen, e.g. use a small kitchen knife, use a tin opener, use a kettle, use an iron, use a toaster; living room, e.g. use a vacuum cleaner, turn a gas/electric fire on and off; bedroom, e.g. use a hairdryer</li> </ul>
2	Understand how to keep themselves safe when travelling around	2.1	Identify some of the risks that they might face when out and about	<ul style="list-style-type: none"> <li>□ <i>Risks out and about:</i> relevant to travel in the local community, e.g. road traffic accidents, getting lost, getting on the correct bus/train, getting off the bus/train at the correct stop, 'stranger danger', using cashpoints, losing personal belongings</li> </ul>
		2.2	Demonstrate that they can make a simple journey 'on their own' to an agreed, familiar destination	<ul style="list-style-type: none"> <li>□ <i>Making journeys:</i> relevant to travel in the local community, e.g. stages in route, selecting road-crossing point, using formal pedestrian crossing, waiting at bus stop, selecting correct bus, selecting correct stop to alight bus</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit and tutors have the opportunity to use a wide range of resources to enable learners to relate the content of the unit to their own lives and experiences. These include DVDs, photographs, use of an interactive whiteboard to display images with text, interactive games/activities, simulations, visits and guest speakers. Practical sessions with carefully staged demonstrations and easy-to-follow stages will give learners opportunities to develop their skills in a safe, controlled environment, as learners at this level often lack confidence and practical skills.

A personalised learning approach will ensure that individual learner needs, interests and preferences are taken into account. Tutors will need to plan for differences, offering higher levels of support or extra challenge for those learners who need it. Sufficient time will need to be built into delivery to ensure learners are able to progress at their own rate. Learners will benefit from intensive support and direction and regular review and feedback sessions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – one-to-one activity using photographs to identify safe and unsafe familiar situations in areas of the home.

Activity – demonstration of different safety tips in simulated or real situations.

Activity – practical – learners practise identifying ways to keep safe in different areas of the home in situations which relate to experiences in their own homes.

Assessment – identify safety tips in the kitchen, living room, bathroom (learning outcome 1).

Activity – demonstration in staged steps of safe use of simple household utensils (which are relevant to learner's own home environment).

Activity – practical – learners practise using household utensils in simulated or real situations, with support, prompts and encouragement during tasks.

Activity – one-to-one tutorials to provide review and feedback.

Assessment – learners demonstrate safe practices when using simple household utensils (learning outcome 1).

## Topic and suggested assignments/activities

Activity – small-group activity identifying risky situations when travelling in the local community (familiar to learners) using photographs or video footage of learners' own journeys to help them to relate to their own experiences.

Activity – learners make supervised, familiar journeys to identify risks.

Activity – learners practise making familiar journeys with support, prompts and encouragement.

Activity – one-to-one tutorials to provide review and feedback.

Assessment – learners identify some risks faced when out and about and make a simple journey 'on their own' to an agreed, familiar destination (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, the learner needs to communicate information about at least one way to keep safe in a kitchen, a living room and a bathroom. Evidence may be presented as bullet points or simple written sentences, with the help of readers/scribes as required, with supporting signatures that the evidence presented is learners' own work. Observation records providing evidence of achievement which may include supporting/additional evidence such as audio/video tapes or photographs may be used to demonstrate that the criterion has been met.

Assessment criterion 1.2 requires the learner to show that they are able to use at least two familiar simple household utensils safely. Observation records providing evidence of achievement which may include supporting/additional evidence such as audio/video tapes or photographs may be used to demonstrate that the criterion has been met.

For assessment criterion 2.1, the learner needs to communicate information about at least two risks relevant to their own travel. Evidence may be presented as simple written sentences, with the help of readers/scribes as required, with supporting signatures that the evidence presented is learners' own work. Observation records providing evidence of achievement can be used to demonstrate that the criterion has been met and can include supporting/additional evidence such as audio/video tapes, photographs.

To meet assessment criterion 2.2, the learner needs to show that they are able to make a safe journey to a familiar destination, without prompts. Observation records will be required to provide evidence of achievement, for example supporting/additional evidence such as audio/video tapes, and photographs can be used to demonstrate that the criterion has been met.

## Indicative resource materials

### Websites

<a href="http://www.homesafetygame.com">www.homesafetygame.com</a>	Home Safety Game – interactive home safety game
<a href="http://www.nationwideeducation.co.uk/safety-education/home-safety/students">www.nationwideeducation.co.uk/safety-education/home-safety/students</a>	Nationwide Education – games, worksheets, factsheets
<a href="http://www.rospa.org.uk">www.rospa.org.uk</a>	Royal Society for the Prevention of Accidents – resources, quizzes
<a href="http://www.sensoryworld.org/kitchen_safety.html">www.sensoryworld.org/kitchen_safety.html</a>	Sensory World – interactive activity – safety in the kitchen

## **Unit 3: Making the Most of Leisure Time**

**Unit reference number: D/502/4910**

**Level: Entry 1**

**Credit value: 2**

**Guided learning hours: 20**

---

### **Unit aim**

The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they like to do in their leisure time.

### **Unit introduction**

Establishing a sensible work-life balance is an essential part of developing a healthy lifestyle. This unit aims to help learners to consider how best to use their leisure time.

Learning outcome 1 explores the availability of leisure time within the constraints of work, study and domestic tasks. Learners will explore the range of leisure activities available to them and identify an activity they already enjoy and its benefits to them.

For learning outcome 2, learners to take part in one activity and identify the benefits they gained from the activity and what they liked about it.

### **Essential resources**

Tutors will need either appropriate leisure resources for use in the classroom or transport and staffing to allow learners to participate in a leisure activity outside the classroom, possibly within the centre but ideally somewhere in the local area.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise local leisure facilities	1.1	Identify three different leisure facilities in their local area	<ul style="list-style-type: none"> <li>□ <i>Leisure</i>: definition of leisure time versus essential activities, identifying range of potential leisure activities, e.g. walking, swimming, sports activities, visiting friends and/or family, going to cinema, gardening, cooking, crafts</li> <li>□ <i>Leisure facilities</i>: identification of leisure facilities in the local area, e.g. swimming pool, ice rink, skate park, recreation ground, children’s play area, park, open countryside, woodland, sports clubs, bowling alley, ski slope, activity centre, football pitches, other sports facilities, cinema, garden, kitchen</li> </ul>
2	Be able to take part in leisure activities	2.1	Take part in a leisure activity that is relevant to them	<ul style="list-style-type: none"> <li>□ <i>Take part in a leisure activity</i>: how to take part in a leisure activity; resources required, e.g. facilities, cost, suitable clothing, suitable equipment if appropriate</li> </ul>
		2.2	Identify the benefits to themselves of taking part in the activity	<ul style="list-style-type: none"> <li>□ <i>Benefits of the leisure activity</i>: identification of benefits of participating in leisure activities, e.g. improved health, relaxation, challenge, social interaction, skill development, emotional wellbeing, intellectual development; identifying benefits of the leisure activity undertaken</li> </ul>
		2.3	Identify what they liked about the activity	<ul style="list-style-type: none"> <li>□ <i>Likes and dislikes</i>: identifying activities enjoyed; identifying benefits gained from the activities; identifying reasons for personal satisfaction; identifying activities not enjoyed; identifying reasons for dissatisfaction; ways to improve enjoyment</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of resources to enable learners to relate the content of the unit to real life. DVDs, photographs and visiting speakers will help learners understand the relevance of the unit to their own experiences. Other learning resources such as classroom-based games, quizzes and interactive games can be used to meet a range of learning styles.

Practical tasks taking learners outside the classroom to pursue their leisure activities will help to broaden their experiences.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – as a group, learners draw up a list of all the essential things they have to do on a week day, e.g. personal hygiene, domestic chores, cooking, shopping, travel, work, study.

Activity – discuss the time available for leisure activities in an average day/week.

Activity – as a group, create a definition of 'leisure' which should be displayed in the classroom.

Activity – card selection. In pairs, divide up sets of picture cards into leisure activities and essential tasks.

Plenary activity – discuss choices made, e.g. cookery might be leisure or essential and give reasons for those choices.

Activity – carry out a survey within the learning centre to see how many local leisure facilities other learners are able to name.

Activity – in the classroom, create an exploded map with annotations showing the various leisure facilities available in the locality.

Assessment – learners should be able to identify three different leisure facilities available within their local area (learning outcome 1).

Activity – learners create a PowerPoint slide with illustrations of different leisure activities which could be done in the local area. As an alternative, learners could draw and label a poster or cut and stick pictures from newspapers or magazines to illustrate different activities.

Activity – tutor input on the vocabulary relating to the benefits of participating in leisure activities, e.g. improved health, relaxation, challenge, social interaction, skill development, emotional wellbeing, intellectual development. Give out cards with these words for learners to match to the picture cards of leisure activities used in the earlier task.

Activity – discuss the matches made, giving reasons for choices, showing that many different benefits might accrue from a single activity.

Activity – add the new vocabulary to the PowerPoint slide or poster.

## Topic and suggested assignments/activities

Activity – discuss the resources required to take part in leisure activities, e.g. money, transport, kit, other people.

Activity – decide which leisure activity to take part in.

Assessment – learners participate in at least one session, observed by tutor (learning outcome 2).

Activity – plenary to identify the benefits of the activity undertaken.

Assessment activity – create a pie chart showing the various benefits experienced, e.g. with an outline chart provided by the tutor, together with a selection of vocabulary cards to cut and stick (learning outcome 2).

Assessment: learners identify what it was that they enjoyed about the activity (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criterion 1.1 can be assessed through a one-to-one tutor interview, ensuring that learners can identify at least three local leisure facilities.

Assessment criterion 2.1 involves the tutor organising practical, appropriate activities taking into account availability of specialist staff, facilities in the local area, cost and transport. It may be necessary to organise more than one activity so that all learners can have relevant and appropriate experiences. Observation records and/or witness statements confirming that learners have participated in the activities must be retained for verification purposes.

Assessment criterion 2.2 can be met by creating the pie chart suggested in the outline learning plan, or by creating a poster or a single PowerPoint slide.

Assessment criterion 2.3 can be met through a tutor interview accompanied by a tutor observation record.

## Indicative resource materials

### Websites

Local authority websites for leisure facilities and activities in the local area.

[www.applegategardens.co.uk](http://www.applegategardens.co.uk)

Gardening tips and advice for beginners

[www.outdoor-sport-leisure.net](http://www.outdoor-sport-leisure.net)

Advice on different types of individual sport

[www.startsewing.co.uk](http://www.startsewing.co.uk)

Advice on all aspects of sewing

[www.timeoutdoors.com](http://www.timeoutdoors.com)

Advice on outdoor sports

[Scrapbook.channel4.com](http://Scrapbook.channel4.com)

Channel 4 – craft ideas with videos

## **Unit 4: Healthy Living**

**Unit reference number: F/502/4883**

**Level: Entry 1**

**Credit value: 2**

**Guided learning hours: 20**

---

### **Unit aim**

This unit aims to introduce learners to a healthy lifestyle by helping them to identify harmful activities and encouraging them to participate in an activity to support a healthy lifestyle.

### **Unit introduction**

Leading a healthy lifestyle contributes to personal, social and emotional wellbeing and helps individuals to function well in life, learning and work. Being able to make decisions on positive changes to personal lifestyles gives individuals autonomy. It also gives them skills to take responsibility for their own health and wellbeing and to make healthy lifestyle choices in the future. This unit aims to develop knowledge and skills to enable learners, with support and guidance, to begin to take some positive action in relation to their own health and exercise choices.

For learning outcome 1, learners are introduced to what is needed to lead a healthy lifestyle.

For learning outcome 2, learners participate in an activity which contributes to a healthy lifestyle.

### **Essential resources**

Learners need to be able to participate in an activity which contributes to a healthy lifestyle.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise what is needed to lead a healthy lifestyle	1.1	Identify at least two different things they can do to contribute to a healthy lifestyle	<ul style="list-style-type: none"> <li>□ <i>Leading a healthy lifestyle:</i> sensible eating, e.g. '5 a day', reduce sugary, fatty snacks, portion size; exercise, e.g. be active for 30 minutes, five times each week, use stairs rather than lift, choose active hobbies, such as swimming, walking, dancing; not smoking; keep alcohol intake to recommended limits; personal hygiene; dental health, e.g. clean teeth twice a day, visit dentist regularly; get enough sleep; not smoking; not taking illegal drugs</li> </ul>
2	Demonstrate how they can contribute to a healthy lifestyle	2.1	Participate in an activity to contribute to a healthy lifestyle	<ul style="list-style-type: none"> <li>□ <i>Activities to contribute to a healthy lifestyle:</i> appropriate activities, e.g. prepare a healthy snack, plan a healthy meal, go for a run, go for a walk, go swimming, go to a gym session, go swimming, take part in a dance activity</li> </ul>

## Information for tutors

---

### Delivery

For this practical unit, tutors have the opportunity to use a wide range of resources to motivate learners to make decisions and take action to improve their health by making changes to their lifestyle. DVDs, photographs, an interactive whiteboard to display images with text, interactive games/activities and simulations may be used to help learners to relate the content of the unit to their own experiences. Visits and guest speakers, demonstrations and practical sessions will give learners the opportunity to be introduced to and participate in a range of activities which could contribute to a healthy lifestyle.

A personalised learning approach will be needed to ensure that individual learner needs, interests and preferences are taken into account. Learners at this level often lack confidence and may need considerable support and encouragement.

Sufficient time will need to be built into the delivery to ensure that individuals are given intensive support to enable them to succeed.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – one-to-one activity using photographs/DVDs to identify healthy lifestyles. Tutor to pose questions – ‘What is this person doing which will help them to be healthy?’ ‘Is this a healthy activity?’ ‘Would you stay healthy if you eat this for breakfast every day?’

Activity – learners select food for a healthy meal and a healthy snack from a range of options (using photographs, images on an interactive whiteboard or during a visit to a supermarket).

Activity – practical – learners prepare a healthy snack (sandwich, smoothie).

Activity – guest speaker – dentist/dental hygienist to speak about dental health.

Activity – visit to gymnasium to observe demonstration of fitness equipment.

Activity – practical – group participates in a keep fit/dance session.

Activity – guest speaker – practice nurse to speak about support for stopping smoking.

Activity – one-to-one tutorial to plan actions to improve own health.

Assessment – learners identify two different things they can do to contribute to a healthy lifestyle (learning outcome 1). Participate in an activity to contribute to a healthy lifestyle (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners will need to identify least two ways in which they could take action to improve their health. Two different ways will need to be given, for example one action relating to healthy eating, another relating to exercise. An observation record from the tutor giving evidence of achievement during a tutorial may be provided as evidence that the learner has met the assessment requirements. Evidence may be presented as a list, with the help of readers/scribes as required, with supporting signatures that the evidence presented is learners' own work.

For assessment criterion 2.1, the learner will need to provide evidence of their participation in a healthy lifestyle activity. Evidence can be gathered throughout the unit and presented as observation records which provide evidence of achievement. Supporting/additional evidence such as audio/video tapes and photographs can be included to help demonstrate that the criterion has been met.

## Indicative resource materials

### Websites

<a href="http://www.bbc.co.uk/health/healthy_living">www.bbc.co.uk/health/healthy_living</a>	BBC – healthy living
<a href="http://www.makingsenseofhealth.org.uk">www.makingsenseofhealth.org.uk</a>	Department of Health – teaching resources
<a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a>	Change 4 Life – government backed campaign to <i>eat well – move more – live longer</i>
<a href="http://www.nhs.uk/livewell/Pages/Livewellhub.aspx">www.nhs.uk/livewell/Pages/Livewellhub.aspx</a>	NHS – advice on healthy living
<a href="http://www.takelifeon.co.uk">www.takelifeon.co.uk</a>	Scottish government – tips for diet and exercise

## **Unit 5: Parenting Awareness**

**Unit reference number: J/502/4903**

**Level: Entry 1**

**Credit value: 2**

**Guided learning hours: 20**

---

### **Unit aim**

This unit aims to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.

### **Unit introduction**

Caring for a baby places considerable emotional and financial demands on parents. It is essential, therefore, to be aware of the pressures involved and the sources of help, support and advice available to parents to enable them to contribute effectively to their family and community. This unit aims to develop learners' awareness in these key areas.

For learning outcome 1, learners will explore how having a baby places demands on parents and consider the clothes and equipment that a new baby needs.

Learners will explore the help available to new parents for learning outcome 2.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Demonstrate an awareness of the demands of having a baby	1.1	Identify a way in which having a baby can be demanding for new parents	<ul style="list-style-type: none"> <li>□ <i>Demands on parents</i>: baby dependent for all care needs, e.g. feeding, changing; care needed frequently night and day; tiring for parents; worrying when baby cries, e.g. when hungry, if unwell, uncomfortable</li> </ul>
		1.2	Identify some material things a baby needs	<ul style="list-style-type: none"> <li>□ <i>Material needs</i>: clothing, e.g. babygrows, nappies; somewhere to sleep, e.g. cot, bedding; pushchair; feeding equipment, e.g. bottles; bath; car seat; toys; safety equipment, e.g. stair gates</li> </ul>
2	Demonstrate an awareness of the sources of help and support available for parents	2.1	Identify a source of help for new parents	<ul style="list-style-type: none"> <li>□ <i>Sources of help</i>: health advice, e.g. midwife, health visitor, general practitioner (GP), NHS direct; help with caring, e.g. family, friends, neighbours; financial, e.g. child benefit; childcare, e.g. childminder, Sure Start centre; social worker; helpline, e.g. Cry-sis, Parentline Plus</li> </ul>

## Information for tutors

---

### Delivery

A personalised learning approach will ensure that individual learner needs and experiences are taken into account. Tutors have the opportunity to use a wide range of resources to help learners relate to the content of the unit. These include DVDs, photographs, an interactive whiteboard to display images with text, interactive games/activities, simulations, visits and guest speakers.

Tutors will need to plan for differences, offering higher levels of support or extra challenge for those learners who need it. Sufficient time will need to be built into the delivery to ensure learners are able to progress at their own rate. Learners will benefit from intensive support and direction and regular review and feedback sessions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – watch a DVD of new baby. One-to-one question and answer session. 'What will this baby need from the parent?' 'Will the baby need feeding during the night?' 'How often will the baby need a clean nappy?'

Activity – simulation – computerised baby which has been programmed to cry frequently. Learners practise, in pairs, comforting the 'baby' and discuss with the tutor 'Did you know what the baby wanted when it cried?' 'How would you feel if the baby cried all night?'

Assessment – learners identify a way in which having a baby can be demanding for new parents (learning outcome 1).

Activity – one-to-one activity using photographs to identify the equipment needed for a baby.

Activity – guest speaker with a baby to demonstrate care routines, e.g. feeding, nappy changing, or DVD of a baby being bathed ([www.howto.tv/show/how\\_to\\_bath\\_a\\_baby](http://www.howto.tv/show/how_to_bath_a_baby)). Learners identify equipment used in a one-to-one discussion with tutor.

Activity – visit to a shop to select a toy for a baby.

Activity – make a poster with pictures of toys and equipment needed for a baby using images from catalogues or the internet.

Assessment – learners identify some material things a baby needs (learning outcome 1).

Assessment feedback, review and evaluation of unit.

## Topic and suggested assignments/activities

Activity – matching situations which require help with people who can provide it, e.g. mother with empty fridge/neighbour with shopping list, untidy house/partner vacuuming, baby with a rash/GP surgery (using interactive whiteboard to display images with text or photos with some text).

Activity – visit to child health clinic to observe babies being weighed and parents receiving health advice from health visitor, followed by one-to-one question and answer session about how the parents were helped and supported.

Assessment – learners identify a source of help for new parents (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To meet assessment criterion 1.1, the learner needs to identify one way that having a baby may be demanding for new parents. An observation record from the tutor giving evidence of achievement during a tutorial can be used as evidence that the learner has met the assessment requirements. Evidence may be presented as a list, with the help of readers/scribes as required, with supporting signatures that the evidence presented is learners' own work.

For assessment criterion 1.2, learners must identify different pieces of equipment or clothing that a baby needs. Evidence may be presented as an illustrated poster or as a list with the help of readers/scribes as required, with supporting signatures that the evidence presented is learners' own work.

To meet assessment criterion 2.1, learners need to identify one source of help for new parents. Evidence may be gathered throughout the unit and presented as observation records to provide evidence of achievement.

## Indicative resource materials

### Websites

<a href="http://www.cry-sis.org.uk">www.cry-sis.org.uk</a>	Cry-sis – helpline for parents with crying babies
<a href="http://www.familylives.org.uk">www.familylives.org.uk</a>	Family Lives – helpline for parents providing parenting advice
<a href="http://www.howto.tv/show/how_to_bath_a_baby">www.howto.tv/show/how_to_bath_a_baby</a>	How to TV – video of bathing a baby
<a href="http://www.mothercare.com">www.mothercare.com</a>	Mothercare – equipment for a new baby
<a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a>	NHS Direct
<a href="http://www.toysrus.co.uk">www.toysrus.co.uk</a>	Toys R Us – toys and equipment for a new baby

# Unit 6: Environmental Awareness

**Unit reference number:** K/502/4912

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

## Unit introduction

The sensible use and management of the Earth's resources are of key importance if we are to ensure a sustainable future for the planet. This unit aims to raise awareness of learners of how human behaviour can affect the environment.

For learning outcome 1, learners will consider some of the human actions that endanger the environment, such as water and air pollution and the squandering of water resources across the world.

For learning outcome 2, learners will consider the impact of human activity on the environment in their local area and how they are personally affected by it.

For learning outcome 3, learners will consider their own role, the practical steps they could take to minimise the damage to their local environment and how they could improve their local area. Ideally, they should be involved in a practical project to put their ideas into action.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Demonstrate an awareness of how the actions of humans affect the environment	1.1	Identify things that humans do that can spoil the environment	<ul style="list-style-type: none"> <li>□ <i>Pollution</i>: the ways in which human actions cause pollution of land, water and air</li> <li>□ <i>Wasting resources</i>: depletion of water resources; human uses of water, e.g. bathing, washing clothes; recycling</li> </ul>
2	Demonstrate an awareness of an environmental issue which affects their life	2.1	Identify an environmental issue which affects their life	<ul style="list-style-type: none"> <li>□ <i>Local research</i>: identifying environmental issues within the learning centre, e.g. dropping litter, wasting water, wasting paper; identifying environmental issues within the local community, e.g. litter in local waterways, fly tipping, use of weedkillers, exhaust fumes; identifying common themes identifying issues of personal concern</li> </ul>
		2.2	Say how this issue affects their life	
3	Demonstrate an awareness of how they could help the environment	3.1	Say what they could do to improve the environment	<ul style="list-style-type: none"> <li>□ <i>Ways to help the environment</i>: identifying ways in which learners could personally help the environment, e.g. monitoring of water use, litter picks, organisation of a recycling programme, organic gardening projects</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of resources to enable learners to relate the content of the unit to real life. DVDs, photographs and visiting speakers will help learners to understand the relevance of the unit to their own experiences. Other learning strategies such as games, quizzes and interactive games can be used to meet a range of learning styles.

Practical tasks taking learners outside the classroom to visit local groups will help to broaden their experience.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – tutor can use:

[www.youtube.com/watch?v=JPrAuF2f\\_oI](http://www.youtube.com/watch?v=JPrAuF2f_oI), the Tom Lehrer song 'Pollution' as a light-hearted but highly relevant introduction to the topic.

Activity – tutor may use:

[www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems-in-environment/pollution](http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems-in-environment/pollution) to introduce some of the ideas relating to pollution of land, air and water, using the quiz as a discussion point.

Activity – tutor may use [life.familyeducation.com/humans-and-environment/conservation/36300.html](http://life.familyeducation.com/humans-and-environment/conservation/36300.html) for ideas on how to conserve water.

Activity – tutor may show one of many videos, such as:

[www.youtube.com/watch?v=7KuP6x0Ushc](http://www.youtube.com/watch?v=7KuP6x0Ushc) on ocean pollution, or

[www.youtube.com/watch?v=UcWpkWBX04E](http://www.youtube.com/watch?v=UcWpkWBX04E) on air pollution, made by teenagers.

Assessment – learners create a poster or single PowerPoint slide giving at least two examples of the environmental ill effects caused by human behaviour, e.g. water pollution, air pollution, depletion of water resources (learning outcome 1).

Activity – learners scan local news broadcasts via the internet or local newspapers to find evidence of local environmental issues.

Activity – group discussion to find out which local environmental issues concern fellow learners the most, e.g. litter, wasting of energy, wasting paper, wasting water resources, pollution of land, sea or water. Offer the option to name an issue not listed if preferred.

Activity – establish the most common environmental concerns highlighted by the discussion.

Activity – learners select an issue which they feel affects their own life. Learners identify its effect on their life using an appropriate method, e.g. photographs, litter count.

Assessment activity – learners select one of the issues which affects their own lives (learning outcome 2).

## Topic and suggested assignments/activities

Assessment activity – learners say how it affects their own life. Evidence could be provided by taking photographs, doing a litter count, or by a tutor interview (learning outcome 2).

Activity – learners thought shower ways in which they could personally help the environment, e.g. monitoring water use and reducing it by showering instead of bathing and not leaving taps running, doing litter picks in the learning centre, in the local area such as the town centre or play area, organising a recycling programme at home or in the learning centre, setting up or helping in a small organic gardening project.

Activity – learners take part in an environmental project such as one of those mentioned above; this might be an established community project or a new project organised by the tutor. The practical activity should be appropriate for learners, taking into account availability of specialist staff, facilities in the local area, cost and transport. It may be necessary to organise more than one activity so that the experience is accessible and appealing to all learners.

Assessment activity – tutor interview in which learners say how they can act to help the environment (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners may create a poster or a single PowerPoint slide, use hand drawn pictures, cut and stick illustrations, or download illustrations from the internet. Some learners may wish to include written labels or explanations, whilst others may limit the written element to the name of the project.

Assessment criteria 2.1 and 2.2 are interlinked and evidence produced will depend on the environmental issue chosen by the learner. As a minimum, the learner should be able to tell the tutor which issue has been selected and how it impacts on them personally. Some learners may be able to collect evidence for this, for example photographs, a litter count or similar.

Assessment criterion 3.1 can be assessed by participation in a whole-class discussion in which learners share their experiences of environmental project work and explain some of the ways in which they can benefit the environment. Each learner should be able to give at least one example. Tutor observation records must be kept for verification purposes.

## Indicative resource materials

### Websites

<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems-in-environment/pollution">www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems-in-environment/pollution</a>	BBC – information on pollution of land, water, air
<a href="http://life.familyeducation.com/humans-and-environment/conservation/36300.html">http://life.familyeducation.com/humans-and-environment/conservation/36300.html</a>	Family Education – ideas on how to conserve water
<a href="http://www.nationwideeducation.co.uk/sustainability-education/students">www.nationwideeducation.co.uk/sustainability-education/students</a>	Nationwide Education site – online games, activities, fact sheets
<a href="http://www.youtube.com/watch?v=7KuP6x0Ushc">www.youtube.com/watch?v=7KuP6x0Ushc</a>	Video on water pollution

# Unit 7: Travelling: Using Public Transport

**Unit reference number:** Y/601/2183

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is to enable the learner to gain the knowledge and skills needed to access and use public transport, with assistance, to reach a chosen destination.

## Unit introduction

Being able to use public transport is a skill that aids independence and builds confidence. This unit aims to give learners the confidence and knowledge to travel using public transport.

For learning outcome 1, learners will develop the skills to use public transport by planning a trip including reading simple timetables, route maps and purchasing their tickets. Learners are given knowledge about expected behaviour, e.g. queuing and not putting feet on the seats.

For learning outcome 2, learners have the opportunity to put their new knowledge and skills into action by planning and making a trip on public transport. After the trip the learners will be encouraged to reflect on their experience.

## Essential resources

For this unit, centres need a variety of tickets, money for the scenarios, timetables and route maps.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan a trip on public transport	1.1	Describe how to get from one place to another using a simple public transport map	<ul style="list-style-type: none"> <li>□ <i>Public transport maps</i>: route maps, e.g. tube maps, bus routes, train routes</li> <li>□ <i>Travel information</i>: checking correct route; checking departure and arrival times; types of travel information, e.g. timetables, indicator boards, travel websites</li> </ul>
		1.2	Identify expected behaviour when using public transport	<ul style="list-style-type: none"> <li>□ <i>Behaviour on public transport</i>: e.g., queuing for tickets and when boarding, allowing passengers to alight first, giving up your seat when appropriate, not smoking</li> </ul>
		1.3	Identify potential hazards when using public transport	<ul style="list-style-type: none"> <li>□ <i>Hazards</i>: e.g. catching wrong bus or train, travelling alone, travelling during quiet periods with few people around, danger of theft of own belongings, danger of sitting in closed carriage, upper deck of bus, danger of unacceptable behaviour from others</li> </ul>
		1.4	Select appropriate actions to deal with potential hazards when using public transport	<ul style="list-style-type: none"> <li>□ <i>Minimising hazards when using public transport</i>: e.g. use of bus/train timetables before travel to avoid waiting too long, choice of well-lit places to wait, travelling with a friend if possible, choice of open train carriage with many other people, choice of lower bus deck, awareness of nearest exit, awareness of site of emergency handle, where to stand on mainline and underground train platforms; actions to take if faced with unacceptable behaviour</li> </ul>
		1.5	Use travel information to plan a trip on public transport	<ul style="list-style-type: none"> <li>□ <i>Planning</i>: times e.g. length of trip, when to travel; fares and tickets, e.g. single, off peak, return</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to make a trip to a chosen destination, with assistance, by public transport according to agreed plan	2.1	Arrive at correct departure point	□ <i>Choosing the trip</i> : starting off point; destination; day and time
		2.2	Have the correct ticket or money to buy ticket	□ <i>Tickets</i> : having the correct amount of money; discounts, e.g. travel card, student discount card, 'oyster card'
		2.3	Travel safely to the destination demonstrating appropriate behaviour	□ <i>Taking the trip</i> : leaving place; destination; correct behaviour while travelling; staying safe
		2.4	Arrive at correct destination	
		2.5	Comment on outcome of trip	□ <i>Reflections</i> : what went well, what was not a success and possible solutions

## Information for tutors

---

### Delivery

In this unit learners will gain the skills, knowledge and understanding needed to access and use public transport, with assistance, to reach a chosen destination.

Tutors delivering this unit will have the opportunity to use a wide variety of techniques including group work, scenarios, case studies, visits and practical experiences.

The tutor could have a discussion with learners about the different types of public transport that learners use. A display of the various types could be created and could be used as the basis for a discussion on the advantages and disadvantages of each type. The reasons for using different types of public transport for different trips could be reinforced by using cards to match types of transport with reasons for a trip such as destinations, time available, cost implications, accessibility.

The tutor has the opportunity to make learning outcome 1 very practical. Learners will need to be able to read public transport maps such as tube or bus maps and very simple timetables. Learners should also be aware of other travel information available, for example indicatory boards at bus stops and station platforms and travel websites. They could practise looking up travel routes and timetables on travel websites with assistance. These skills can be reinforced through a variety of role-play situations and scenarios to buy tickets, and get information regarding travel. Role play can be made more practical if learners can use real tickets, money and timetables.

The tutor can use a number of case studies or DVD clips to generate discussions around accepted behaviour whilst using public transport. The centre could simulate the seating in a bus or train to make the role play more realistic. There could be a group activity with learners planning different trips using public transport. A scenario could be used to set the scene. The information could be recorded on a display or flow chart or given as a presentation which could be recorded.

For learning outcome 2, the tutor needs to support learners in making a trip using public transport. Time will need to be spent practising the necessary process involved before the learner makes the trip. After the trip, the learner is encouraged to reflect on the trip; what went well, what they would do differently next time.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to the unit and programme of learning and assessment.

Tutor-led discussion about different types of public transport, a list or display could be part of the assessment.

Discussion, in groups or pairs, about the advantages and disadvantages of each type of public transport. Matching cards to highlight the differences of each.

Group activity around matching cards of different types of public transport with reasons for the trip, e.g. costs, ease of access. The results could be gathered and displayed.

## Topic and suggested assignments/activities

Tutor-led discussion around length of trip and when to travel.

Group activity – gaining the information needed, route maps and timetables. Simple worksheets could be completed for assessment. This will require a great deal of practice and reinforcement.

Role play and scenarios for how to behave on public transport. Witness statements.

Assessment – learners planning a trip, the assessment could be an oral description or a simple flow chart (learning outcome 1).

Assessment – time will need to be allowed for learners to make the trip. The assessment evidence will be witness statements, video or oral, and written notes. Time will be needed for each learner to take their trip and be assessed.

Reflections on the trip should take place at the end of the learner's trip (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit. It is accepted that learners will need assistance to achieve this unit.

Assessment for this unit will include a portfolio of evidence comprising witness statements, photographs, video clips, tapes and learners' written work, all of which need to be kept for internal and external quality assurance. The evidence collected could also meet parts of the Functional Skills standards in English Entry 2 – Reading and Writing as well as Functional Skills standards Mathematics Entry 2.

Assessment criteria 1.1, 1.2, 1.3 and 1.4 could all be assessed through discussion with a signed witness statement or through completion of a written plan or pro forma. To achieve assessment criterion 1.1, learners must describe how to get from one place to another using a simple route map (it is accepted that learners will require assistance). To achieve assessment criterion 1.2, learners must identify expected behaviour when using public transport; this requires either an oral or written list. To achieve assessment criteria 1.3 and 1.4, learners must identify potential hazards when using public transport and select appropriate actions to deal with them. This could be evidenced using scenarios, photographs or video clips with learners identifying the hazards. To achieve assessment criterion 1.5, learners must use travel information, for example from a simple timetable or travel website, to plan a trip. This could be a flow chart highlighting the main parts of the process or a video of the discussion.

Assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 require the learner to make an assisted trip on public transport. The evidence could be a witness statement or a video showing the main parts of the trip. To achieve assessment criterion 2.5, the learner can comment on the trip either orally or with it being recorded as a witness statement or in writing.

## Indicative resource materials

### Websites

The websites below give information about routes and timetables.

<a href="http://journeyplanner.tfl.gov.uk">http://journeyplanner.tfl.gov.uk</a>	Transport for London
<a href="http://www.nationalrail.co.uk">www.nationalrail.co.uk</a>	National Rail Enquiries
<a href="http://timetables.showbus.co.uk">http://timetables.showbus.co.uk</a>	UK bus, train and timetable directory

Examples of train company websites:

<a href="http://www.eastmidlandstrains.co.uk">www.eastmidlandstrains.co.uk</a>	East Midlands Trains
<a href="http://www.firstcapitalconnect.co.uk">www.firstcapitalconnect.co.uk</a>	First Capital Connect
<a href="http://www.londonmidland.com">www.londonmidland.com</a>	London Midland
<a href="http://www.merseyrail.org">www.merseyrail.org</a>	Mersey Rail

Examples of local bus company websites:

<a href="http://www.arrivabus.co.uk">www.arrivabus.co.uk</a>	Arriva Buses
<a href="http://www.buses.co.uk">www.buses.co.uk</a>	Brighton and Hove Bus and Coach Company

## **Unit 8: Personal Safety in the Community**

**Unit reference number: T/505/0235**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this unit is to assist learners in developing their knowledge of the hazards to personal safety outside the home and their skills in travelling safely.

### **Unit introduction**

Being aware of how to manage potential hazards to safety when outside the home is an important step towards independent living. This unit aims to help learners develop the ability to identify hazards in a range of situations and encourages them to gain the confidence to make plans which will help to keep them safe.

Learners will develop their knowledge of potential hazards when outside the home. Learners will use this knowledge to identify actions that they can take to identify and minimise potential hazards.

Learners will also look at how to protect their personal property when outside the home and the actions necessary to minimise potential risks.

Finally, learners will have the opportunity to plan for a safe outing in the local community.

### **Essential resources**

Learners need access to IT facilities including a printer and the internet

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to minimise risks when making trips outside the home	1.1	Identify potential hazards when going outside the home	<ul style="list-style-type: none"> <li>□ <i>Potential hazards:</i> risks of responding to pressure from friends to behave in unsafe or offensive ways, e.g. drinking to excess, drink spiking, taking illegal drugs, offensive or violent behaviour, possibility of sexual encounter and effects of unsafe sex; potential problem of meeting with contacts made on the internet; going off with strangers; taking unlicensed cabs; hazards when in public places, e.g. dangers of crossing busy roads, speeding traffic, complicated road junctions, level crossings, dark, unlit roads and alleyways, use of MP3 player or mobile phone whilst walking, lack of awareness of route to destination; reasons why forward planning is important</li> </ul>
		1.2	Give examples of appropriate actions to minimise hazards when going outside the home	<ul style="list-style-type: none"> <li>□ <i>Minimising hazards when meeting friends:</i> e.g. friend or third party informed of location of venue and person/people to be met, mobile phone charged, enough money available for emergencies, time and place of meeting arranged, return journey planned in advance; possibility of sexual encounter – provision of condoms, advantages of meeting with unfamiliar people in a public, busy place with a reliable friend</li> <li>□ <i>Minimising hazards when in public places:</i> e.g. judging safest place to cross road; using road safety code; using traffic crossing signals; full awareness of people and traffic in the vicinity, e.g. keep personal music systems and mobile phone in pocket; knowing route to destination; avoiding dark alleyways and underpasses; awareness of posture, e.g. head up, confident stance</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to keep safe for a planned trip outside the home	2.1	State why personal possessions should be kept secure when outside the home	<ul style="list-style-type: none"> <li>□ <i>Keeping property secure when outside the home</i>: reasons, e.g. financial value of items, identity fraud, access to bank accounts, trauma of mugging or theft</li> </ul>
		2.2	Give examples of ways of protecting personal property when outside the home	<ul style="list-style-type: none"> <li>□ <i>Protecting personal property when outside the home</i>: identifying safe places for personal property when outside the home, e.g. fastened handbag or secure pocket, handbag close to body; risks of carrying valuables in rucksack on back; using personal music players and mobile phones, e.g. items stored out of sight, items for use only when stationary and in well-lit place; safeguarding credit and debit cards, e.g. security of PINs, maintain sight of card when using for payment, choosing to withdraw cash from hole in wall machines in well-lit areas, ideally inside a bank or shop</li> </ul>
		2.3	Plan for a safe outing in the local community	<ul style="list-style-type: none"> <li>□ <i>Planning outing</i>: purpose of outing, e.g. to meet friends; time; destination; route planning, e.g. use of maps to identify local walking route, use of bus or train timetables, planning of outward and inward journey, estimation of timing, assessment of potential hazards</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of strategies to enable learners to relate the content of the unit to real life. DVDs, photographs, role play, simulations and visiting speakers will all help learners understand the relevance of the unit to their own experiences. Other learning strategies – such as games, quizzes and interactive games – can be used to meet a range of learning styles.

Practical tasks taking learners outside the classroom will help them to put their developing skills into practice with guidance and support from the tutor.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – watch video giving overview of hazards when out and about, e.g. from [www.suzylampugh.org.uk](http://www.suzylampugh.org.uk), followed by group discussion on the general topic of safety when out and about.

Activity – card selection. Pick from a range of options those which could be pre-planned before a night out and those which might arise unexpectedly.

Activity – invite local PCSO to speak to learners about safety issues and local blackspots.

Activity – pair work. Plan an outing to a local venue, using information such as opening times, transport to the venue, meeting point, where to get help. Present as postcard giving as many key bullets of pre-planned information as possible.

Activity – quiz to identify level of knowledge of effects of alcohol, drink spiking and recreational drugs.

Activity – use information from sites such as [www.youthaccess.org.uk](http://www.youthaccess.org.uk) and [www.bbc.co.uk/radio1/onelife](http://www.bbc.co.uk/radio1/onelife) to create an information poster on drink spiking.

Activity – tutor-led discussion on how alcohol affects the ability to make sensible decisions.

Activity – present examples of news items from newspapers, magazines and news websites of celebrities behaving inappropriately after too much alcohol, and of issues arising from people meeting someone on the internet. Group produces collage display of positive and negative behaviours identified.

Activity – use [www.nhs.co.uk/livewell/stis/pages/stis-hub.aspx](http://www.nhs.co.uk/livewell/stis/pages/stis-hub.aspx) to show a clip on STIs. Follow up with true/false quiz questions.

Prepare a FAQ sheet for use by younger learners.

## Topic and suggested assignments/activities

Activity – class contribute to spider diagram of hazards of being a pedestrian in a busy area.

Activity – use enlarged map of local town as basis for discussion of safe routes.

Activity – discuss changes to these routes if walking at night to avoid underpasses, dark or quiet streets or car parks.

Activity – look at [www.met.police.uk](http://www.met.police.uk) site for tips on staying safe whilst walking.

Activity – groups of learners role play two scenarios, one showing an unsafe choice of route and the consequences; and one showing a safe route and safe arrival at destination.

Activity – tutor interview. Learners must identify hazard(s) on photograph(s) and say how they could be avoided or minimised (learning outcome 2).

Activity – spot potential hazards in photographs of busy bus station and railway station.

Activity – use examples of local bus and train timetables to plan local trip.

Activity – practical – take learners out to travel on local public transport, identifying safest places to stand or sit and where to cross roads.

Assessment – learners produce posters giving advice on potential hazards when outside the home and how to minimise these hazards (learning outcome 1).

Activity – tutor-led discussion on what items people generally carry about with them.

Activity – look up items in catalogues to work out the approximate value of mobile phone, personal music player, handbag, wallet etc.

Assessment – tutor interview on why it is important to safeguard personal possessions and the potential risks of not doing so (learning outcome 2).

Activity – role play showing people taking good care of personal possessions and the opposite with its consequences.

Assessment – produce poster with picture tips on how to keep valuables safe (learning outcome 2).

Assessment – using a local street map, learners plan a suitable route to a local facility, e.g. swimming pool, discussing potential hazards which they might encounter (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criteria 1.1 and 1.2 should be combined into a single assessment.

Learners could produce a poster with hand-drawn pictures or collage or a PowerPoint slide identifying potential hazards outside the home and how to minimise them. This may be accompanied by an oral presentation.

Assessment criterion 2.1 can be assessed through a discussion with a signed witness statement. Learners must state reasons for safeguarding personal items outside the home. For assessment criterion 2.2, learners must state ways of protecting personal property while outside the home, evidence may be pictorial only or may include some writing.

For assessment criterion 2.3, learners must prepare for an outing to a public place. A plan can be agreed in discussion with the tutor with a signed witness statement or on a pro forma. The plan must include the purpose of the journey, type of transport (this can include walking), any hazards that might be encountered and how to keep safe.

## Indicative resource materials

### Other

*Planning for Personal Safety Manual* (B14), booklet published by and available from the Suzy Lamplugh Trust

Everyday Personal Safety DVD (V24), DVD available from the Suzy Lamplugh Trust

### Websites

<a href="http://www.bbc.co.uk/radio/advice">www.bbc.co.uk/radio/advice</a>	BBC – advice to young people on areas such as relationships, drink and drugs, etc
<a href="http://www.met.police.uk">www.met.police.uk</a>	The Metropolitan Police
<a href="http://www.personalsafetyadvice.co.uk">www.personalsafetyadvice.co.uk</a>	Advice on safety of children and adults
<a href="http://www.socialskillbuilder.com/ssb_wp/products-page/shippable-products/my-community">www.socialskillbuilder.com/ssb_wp/products-page/shippable-products/my-community</a>	Provides information on My Community CD ROM, a resource that helps children develop social skills within their community
<a href="http://www.suzylamplugh.org.uk">www.suzylamplugh.org.uk</a>	The Suzy Lamplugh Trust – practical guidance on personal safety
<a href="http://www.talktofrank.com">www.talktofrank.com</a>	Information on the effects of different drugs and drug use

## **Unit 9: Investigating Health, Social and Emergency Services**

**Unit reference number: H/601/2185**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this unit is for learners to find out about local health and social services, including the location of these services in the local area. Learners will develop their knowledge of the different services available and who to contact for help in different situations. Learners will also gain knowledge of the emergency services and when and how to contact them.

### **Unit introduction**

Knowledge of the health and social services which are available locally is important for independent living. This unit aims to develop learners' knowledge of these services, and to develop their confidence in collecting information on local services and support groups. Knowing the services available to meet different health and social care needs will help learners in developing their independent living skills.

Learners will also develop their knowledge of the emergency services, and when and how to contact them.

For learning outcome 1, learners will find out about the different health and social services available locally. For learning outcome 2, learners will collect information about local services and support groups. For learning outcome 3, learners will look at the different emergency services, the situations when they should be contacted and how to contact them.

### **Essential resources**

There are no special resources needed for this unit. However, learners would benefit from access to the internet and to guest speakers to talk about the different services.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to find out about local health or social services	1.1	Give examples of where information on local services can be found	<ul style="list-style-type: none"> <li>□ <i>Social services</i>: social service facilities to help individuals; families; children; elderly; people, e.g. providing housing, transport, care, meals at home; services provided by, e.g. government agencies, charities, support groups, e.g. for carers, families, children and young people, the elderly, those with disabilities</li> <li>□ <i>Health services</i>: local medical services, e.g. local general practitioner (GP) surgery, hospitals, accident and emergency units; dentists; opticians; chiropodists; child clinics</li> </ul>
		1.2	State types of information on local services given in different sources	<ul style="list-style-type: none"> <li>□ <i>Types of information</i>: information, e.g. purpose of service, type of support provided, opening times, address, contact details</li> </ul>
2	Be able to collect information on a local health or social service	2.1	Use different sources to collect information on a local health or social service	<ul style="list-style-type: none"> <li>□ <i>Sources of information</i>: sources, e.g. local newspapers, local clinics or surgeries, talking to family and friends, local facilities such as Post Office or library, internet, Citizens Advice Bureau</li> <li>□ <i>Collecting information</i>: e.g. looking in local newspapers, visiting local clinics or surgeries to collect leaflets, talking to family and friends, visiting local facilities such as Post Office or library, looking on the internet, visiting Citizens Advice Bureau</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to contact emergency services	3.1	Name the emergency services	□ <i>Emergency services:</i> ambulance; police; fire
		3.2	Give examples of situations when the emergency services should be contacted	□ <i>Situations when emergency services should be contacted:</i> e.g. when someone is knocked down by a car, when a theft takes place, if someone is attacked, if a building is on fire; if a home is flooded; which emergency service to use for different emergencies
		3.3	Outline how to report an emergency to the emergency services	□ <i>Contacting emergency services:</i> ringing 999; contacting emergency services using a mobile phone; stating which service(s) is/are required; explaining the situation calmly and clearly; stating the location; may need to give name of road or postcode

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of strategies to enable learners to relate the content of the unit to real life. DVDs, visits and visitors, role play, simulations and practical sessions will help learners to understand the relevance of the unit to their own experiences. Other learning strategies – such as games, quizzes, interactive games – can be used to meet a range of learning styles.

Learners could look at the websites of local health and social services, note the services provided and compare this with information given on leaflets, in the local press and directories such as the Yellow Pages.

Learners could take part in an organised community survey which could enable them to experience and gather information about their locality. This would allow learners to use local knowledge and relate it to the health and social services facilities available. To support this aspect of the unit a local representative of one of the services could be invited to talk to learners. Presentations could include giving information and leaflets about local services and facilities.

Learners could look at different scenarios provided by the tutor and discuss whether emergency calls should be made. Learners could then carry out role play of phoning the emergency services and giving the correct information for the different scenarios.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – ‘What are health services?’ ‘What are social services? Which services are available locally?’

Activity – in small groups learners match given case studies to the appropriate service.

Visit from guest speaker to talk about the role of the health or social service.

Tutor-led discussion on how to find sources of information on health and social services.

Activity – in small groups learners carry out research and collect information on local services and/or support groups.

Assessment – in discussion with tutor, learners give examples of where information on local services can be found, and the types of information given in different sources. Learners collect information in a portfolio, with notes of the source of the information (learning outcomes 1 and 2).

<p>Tutor-led discussion on the role of emergency services and emergency situations.</p> <p>Visit from guest speaker to talk about the work of the emergency services.</p> <p>Activity – tutor provides scenarios, learners state if it is an emergency situation, and if so, which service to contact.</p> <p>Role-play activities – learners practise making calls to the emergency services, according to the scenarios provided by the tutor (these can be the same scenarios used for the previous activity).</p> <p>Assessment – in discussion with tutor, learners state the emergency services, give examples of emergency situations and outline how to make a call to the emergency services (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criteria 1.1 and 1.2, learners must give at least two examples of where information on local services can be found, and state two types of information which can be found on local services. This can be through a discussion with the tutor, with a signed witness statement, or through the completion of a worksheet. The location of the service must be indicated, for example through the address or postcode, to show that they are specific local examples.

To achieve assessment criterion 2.1, learners must use different sources to collect information on a local service, such as leaflets, flyers, or printouts from the internet. The origin of the source must be included.

Assessment criteria 3.1, 3.2 and 3.3 can be assessed through a one-to-one discussion with the tutor or through the completion of a worksheet. Learners must state the three emergency services. Learners should give at least three examples of emergency situations, one for each service and an outline of the procedure to follow when contacting the emergency services.

## Indicative resource materials

### Websites

<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	The Fire Service
<a href="http://www.gov.uk/">www.gov.uk/</a>	Government website giving details of different social services and support groups
<a href="http://www.homeoffice.gov.uk/police">www.homeoffice.gov.uk/police</a>	The Home Office – information on the police
<a href="http://www.nhs.uk">www.nhs.uk</a>	NHS
<a href="http://www.parentsupportservice.co.uk">www.parentsupportservice.co.uk</a>	The Parent Support Service
<a href="http://www.patient.co.uk/selfhelp.asp">www.patient.co.uk/selfhelp.asp</a>	Patient UK – links to support group websites
Examples of local ambulance services:	
<a href="http://www.ambulance.wales.nhs.uk">www.ambulance.wales.nhs.uk</a>	Welsh Ambulance Service
<a href="http://www.londonambulance.nhs.uk">www.londonambulance.nhs.uk</a>	London Ambulance Service

[www.wmas.nhs.uk](http://www.wmas.nhs.uk)

West Midlands Ambulance Service

[www.yas.nhs.uk](http://www.yas.nhs.uk)

Yorkshire Ambulance Service

The websites of local NHS Trusts often give details of local health services.

# Unit 10: Shopping for Daily Living

**Unit reference number:** A/505/0236

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is for learners to develop knowledge and skills to shop for their daily living requirements. Learners will apply their knowledge by planning a shopping trip to buy items for daily living, and develop their skills by following the plan to buy the chosen items.

## Unit introduction

Being able to shop is a significant skill in developing independence. Making choices about what they need and want gives individuals control over their lives. Shopping encourages the development of self-assurance, communication skills and confidence in managing money.

The practical approach used throughout this unit will support development of the skills learners need to become independent when problem solving in their own lives.

For learning outcome 1, learners will make plans for a shopping trip to buy items needed for daily living including identifying which shops to visit, in which order and timings for the trip. Estimating how much money they will need is included in the planning.

For learning outcome 2, learners will follow the plan they have made and make a shopping trip to buy items from different shops, demonstrating communication skills and competence in making transactions.

## Essential resources

Learners need to participate in a shopping trip for the assessment of this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare for a shopping trip to buy items for daily living requirements	1.1	Identify items which need to be bought regularly for daily living requirements	<ul style="list-style-type: none"> <li>□ <i>Items bought regularly:</i> food, e.g. milk, bread, fruit; toiletries, e.g. deodorant, shampoo, shower gel; household goods, e.g. washing up liquid, washing powder; clothing, e.g. socks, tights</li> </ul>
		1.2	Identify shops to be visited to buy items for daily living requirements	
		1.3	State the order in which to visit the shops	<ul style="list-style-type: none"> <li>□ <i>Shops:</i> e.g. supermarket, grocers, bakers, butchers, chemist; location of shops; order in which to visit shops</li> </ul>
		1.4	Select appropriate mode of travel to the shops	
		1.5	State how much money will be needed	
2	Be able to buy items for daily living at the shops according to plan	2.1	Demonstrate appropriate behaviour while buying chosen items	<ul style="list-style-type: none"> <li>□ <i>Behaviour:</i> e.g. queuing, using a basket/trolley, presenting the item for payment</li> <li>□ <i>Communication skills:</i> e.g. greet the shop assistant, thank the assistant</li> <li>□ <i>Money:</i> paying, e.g. identify the cost of the items, offer the money, check the change</li> </ul>
		2.2	Communicate clearly when buying items	
		2.3	Pay for items using cash up to £10	
		2.4	Count change accurately following transactions	

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit.

A wide range of active learning methods such as simulations, interactive websites, photographs, and visits will help learners to understand the concepts and relate them to their own experiences. Role play will provide opportunities for learners to develop their skills in a safe, controlled environment with support from the tutor as learners at this level often lack confidence and practical skills.

One-to-one tutorials will enable tutors to support individuals to plan their shopping trip. It is anticipated that, at this level, learners will need supervision when shopping to provide the encouragement needed for the development of skills required for independent living.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – individual work. Learners use a large piece of paper – their name/picture at the centre. Page divided in half – What I need to buy regularly/What I need to buy sometimes. Name and draw pictures of the items or find pictures in magazines. Tutor-led discussion – Which are food items, household goods, toiletries, clothing, items for hobbies/interests? Learners colour code their own sheets.

Activity – compile a class poster showing different shops, place the items the class buy regularly in the correct shops.

Tutor-led discussion – how to prepare for a trip to the shops.

Activity – dramatisation of situations of poor planning, e.g. finding the shop closed for lunch or not knowing where to find all the shops. Whole-group discussion to decide on preparations needed – outline of planning method on flip chart for reference.

Activity – learners identify the shops they will need to visit on a map of the shopping centre/venue. Decide on the order of the visits.

Activity – practical – walk/travel to the shopping centre to decide what will be the best time to go shopping and how long it will take.

Activity – learners estimate how much money they will need for all the items on their list. Tutor-supported research using the internet.

Activity – one-to-one tutorials to refine individual plans for shopping trip.

Activity – question and answer session – What would you do if the chemist does not have the shampoo you want? etc. to help learners develop problem-solving skills.

Assessment – in discussions with the tutor, learners plan a shopping trip (learning outcome 1).

## Topic and suggested assignments/activities

Activity – role play use of appropriate communication skills when shopping.

Activity – simulation – paying for items, offering money and identifying correct change.

Activity – practical – follow the plan to buy the items on the list from different shops – supervised shopping trip.

Assessment – learners buy items at different shops, demonstrate appropriate behaviour, use appropriate communication skills when buying items, pay for items, and count the change following transactions (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners need to provide evidence of planning a shopping trip. Assessment criterion 1.1 requires learners to identify six items which they need to buy regularly for daily living. The items need to include food, toiletries and household goods. Other categories of items may be included. Evidence may be in the form of a list. The plan then needs to give information about different shops the learner will be visiting for 1.2, the order in which they will visit the shops for 1.3, and the choice of travel to the shops for 1.4. An estimate of how much money they will require needs to be included for 1.5. Evidence may be given on an annotated map.

Assessment for assessment criteria 2.1, 2.2, 2.3 and 2.4 may be carried out at any time during the programme when the learner has developed the necessary skills. Evidence may be in the form of video or photographic evidence supported by a verification statement from the tutor. Alternative methods of evidence may be used such as a witness statement from the tutor confirming that the learner has met the assessment criterion. The learner will need to follow the plan agreed for learning outcome 1, visit the identified shops to buy items required for daily living, demonstrating appropriate behaviour and communicating clearly. The learner will need to check that they have received the correct change following the transactions to meet 2.4 (using whole numbers up to 100, to fulfil Functional Skills in Mathematics requirements at Entry 2). Signed witness statements must be retained for verification purposes.

## Indicative resource materials

### Websites

<a href="http://www.asda.co.uk">www.asda.co.uk</a>	Asda
<a href="http://www.sainsburys.co.uk">www.sainsburys.co.uk</a>	Sainsbury
<a href="http://www.tesco.com">www.tesco.com</a>	Tesco
<a href="http://www.waitrose.com">www.waitrose.com</a>	Waitrose

# **Unit 11: Hygiene and Safety in the Kitchen**

**Unit reference number:** R/600/1120

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## **Unit aim**

This unit aims to introduce learners to the basic health and safety hazards in the kitchen and to the importance of personal hygiene when working in a kitchen.

## **Unit introduction**

Being able to prepare drinks and food safely and hygienically are fundamental skills for independence. Recognising hazards in the kitchen and the need to report potential dangers are integral to this. Good personal hygiene in the kitchen is essential to ensure that food is prepared safely and that the risk of illness is minimised. The practical approach used throughout this unit will support learners in developing the skills needed to become independent when problem solving in their own lives.

For learning outcome 1, learners will explore the range of potential hazards in the kitchen and follow instructions to deal with these hazards.

For learning outcome 2, learners will consider the personal hygiene necessary for safe food preparation, including hand washing, protective clothing and personal habits. Basic first aid for minor cuts and burns is also covered in this section.

## **Essential resources**

Learners should have access to a small kitchen area to develop knowledge, understanding and skills for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be aware of basic health and safety hazards in the kitchen	1.1	Identify and report hazards eg: <ul style="list-style-type: none"> <li>□ hot items</li> <li>□ sharp items</li> <li>□ slippery surfaces</li> <li>□ tripping</li> <li>□ poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Hazards</i>: hot items, e.g. electric hotplate, pans, kettle, hot drinks; food from microwave; sharp items, e.g. knives, tins, broken glass; slippery surfaces, e.g. spillages on floor; tripping, e.g. objects dropped on floor, rugs, pets; poor behaviour, e.g. unsupervised cooking, not using oven gloves, careless use of equipment</li> </ul>
		1.2	Follow instructions to deal with hazards	<ul style="list-style-type: none"> <li>□ <i>Dealing with hazards</i>: reduce risk relevant to hazard, e.g. wear oven gloves when handling hot items, wipe up spillages on floor immediately, use and store knives safely, dispose of open tins carefully, keep pets out of kitchen</li> </ul>
2	Be able to practise basic personal hygiene when working in a kitchen	2.1	Initiate hand washing procedues	<ul style="list-style-type: none"> <li>□ <i>Personal hygiene measures</i>: washing hands, e.g. using soap and water, after using toilet, before preparing food, between tasks</li> </ul>
		2.2	Select suitable protective clothing	<ul style="list-style-type: none"> <li>□ <i>Protective clothing</i>: e.g. apron/overall, non-slip shoes, cover cuts</li> </ul>
		2.3	Practise acceptable personal habits	<ul style="list-style-type: none"> <li>□ <i>Personal habits</i>: e.g. clean body, clean nails, tie hair back, remove jewellery, use a handkerchief or tissue, cover mouth when sneezing or coughing</li> </ul>
		2.4	Identify how to deal with minor cuts and burns	<ul style="list-style-type: none"> <li>□ <i>Minor cuts</i>: if dirty clean the cut under running water, pat dry with clean material, cover cut completely with a plaster</li> <li>□ <i>Minor burns and scalds</i>: hold affected area under cold water for at least 10 minutes or until the pain subsides</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit.

A wide range of active learning methods, such as simulations, interactive websites, photographs and visits will help learners to understand the concepts and relate them to their own experiences. Practical sessions will provide an opportunity for learners to develop their skills in a safe, controlled environment with guidance and support from the tutor.

Tutorials will enable tutors to monitor and review learners' progress regularly to identify knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – quiz to identify level of knowledge of kitchen hazards.

Activity – watch DVD of cookery programme, e.g. *'Ready Steady Cook'* to identify hazards, followed by whole group discussion.

Activity – visit to a kitchen with simulated hazards. Learners to work in pairs to identify hazards, followed by tutor-led discussion – 'Why is this a hazard? What would happen if ... ?'

Activity – card-matching activity. Learners work in pairs to decide on which actions match the hazards shown in the photographs. Feed back to group to agree correct actions for each activity.

Activity – interactive hazard recognition activity on website:  
[www.sensoryworld.org/kitchen\\_safety.htm](http://www.sensoryworld.org/kitchen_safety.htm)

Activity – paired work – what should you do first when recognising hazards? Place the action cards in the correct order. Whole-group discussion to agree steps for each hazard. Tutor-led discussion – 'Why is this the correct order?'

Activity – group produce display for classroom using photographs and action cards to show hazard recognition and management in the kitchen.

Activity – practical session in kitchen with simulated hazards. Each learner to role play hazard management. Rest of group act as observers.

Assessment – learners identify and report hazards in given scenario and are observed following instructions to deal with hazards (learning outcome 1).

## Topic and suggested assignments/activities

Activity – tutor-led discussion – ‘Why is personal hygiene important in food preparation?’

Activity – practical hand washing activity using ultraviolet ‘germ glow box’ to find out how effectively hands are washed (on loan from [www.carex.co.uk](http://www.carex.co.uk)).

Activity – when should you wash your hands? Learners work in groups to decide correct statements. Feed back to group. Small prizes for group members who get the most statements correct, e.g. mini bar of soap.

Activity – role play appropriate dress/appearance for food preparation. Would you want this person to make you a sandwich? Tutor-led discussion – ‘Why not? What do they need to do to make sure they are appropriately presented for preparing food?’

Activity – make posters to display in a kitchen as a reminder about hand washing and personal presentation in relation to food preparation.

Activity – practical – learners prepare a sandwich, washing hands appropriately, choosing correct protective clothing and practising acceptable personal habits. Peer assessment of skills demonstrated.

Activity – dramatisation of kitchen accidents involving a cut, a burn and a scald.

Activity – learners carry out tutor-guided research of the correct first aid response to simple burns and cuts using the internet and books. Produce a handout to include correct responses.

Assessment – learners are observed initiating hand washing procedures, selecting suitable protective clothing, practising acceptable personal habits and identifying how to deal with minor cuts and burns (learning outcome 2).

Assessment feedback – review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The evidence for assessment criteria 1.1 and 1.2 may be combined in one practical assessment.

For assessment criterion 1.1, the learner will need to identify at least five different hazards in a kitchen independently, one in relation to each category given in the content; these may be in a real or simulated situation. This will require a statement from the tutor that the learner has provided all the necessary evidence for the assessment criterion. Alternatively, learners could present evidence of hazards identified from photographs or drawings.

For assessment criterion 1.2, the learner must follow instructions to deal with at least two hazards. These may be written instructions or verbal instructions from the tutor. Evidence for this criterion may be demonstrated in a real, simulated or role-play situation, supported with a statement from the tutor.

Assessment criteria 2.1, 2.2 and 2.3 may be combined in one practical activity. The learner could be asked to prepare food to demonstrate the skills required. A statement from the tutor that the learner has provided all the evidence necessary for the assessment criteria will be required.

To meet assessment criterion 2.1, the learner will need to wash their hands on appropriate occasions in the practical activity without reminders.

For assessment criterion 2.2, the learner will need to choose appropriate protective clothing for the practical activity.

Assessment criterion 2.3 requires the learner to demonstrate appropriate personal habits during the practical activity.

To meet assessment criteria 2.4, the learner could produce a leaflet which gives brief, clear information about the correct response to a minor cut and a minor burn. Alternatively, a discussion between the learner and the tutor could be used as evidence, supported with a statement from the tutor that the learner has provided all the necessary evidence for the assessment criterion.

## Indicative resource materials

### Websites

<a href="http://www.carex.co.uk">www.carex.co.uk</a>	Light box loan service
<a href="http://www.familylearning.org.uk">www.familylearning.org.uk</a>	Advice on family learning, including healthy living and health and safety
<a href="http://www.hpa.org.uk">www.hpa.org.uk</a>	Health Protection Agency – hand-washing techniques
<a href="http://www.sensoryworld.org/kitchen_safety.html">www.sensoryworld.org/kitchen_safety.html</a>	Interactive activity – safety in the kitchen

# Unit 12: **Cleaning, Washing, Drying and Storing Laundry**

**Unit reference number:** M/601/2190

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## **Unit aim**

The aim of this unit is for learners to understand the importance of clean clothing for self-confidence and personal relationships and to develop knowledge and skills needed to wash, dry and store laundry. This unit will enable learners to take responsibility for the care of their own laundry.

## **Unit introduction**

Wearing clean, well-cared for clothing gives individuals pride in their appearance and home and promotes a sense of wellbeing. Being able to take responsibility for care of personal clothing is essential for independent living. A well-presented personal appearance impacts on social relationships and on the confidence and self-respect required for successful jobseeking. This unit aims to develop learner knowledge and skills in these key areas.

In learning outcome 1, learners will explore why clean laundry is important to health, wellbeing and interpersonal relationships.

Learners will examine how to wash and dry laundry effectively using a washing machine for learning outcome 2.

In learning outcome 3, learners will develop skills in storing different types of clean laundry.

## **Essential resources**

To develop the knowledge, understanding and skills for this unit, learners should have access to:

- a range of washing powders and clothing conditioners
- a variety of laundry items in a variety of colours
- an automatic washing machine
- clothes hangers.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the need for clean laundry	1.1	Identify reasons to keep laundry clean	<ul style="list-style-type: none"> <li>□ <i>Clean laundry</i>: items of laundry, e.g. clothes, bedclothes, tea towels, towels; reasons for clean laundry, e.g. for personal hygiene – daily change of underwear, regular change of clothing, regular change of bed clothes, regular change of towels/tea towels; sense of wellbeing; comfort; personal pride; social interaction</li> </ul>
2	Be able to wash laundry	2.1	Sort laundry ready to be washed	<ul style="list-style-type: none"> <li>□ <i>Sort laundry</i>: separate into categories, e.g. dark, white, coloured, heavily soiled, dry clean only, hand wash only</li> </ul>
		2.2	Select suitable methods to wash laundry in a washing machine	<ul style="list-style-type: none"> <li>□ <i>Washing instructions</i>: washing instructions on clothing labels, e.g. temperature, machine programme; washing products, e.g. liquid, powder, tablets, biological, non-biological, fabric softener; hand washing</li> </ul>
		2.3	Follow instructions to use washing machine	<ul style="list-style-type: none"> <li>□ <i>Use of washing machine</i>: correct load; correct amount of washing powder/liquid; put washing powder/liquid and fabric softener into machine correctly; correct programme; turn on machine</li> </ul>
		2.4	Follow instructions to dry laundry	<ul style="list-style-type: none"> <li>□ <i>Drying laundry</i>: methods, e.g. using tumbledrier, hanging on washing line or clothes airer; following instructions for type of laundry</li> </ul>
3	Be able to store clean laundry	3.1	Demonstrate storing of clean laundry appropriate to item including: <ul style="list-style-type: none"> <li>□ folding items</li> <li>□ hanging items</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Storing laundry</i>: storing laundry to prevent creasing, e.g. folding clothes and storing on shelves, in drawers, hanging clothes</li> </ul>

## Information for tutors

---

### Delivery

The unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit.

Through practical activities, the unit reinforces the learning process, with learners able to relate the taught activities to laundry tasks in their daily lives. Practical sessions will provide an opportunity for learners to develop their skills in a safe, controlled environment with encouragement and support from the tutor, as learners at this level often lack confidence and practical skills.

DVDs, photographs, visits, role play and simulations will also help learners to understand the relevance of the unit to their own experiences. Other learning strategies, such as games and quizzes, can be used to meet a range of learning styles.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – learners analyse photos of different individuals – some cleanly dressed, others wearing dirty, scruffy clothing. Tutor-led discussion – ‘Would you choose to sit next to this person on the bus?’ ‘Why/why not?’

Tutor-led discussion – ‘Why do we like wearing clean clothes?’

Activity – question and answer session – ‘How often do clothes need to be changed and washed?’

Assessment – learners record reasons to keep clothes clean (learning outcome 1).

Activity – quiz – clothing care symbols to assess learner knowledge.

Activity – make posters of care symbols to display in the classroom throughout the unit.

Activity – paired activity – sort clothing for washing to identify dry clean only, hand wash only, whites, dark, coloured.

Activity – visit to supermarket or tutor-supported internet research to identify different products for washing clothes, e.g. biological powders, non-biological powders, liquid detergents, fabric softeners. Learners to complete worksheet.

Activity – demonstration of steps to follow when using a washing machine.

Activity – paired activity – card-ordering activity of steps in the washing process.

Activity – practical – learners select clothing to wash in one load, load machine, use correct detergent, correct amount of softener and select correct programme.

Assessment – learners are observed sorting clothing ready to be washed, selecting suitable methods to wash clothing, following instructions to wash clothing (learning outcome 2).

## Topic and suggested assignments/activities

Activity – demonstration – folding a T-shirt.

Question and answer session – What is the best way to store clothes?

Assessment – practical. Learners select appropriate storage for different clothes and fold or hang clothes, (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, the learner will need to give at least two different reasons for keeping laundry clean. Evidence for this may be generated from a group discussion. This will require a statement from the tutor that the learner has provided all the necessary evidence for the assessment criterion. Alternative methods may be used to present evidence.

Evidence for 2.1, 2.2, 2.3 and 2.4 should be generated from the practical sessions and assessment may be carried out at any time during the programme when learners have developed the necessary skills. Evidence may be video or photographic supported with a verification statement from the tutor.

For 2.1, the learner needs to separate laundry into the correct groups for washing including white, dark and coloured.

To meet 2.2, the learner must select the correct washing machine programme for laundry from wash care labels and choose appropriate washing products.

For 2.3, the learner needs to follow instructions to load the machine, add the detergent and fabric softener and start the programme.

For 2.4, the learner needs to follow instructions to select the most appropriate method of drying the laundry.

For 3.1, the learner must select appropriate ways to store three items of laundry including hanging and folding.

## Indicative resource materials

### Websites

<a href="http://www.ehow.com/how_46_laundry.html">www.ehow.com/how_46_laundry.html</a>	eHow – how to do laundry
<a href="http://www.videojug.com/tag/housekeeping">www.videojug.com/tag/housekeeping</a>	Videos on how to remove stains from clothes
<a href="http://www.wikihow.com/Wash-Your-Clothes">www.wikihow.com/Wash-Your-Clothes</a>	Wikihow – how to wash your clothes

# Unit 13: Healthy Living

**Unit reference number:** L/502/0450

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

This unit aims to help learners recognise, with support and guidance, the steps they need to take in order to live a healthy lifestyle.

## Unit introduction

Healthy living is crucial to the physical, social and mental wellbeing of everyone. There is considerable concern from government and worldwide organisations that many people in today's society are living lifestyles that are detrimental to their health. It is therefore essential that learners are aware of the importance of a healthy lifestyle and develop the skills needed to identify and make contributions to improving their own health.

In this unit learners will identify simple but significant factors affecting personal health, for example sensible eating, sleep, exercise, keeping clean, dental care and personal safety. They will be encouraged to examine their own daily activities and consider practical ways in which they can contribute to their own healthy lifestyle. Learners will be given the opportunity to demonstrate, by identifying and taking part in an activity, what they have learned about healthy living.

Successfully completing this unit will contribute to learners' overall personal and social development and support the development of their personal learning and thinking skills. Learners will be supported in learning how to make appropriate healthy living choices, developing their planning skills and knowledge of where to get help on healthy living issues.

## Essential resources

Learners need access to appropriate, up-to-date information on healthy living from a range of agencies. Learners also need access to physical resources to support their chosen practical activities and appropriate tutor support and guidance.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise the steps needed to lead a healthy lifestyle	1.1	Identify what they can do to contribute to a healthy lifestyle	<ul style="list-style-type: none"> <li>□ <i>Healthy living choices</i>: simple aspects of daily living to keep healthy, e.g. keeping clean, taking care of your teeth, eating sensibly, drinking sensibly, not taking illegal drugs, taking exercise, getting enough sleep, keeping safe, not smoking; who can support you with healthy living, e.g. doctor, dentist, carer, tutor; when to get help, e.g. when ill or needing advice, regular check ups</li> </ul>
		1.2	Identify an activity which will make an improvement to their lifestyle	<ul style="list-style-type: none"> <li>□ <i>Identifying an appropriate activity</i>: finding a realistic activity, e.g. how much time will it take, will it cost money, is any help needed to carry it out; planning needed to take part, e.g. booking a place at a sports session, allowing enough time to walk instead of catching the bus</li> </ul>
2	Demonstrate how they contribute to own healthy lifestyle	2.1	Participate in an activity to contribute to a healthy lifestyle	<ul style="list-style-type: none"> <li>□ <i>Participating in activities</i>: appropriate activities, e.g. attending sport and exercise sessions, daily walk, preparing healthy snacks; keeping to a plan; getting help participating in the healthy living activity, e.g. family, friends, tutor</li> </ul>

## Information for tutors

---

### Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of their learners. The main focus should be on learners developing knowledge that helps them to recognise aspects of healthy living and applying that knowledge to their own lifestyle.

For learning outcome 1, tutors should encourage learners to explore what is meant by a healthy lifestyle and guide them in identifying some of the factors that may be involved. This could be achieved through general discussions, examining case studies or excerpts from appropriate, popular TV programmes. (Tutors will need to review the content and suitability of any TV programmes, taking into account the age, maturity and understanding of their particular learners.) Learners could use interactive websites on healthy eating. If suitable facilities are available, simple, practical food preparation activities could be planned and carried out as a group and, if not, learners could produce visual examples of healthy meals. They could categorise examples of food into those that are good for you and those that are less good for you; this could be done using games or puzzles.

Tally charts, diagrams or diaries could be used for learners to record the amount of exercise and sleep they take each day. The tutor could then lead discussions to identify the benefits of these to health. Learners could access practical sports and fitness activities within the learning centre or through activities provided by clubs, charities or local council facilities to learn about the benefits of fresh air and exercise.

Personal hygiene and dental care will need to be addressed sensitively, taking into account cultural differences and personal circumstances. Learners could create posters, diagrams or cartoons depicting some of the issues. DVDs or videos can sometimes be borrowed from the local health authority health promotion unit, giving entertaining but factual information on health topics. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be given relevant information.

Simple guidelines on keeping safe could be drawn up through discussion, examples from the popular press or giving 'What if?' scenarios to small groups. Aspects of personal safety could be addressed by a visit from the local community police officer, road safety officer, etc. Learners could use appropriate interactive websites, worksheets and puzzles to identify hazards to personal safety and find solutions.

For learning outcomes 1 and 2, learners will need support and guidance in planning and participating in their chosen activity; this could be done one to one or in small-group tutorials. Learners can use activities they take part in outside of the learning centre or as part of other courses or units they are studying, for example Duke of Edinburgh Awards, sports clubs or teams, paid or voluntary work in a relevant environment, home responsibilities. Tutors should support learners to use the knowledge they have gained throughout learning outcome 1, to identify a simple activity they could undertake to improve their own lifestyle. The whole class or small groups could agree an activity to complete together inside or outside of the learning centre, supervised by the tutor, for example a walking group or sharing the production of healthy mid-morning snacks.

Throughout the unit learners will be reflecting on aspects of their lives which may be personal and therefore tutors will need to create a safe environment in which sensitive information can be shared. Learners and tutors must agree clear guidelines regarding classroom behaviour that respects confidentiality, equality and diversity.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussion – ‘What is needed for a healthy lifestyle?’
Identification of aspects which contribute to healthy living.
Watch video/TV programme – discuss lifestyle of individuals. Are they following a healthy lifestyle?
Visits – to collect leaflets about healthy living.
Paired research – healthy lifestyle advice from leaflets, internet, magazines.
Practical – group display of healthy living advice.
Guest speaker/s – to speak about advice on healthy living and who can provide support.
Case studies – identify ways individuals can improve their lifestyle.
Activity – quiz with multiple-choice questions.
Practical – checklist of own lifestyle.
One-to-one tutorial to select an activity to improve health.
Assessment – using checklist learners ask and respond to straightforward questions about own contribution to a healthy lifestyle and an activity to improve their lifestyle (learning outcome 1). [Functional Skills Entry 2: Speaking and Listening]
Practical – participation in an individual or group healthy lifestyle activity, for example involvement in a sporting activity outside the learning centre, a whole-group ramble, preparation of healthy snacks.
Assessment – evidence of individual participation in the activity through witness statements or a photographic diary (learning outcome 2).
Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must identify possible contributions to a healthy lifestyle. They must cover different aspects of healthy living, for example four ideas all related to sensible eating is not acceptable. They could do this by producing a poster, leaflet, taking part in a structured discussion, or answering questions. To meet the requirements of 1.2, learners must identify an activity they could do that would improve their lifestyle. Learners should receive guidance and support from the tutor in selecting suitable healthy living activities and this could include a list with a variety of suggestions. However, tutors should not direct learners to a specific activity they must choose.

Evidence for 2.1 could be a completed written or photographic diary, tutor observation, for example reports, witness testimonies or evidence from another recognised activity, for example Duke of Edinburgh record book or signed record of attendance at a sports club. Activities could be carried out as a group or in the classroom as long as each individual learner has evidence of their participation.

All the criteria could be integrated into one task where learners describe healthy living activities across different aspects and then select one that particularly interests them and carry it out.

## Indicative resource materials

### Websites

[www.nutrition.org.uk](http://www.nutrition.org.uk)

British Nutrition Foundation

[www.dentalhealth.org.uk/faqs/browseleaflets.php](http://www.dentalhealth.org.uk/faqs/browseleaflets.php)

British Dental Health Foundation

[www.fdf.org.uk](http://www.fdf.org.uk)

Food and Drink Federation

[www.nhs.uk/livewell/Pages/Livewellhub.aspx](http://www.nhs.uk/livewell/Pages/Livewellhub.aspx)

National Health Service – healthy lifestyle advice

[www.patient.co.uk/health/Smoking-Tips-to-Help-you-Stop.ht](http://www.patient.co.uk/health/Smoking-Tips-to-Help-you-Stop.ht)

Tips to stop smoking

# Unit 14: Managing Own Money

**Unit reference number:** Y/502/0452

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

This unit aims to give learners simple knowledge and practical skills in budget planning and carrying out transactions to help them manage their personal finances.

## Unit introduction

Being in control of your finances is a skill that is essential in living independently, maintaining a home and family, or running a business. Learning how to manage your money is useful for people at any stage or in any walk of life, especially because of concerns over the growing number of people getting into unmanageable debt.

In this unit learners will be guided and supported to identify their weekly income, identify the items they need to spend money on and to use this information to prepare a simple, weekly budget. They will identify different methods of paying for purchases and practise simple calculations when making a purchase.

## Essential resources

Learners need access to appropriate internet and other research tools. They will need the opportunity to make real or simulated financial transactions. Calculators would be useful.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise their income and expenditure	1.1	Identify their weekly income	<ul style="list-style-type: none"> <li>□ <i>Planning a personal budget</i>: identifying weekly income, e.g. earnings, Education Maintenance Allowance (EMA), allowance from parents; listing items to be paid for during the week, e.g. lunches, bus fares, magazines, drinks, stationery, going to the cinema; calculating a simple weekly budget, e.g. adding up total income for the week, adding up the cost of items to be purchased each day to reach a weekly total, subtracting total spending from total income; preparing the budget, e.g. using a simple budget calculator or pre-prepared accounts sheet</li> </ul>
		1.2	Identify items they need to spend money on	
		1.3	Prepare a simple personal weekly budget	
2	Know how carry out simple transactions	2.1	Demonstrate paying for an item	<ul style="list-style-type: none"> <li>□ <i>Making purchases</i>: choosing how to pay, e.g. cash, cheque, debit card; making sure you are paying the right amount, e.g. adding up several items to work out the cost, checking your change, checking the amount before signing or entering your PIN for card purchases, filling in a cheque with words and numbers; practise paying for items, e.g. buying a sandwich and a drink for lunch, buying items of stationery for making posters</li> </ul>
		2.2	Make simple calculations when paying for an item	

## Information for tutors

---

### Delivery

This unit gives learners the opportunity to learn and practise everyday money management skills relevant to their own lives. They should be encouraged to find and use up-to-date, factual information in a way that is relevant to them. However, tutors will need to ensure that any personal information learners divulge as part of learning or assessment activities is respected and kept confidential.

For learning outcome 1, tutors could supply a checklist of possible sources of income and learners can tick those that apply to them and supply the figures. Learners could then list all the things they have spent money on that day. They could compare their lists and decide if these are items they buy every day or once a week. Having identified their income and outgoings learners could practise creating daily and weekly budget plans by being given partly filled out examples to complete. They could create their own daily budget and build that up into a weekly one. Learners could use simple, pre-prepared accounts sheets or budget calculators. They should practise adding up totals of income, subtracting outgoings and identifying if there is anything 'left over'. Learners could do this using examples or checking each other's work.

For learning outcome 2, naturally occurring situations or simulations in the learning centre could be used as opportunities for learners to practise making transactions and using appropriate calculations, for example adding up the cost of two purchases and estimating the change due from a pound. Learners could hold a 'bring and buy' sale and practise making purchases from each other. Old and invalid bankcards and cheques could be used for learners to practise safely. Learners could make posters or act out sketches identifying the main things to remember when making purchases.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Case study – to identify sources and weekly income.

Activity – record sources of income and weekly income of an individual in case study using a budget template.

Activity – team quiz to identify weekly expenditure of individual in case study, for example: 'Her return bus fare to school/college is £2.50. How much will she spend on fares a week?' 'She buys a 50p newspaper every day. What will she need every week?'

Tutor demonstration on how to record expenditure and weekly costs using budget template on a flip chart or board. 'Will she have any money left at the end of the week?'

Activity – practise using template with different case studies.

Activity – personal sources of income against a checklist. Calculate personal total weekly income from all sources. Record using template.

## Topic and suggested assignments/activities

Activity – calculate weekly personal expenditure. 'What do I need to buy each day?' 'How much will these items cost me every week?' Record information using budget template.

Assessment – learners present personal budget template (learning outcome 1).

Tutor-led discussion – different ways to pay for items:

- cash
- debit card
- cheques.

Practical – visits to shops to practise transactions involving paying for two items with cash and calculating the change required from a pound.

Group activity – fundraising activity, for example a charity coffee morning. Learners take turns selling and giving change.

Tutor-led discussion: using a debit card – 'What is a PIN?' 'How to remember your PIN'.

Practical – posters – how to use a debit card.

Tutor demonstration – on board or flip chart, how to fill out a cheque.

Role play – using invalid chequebooks, using cheques to pay for items.

Assessment – witness statement to evidence learner paying for an item and making simple calculations (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To meet the requirements of assessment criterion 1.1, learners must identify their weekly income. For 1.2, they must identify essential items they will need to spend money on. Learners could do this by taking part in a discussion, creating posters or lists, but this evidence would usually naturally fall into the weekly budget plan prepared for 1.3. A simple weekly budget plan can be presented in any suitable format, for example simple accounts sheet, pre-prepared spreadsheet or a printout of their completed online budget planner to satisfy 1.3.

To meet 2.1, the learner must demonstrate paying for an item. This could be evidenced by direct observation or witness statement. It could be achieved through a naturally occurring situation, in or out of the learning centre, or through a simulation. To meet 2.2, the learner, when making their transaction, must use at least one simple calculation. For example, adding the 20p they require for an apple to the 30p they need for a banana to know the total cost of their two purchases or to check their change from a £1 coin by taking the 50p they are spending from the £1 that they are handing to the shopkeeper.

## Indicative resource materials

### Websites

[www.moneysmartworld.com/](http://www.moneysmartworld.com/)

MoneySmartWorld – money management resources

[www.nationwideeducation.co.uk/](http://www.nationwideeducation.co.uk/)

Finance education resources - games, worksheets

[www.pfeg.org](http://www.pfeg.org)

Personal Finance Education Group – resources and lesson plans

## **Unit 15: Personal Skin Care**

**Unit reference number: A/601/2192**

**Level: Entry 2**

**Credit value: 2**

**Guided learning hours: 20**

---

### **Unit aim**

The aim of this unit is for learners to develop the skills and knowledge to enable them to take care of their skin.

### **Unit introduction**

Skin that is well cared for gives individuals pride in their appearance and promotes a sense of wellbeing and impacts on social relationships through the development of confidence and self-respect. Being able to take responsibility for skin care is essential for independent living. Following instructions, planning self-care and selecting products all provide opportunities for the use of reading and writing skills. This unit aims to develop knowledge and skills in these key areas.

For learning outcome 1, learners will explore the need for skin care.

Learners will consider different skin types for learning outcome 2. Having identified their own skin type they will identify products for body skin and products suitable for their own facial skin. They continue by planning a daily routine for their own skin care.

For learning outcome 3, learners will use skills to care for their facial skin, selecting appropriate products and demonstrating correct methods and safe practice.

### **Essential resources**

Learners should have access to a wide range of skin care products and an area suitable for developing the practical skills for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the need for skin care	1.1	Give reasons for skin care	<ul style="list-style-type: none"> <li>□ <i>Need for skin care</i>: hygiene; presentation, e.g. image presented to others; to balance oily skin and treat conditions, e.g. acne, blackheads; to prevent skin cancer; to prevent dryness, e.g. cracking, facial wrinkles; self-esteem, e.g. pride in appearance</li> </ul>
		1.2	Identify factors affecting care of skin	<ul style="list-style-type: none"> <li>□ <i>Care of skin</i>: sleep/rest; diet and water; stop smoking; cleaning, moisturising, exfoliating, environmental protection, e.g. from sun, wind</li> </ul>
2	Know how to care for skin	2.1	Identify own skin type	<ul style="list-style-type: none"> <li>□ <i>Skin types</i>: normal; dry; combination; oily; sensitive</li> </ul>
		2.2	Select products suitable for own body skin	<ul style="list-style-type: none"> <li>□ <i>Products for care of body skin</i>: shower gel; for exfoliation, e.g. loofah, exfoliating gloves, exfoliating cream/gel; moisturiser, e.g. body lotion; sunscreen</li> </ul>
		2.3	Identify products suitable for own facial skin	<ul style="list-style-type: none"> <li>□ <i>Products for care of facial skin</i>: appropriate for skin type, e.g. cleansers, exfoliators, toners, moisturisers, sunscreen, masks; products for sensitive skin</li> </ul>
		2.4	Plan a daily skin care routine	<ul style="list-style-type: none"> <li>□ <i>Routine</i>: body skin, e.g. daily shower/bath, twice weekly exfoliation, daily moisturising; facial skin, e.g. twice daily cleansing, toning and moisturising, weekly exfoliating, sun protection for everyday exposure to sun</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to care for own facial skin	3.1	Demonstrate an agreed routine to care for own facial skin	<ul style="list-style-type: none"> <li>□ <i>Skin care</i>: preparation, e.g. of area, of self, selection of products; cleaning; toning; moisturising; correct method, e.g. thorough cleansing, pat facial skin dry with towel</li> </ul>
		3.2	Follow instructions on correct use of products for skin care	<ul style="list-style-type: none"> <li>□ <i>Instructions</i>: safety precautions, e.g. following instruction on labels; using advised amount of product; storage of products</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. A wide range of active learning methods such as simulations, demonstrations, DVDs, photographs, guest speakers and visits will help learners to understand the concepts and relate them to their own experiences.

Learners will require considerable support and encouragement through planned activities to enable them to select skin products and develop and practise the skills required to care for their own skin. They will benefit from close monitoring and regular review and feedback sessions. Tutorial sessions will provide an opportunity for learners to identify the knowledge and skills they have developed and areas of knowledge, understanding and skills that need development.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – ‘Why do we need to care for our skin?’ – the impression that clean, healthy skin gives to others.

Activity – learners work in pairs to look at photographs of individuals, e.g. with sunburnt skin, smokers’ skin – discussion about reasons to care for skin.

Assessment – learners identify reasons for skin care (learning outcome 1).

Activity – quiz to assess learner knowledge of skin care.

Activity – learners make posters of rules for skin health and care to display in the classroom.

Activity – question and answer session about the importance of protecting skin from sun damage.

Activity – practical – learners examine own facial skin using magnifying mirrors and identify own skin type using a checklist.

Activity – practical – learners match cleansers, toners, exfoliators, moisturisers and conditioners to different skin types.

Activity – guest speaker – beautician to speak about skin care. Learners to prepare questions about how to care for different skin types.

Activity – visit to chemist/supermarket – learners to identify products for their own skin type.

Tutorials – learners to plan own skin care routine.

Assessment – learners identify own skin type, select products to care for body skin, identify products to care for own facial skin and produce plans for a daily skin care routine (learning outcome 2).

### Topic and suggested assignments/activities

Activity – visit to beauticians to observe facial skin care treatments.

Activity – practical – skin care routines.

One-to-one discussions for learners to agree own skin care routine with tutor.

Assessment – learners are observed carrying out own facial skin routine, following instructions on correct use of products (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criterion 1.1 and 1.2 requires the learner to give at least two different reasons why skin needs to be cared for and identify factors affecting skin care. The evidence may be provided during group discussion supported by a witness statement from the tutor stating that the learner has achieved all the necessary evidence for the criterion.

For 2.1, the learner must identify their own skin type. The evidence may be provided by a completed checklist.

For 2.2, the learner will need to select two different products to care for their own body skin.

For 2.3, the learner will need to identify two different products to care for their face appropriate for their own skin type given in 2.1.

The plan required for 2.4 may be presented as a weekly diary. Appropriate frequency of cleaning/washing their body and face and applying moisturiser will need to be included to meet this criterion. Alternative forms of evidence may be used such as evidence from a tutorial.

Evidence for assessment criteria 3.1 and 3.2 may be collected throughout practical sessions and may be video or photographic supported by a verification statement from the tutor. Alternative methods of evidence may be used such as a witness statement from the tutor that the learner has met the assessment criteria. For 3.1, the learner will need to demonstrate caring for own facial skin by cleansing and toning and applying moisturiser. For 3.2, the learner will need to follow the instructions on the use of the products used in 3.1.

## Indicative resource materials

### Textbook

Nordmann L – *Beauty Basics: The Official Guide to Level 1* (CENGAGE Learning;third edition, 2010) ISBN 9781408019351

### Websites

[www.habia.org](http://www.habia.org)

Habia – The Standard Setting Body for the Hair, Beauty, Nails and Spa Industries

[www.skincarecampaign.org](http://www.skincarecampaign.org)

Organisation campaigning to restrict sunbed use

# Unit 16: Personal Hand Care

**Unit reference number:** F/601/2193

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

The aim of this unit is for learners to develop the knowledge and skills needed to enable them to care for their own hands and nails.

## Unit introduction

A carefully presented personal appearance impacts on social relationships through the development of confidence and self-respect. Clean, well-cared-for hands and nails contribute to this. Hands play an important role in communication; we use our hands to express ourselves while communicating with others. Individuals with well-cared-for hands and nails demonstrate pride in their personal appearance and present a positive image to others. Many jobs require high standards of hand hygiene and care. In this unit learners will develop the knowledge and skills required to take responsibility for their own hand care, contributing to independence and employability.

For learning outcome 1, learners will explore the need for hand care.

For learning outcome 2, learners will investigate the products and equipment needed to care for hands and nails and consider how to care for hands.

For learning outcome 3, learners will use skills to care for their own hands and nails, following instructions on the correct use of products and equipment.

## Essential resources

Learners should have access to a wide range of hand and nail care products and an area suitable for developing the practical skills for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the need for hand care	1.1	Give reasons for hand care	<ul style="list-style-type: none"> <li>□ <i>Need for hand care</i>: hygiene, prevention of infection, e.g. fungal infection of nails; presentation, e.g. image presented to others; self-esteem, e.g. pride in appearance; for work, e.g. catering, care; for hobbies, e.g. playing a musical instrument</li> </ul>
2	Know how to care for hands	2.1	Identify hand care products	<ul style="list-style-type: none"> <li>□ <i>Hand care products</i>: creams, e.g. moisturiser, barrier cream</li> <li>□ <i>Nail care equipment and products</i>: equipment, e.g. emery board, orange stick, nail clippers; products, e.g. polish remover, base coat, nail polish</li> <li>□ <i>Protection</i>: weather, e.g. warm gloves; hygiene purposes, e.g. sanitisers, latex gloves; hot weather, e.g. sun cream; safety, e.g. gardening gloves</li> </ul>
		2.2	Plan ways to care for own hands and nails	<ul style="list-style-type: none"> <li>□ <i>Plan hand care</i>: wash regularly; use nail brush; dry thoroughly; use moisturiser; protect, e.g. wear gloves to wash dishes and garden, in cold weather; manicure, e.g. shape nails with file, soak hands in warm water and baby oil/olive oil</li> </ul>
3	Be able to care for own hands	3.1	Demonstrate hand care routine	<ul style="list-style-type: none"> <li>□ <i>Hand care</i>: preparation, e.g. of area, of self, selection of products; safety precautions, e.g. water temperature, following instructions on labels; correct method, e.g. thorough drying, use of file or emery board; nail clippers, orange stick; storage of products</li> </ul>
		3.2	Follow instructions on correct use of products and equipment for hand and nail care	

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. A wide range of active learning methods such as simulations, demonstrations, DVDs, photographs, guest speakers and visits will help learners to understand the concepts and relate them to their own experiences.

Learners will require considerable support and encouragement through planned activities to enable them to select products and develop and practise the skills required to care for their own hands and nails. Tutors will need to give learners a plan for hand care so they can achieve criterion 3.1. This could include moisturising hands, filing nails and cuticle care. Learners will benefit from close monitoring and regular review and feedback sessions. Tutorial sessions will provide opportunities for learners to identify knowledge and skills they have developed and areas of knowledge, understanding and skills that need development.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – ‘Why are hands important?’

Activity – pairs practise communicating without using their hands.

Activity – learners work in pairs to look at photographs of people doing different jobs to identify which jobs require good hand care.

Question and answer session – ‘Do you have hobbies which require careful hand care?’

Assessment – learners identify reasons for hand care (learning outcome 1).

Activity – guest speaker – manicurist to speak about hand care.

Activity – visit to chemist/supermarket to identify products for hand care.

Activity – visit to a beauty salon to observe manicures, products and equipment.

Activity – practical – identify nail products and equipment and their purpose.

Activity – demonstrations of manicures to small groups in classroom.

Activity – practical – demonstrate in pairs how to file nails.

Activity – learners work as a group to prepare a display about hand and nail care and the products to use.

Activity – demonstration of hand massage.

Activity – practical – learners practise hand massage.

Tutor-led delivery on protecting hands.

Assessment – learners identify products and equipment to care for hands and nails and ways of protecting hands, and state ways to care for hands and nails (learning outcome 2).

### Topic and suggested assignments/activities

Tutor gives learners a routine to follow for hand care, e.g. moisturising hands, filing nails, cuticle care.

Activity – question and answer session on safe use of products and equipment.

Activity – practical sessions – to practise hand and nail care.

Assessment – learners are observed carrying out own hand care according to agreed routine and following instructions on the correct use of products and equipment for hand and nail care (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criterion 1.1 requires the learner to give at least two different reasons why hands need to be cared for. The evidence may be provided during group discussion supported by a witness statement from the tutor stating that the learner has achieved all the necessary evidence for the criterion.

For 2.1, the learner needs to identify two products suitable for hand care.

The plan required for 2.2 may be presented as a weekly diary. The evidence may be provided during an individual tutor or group discussion.

Evidence for assessment criteria 3.1 and 3.2 may be collected throughout practical sessions and may be video or photographic supported by a verification statement from the tutor. Alternative methods of evidence may be used such as a witness statement from the tutor that the learner has met the assessment criteria. For 3.1, the learner needs to demonstrate a routine agreed with the tutor in caring for their hands, for example, applying moisturiser, filing nails and cuticle care. For 3.2, the learner needs to demonstrate safe practice when caring for their hands by following instructions for the safe use of products and equipment.

## Indicative resource materials

### Textbooks

Toselli L – *A Complete Guide to Manicure and Pedicure* (New Holland Publishers Ltd, 2005) ISBN 9781845092429

Watson R – *Manicure and Pedicure* (New Holland Publishers Ltd, 2008)

Weston D – *Hand and Nail Beauty! Advice and Secrets for Having Beautiful Hands and Glamorous Nails!* (Outskirts Press, 2007) ISBN 9781432705428

### Website

[www.wikihow.com/Give-Yourself-a-manicure](http://www.wikihow.com/Give-Yourself-a-manicure)

Step-by-step account of how to carry out a manicure

# Unit 17: Personal Hair Care

**Unit reference number:** J/601/2194

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

The aim of this unit is for learners to develop the knowledge and skills needed to enable them to take responsibility for the care of their own hair.

## Unit introduction

Clean, well-cared-for hair gives individuals pride in their appearance and promotes a sense of wellbeing. A carefully presented personal appearance impacts on social relationships through the development of confidence and self-respect. Being able to take responsibility for personal hair care is essential for independent living and helps in the development of behaviour required for successful job seeking. Opportunities to follow instructions, plan self-care and select products provide opportunities for learners to apply reading and writing skills. Hygiene and safety underpin the content of this unit.

For learning outcome 1, learners will explore the need for hair care in relation to hygiene and the impact on self-confidence and the image presented to others.

Learners will consider different hair types for learning outcome 2. Having identified their own hair type they will identify products suitable for their own hair and plan a routine for their own hair care.

## Essential resources

Learners should have access to a wide range of hair care products and an area suitable for developing the practical skills for this unit. Access to a salon is not required.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the need for hair care	1.1	Give reasons for hair care	<ul style="list-style-type: none"> <li>□ <i>Need for hair care:</i> reasons, e.g. personal hygiene, presentation, healthy hair and scalp, prevention of conditions such as head lice; effects on confidence and self esteem; image presented to others</li> </ul>
2	Be able to plan a hair care routine	2.1	Select products to care for own hair	<ul style="list-style-type: none"> <li>□ <i>Products for hair care:</i> care according to hair type, e.g. dry, greasy, normal; brushes, e.g. flat bristle, rounded; combs, e.g. tail, detangling, delicing; shampoo for different hair types; conditioners for different hair types, e.g. dry/damaged, greasy, permed, coloured, thin; styling products, e.g. sprays, gels, mousses; medicated products, e.g. to treat dandruff, headlice; hairdryer</li> </ul>
		2.2	Describe preparation required to wash own hair	<ul style="list-style-type: none"> <li>□ <i>Preparing to wash hair:</i> preparation, e.g. of area, of self, selection of products suitable for own hair</li> </ul>
		2.3	Describe stages in washing own hair	<ul style="list-style-type: none"> <li>□ <i>Stages in washing hair:</i> wetting; shampooing; rinsing; combing using correct method; drying hair, e.g. towelling, use of hairdryer, correct method</li> </ul>
		2.4	State risks and hazards when washing own hair	<ul style="list-style-type: none"> <li>□ <i>Risks and hazards:</i> risks, e.g. getting shampoo in eyes, slipping on wet surfaces, scalp irritation from shampoo, burns; hazards, e.g. water too hot, wet floor; precautions, e.g. checking water temperature, following instruction on labels, using correct methods for washing, rinsing, use of conditioner, storing products correctly; use of electrical products safely; hygienic practices, e.g. washing brush/comb</li> </ul>
		2.5	Plan a weekly personal hair care routine	<ul style="list-style-type: none"> <li>□ <i>Hair care routine:</i> frequency of brushing/combing; frequency of washing; planning times for washing; drying hair</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. A wide range of active learning methods such as simulations, demonstrations, DVDs, photographs, guest speakers and visits will help learners to understand the concepts and relate them to their own experiences.

Learners will require considerable support and encouragement through planned activities to enable them to select hair products and develop and practise the skills required to care for their own hair. They will benefit from close monitoring and regular review and feedback sessions. Tutorial sessions will provide opportunities for learners to identify knowledge and skills they have developed and areas of knowledge, understanding and skills that need development.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – ‘Do you ever have a bad hair day?’ ‘How does that make you feel?’ – invite learners to share their experiences.

Activity – learners work in pairs to look at photographs of famous people – Tutor-led discussion about the image hair presents to others.

Assessment – learners identify reasons for hair care (learning outcome 1).

Activity – visits to hair salons to observe shampooing, conditioning, rinsing combing, brushing and drying.

Activity – demonstration – using a hairdryer.

Activity – question and answer session about safety and hygiene needed when caring for hair.

Tutor-led delivery on planning own hair care routine.

Activity – learners identify own hair type using a checklist.

Activity – practical – learners match shampoos, conditioners and styling products to different hair types.

Activity – visit to chemist/supermarket – learners to identify a shampoo and a conditioner for their own hair type.

Activity – guest speaker – hairdresser to speak about hair care. Learners to prepare questions about how to care for different hair types.

Activity – quiz – questions about what hair needs to be healthy.

Activity – learners make posters of rules for hair care to display in the classroom.

Tutorials – learners to plan own hair care routine.

## Topic and suggested assignments/activities

Assessment – learners state own hair type, select products to care for own hair, describe preparation required to wash hair, different stages in washing hair and risks and hazards when washing hair. Learners plan personal hair care routine for a week (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criterion 1.1 requires the learner to give at least two different reasons why hair needs to be cared for. The evidence may be provided during a group discussion supported by a witness statement from the tutor stating that the learner has achieved all the necessary evidence for the criterion.

For 2.1, the learner must select products to care for own hair.

For 2.2, the learner must describe the preparation required to wash own hair such as gathering suitable products. For 2.3, the learner must describe the stages in washing hair such as wetting hair, shampooing, rinsing, drying. For 2.4, the learner must state at least two risks and two hazards in washing own hair. Evidence may be in the form of a discussion with a signed witness statement, or through completion of a worksheet.

The plan required for 2.5 may be presented as a weekly diary. Appropriate frequency of brushing/combing and washing hair will need to be included to meet this criterion. Alternative forms of evidence may be used such as evidence from a tutorial.

## Indicative resource materials

### Textbook

Kingsley P – *The Hair Bible* (Aurum Press, 2003) ISBN 9781854109064

### Website

[www.allaboutyou.com/hair-beauty/blow-dry-hair/v1](http://www.allaboutyou.com/hair-beauty/blow-dry-hair/v1) Blow drying video

# **Unit 18:** **Food Preparation and Cooking at Home**

**Unit reference number:** F/601/2209

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

## **Unit aim**

The aim of this unit is for learners to develop the knowledge and skills to prepare and cook food safely and hygienically at home. In this unit learners will apply their knowledge by preparing and cooking simple food.

## **Unit introduction**

Cooking is a skill which is essential for independent living. Being able to choose what you would like to eat and prepare and cook food provides a sense of satisfaction and contributes to the development of self-esteem and self-confidence. Through cooking, learners are able to apply literacy and mathematical skills. Hygiene and hazard awareness are vital to safe practice in a kitchen and underpin the learning in this unit.

For learning outcome 1, learners will consider how to store food safely and the reasons why this is important.

For learning outcome 2, learners will prepare and cook food safely and hygienically, having selected the appropriate equipment.

Finally, learners will clear up the kitchen area and equipment after cooking.

## **Essential resources**

Learners need access to a kitchen area, kitchen utensils and equipment in order to develop knowledge, understanding and skills for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to store food safely	1.1	Identify ways to store food safely	<ul style="list-style-type: none"> <li>□ <i>Foods</i>: fruit; vegetables; fresh meat; fresh fish; dairy produce; frozen foods; cooked food; dry food, e.g. pasta; tinned food; jars</li> <li>□ <i>Storage</i>: appropriate to food, e.g. fresh meat on bottom shelf of refrigerator, potatoes in the dark, cooked food covered and cooled before putting in refrigerator; use-by dates</li> </ul>
		1.2	State why food needs to be stored safely	<ul style="list-style-type: none"> <li>□ <i>Incorrect storage</i>: food poisoning if eaten; affects taste of food; other food can be contaminated</li> </ul>
2	Be able to prepare and cook food safely	2.1	Select small equipment for preparation and cooking tasks for a given recipe	<ul style="list-style-type: none"> <li>□ <i>Small equipment</i>: knives, e.g. peeling, serrated, cook's knife, bread knife, potato peeler; pots/pans; measuring equipment e.g. scales; jugs measuring spoons; chopping boards, e.g. coloured for different foods</li> </ul>
		2.2	Follow instructions to prepare food for a given recipe	<ul style="list-style-type: none"> <li>□ <i>Food</i>: simple recipes using basic ingredients, e.g. cheese omelette, stir fry, baked apple, flapjacks</li> <li>□ <i>Food preparation</i>: weighing and measuring, e.g. dry food, liquids; knife skills e.g. chopping, slicing; methods, e.g. stirring, mixing</li> </ul>
		2.3	Follow instructions to cook food using an electric or gas cooker for a given recipe	<ul style="list-style-type: none"> <li>□ <i>Cooking</i>: using a gas or electric cooker; methods, e.g. grilling, frying, boiling, baking, stewing</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Demonstrate safe and hygienic practice	<ul style="list-style-type: none"> <li>□ <i>Hygienic practice</i>: personal hygiene, e.g. hand washing before preparing food, covering mouth when coughing; hygienic food handling, e.g. washing hands after handling</li> <li>□ <i>Safe practice</i>: wear non-slip shoes; use of cooker; storage of knives; report hazards</li> </ul>
3	Be able to clear up after cooking	3.1	Initiate cleaning of equipment used during cooking	<ul style="list-style-type: none"> <li>□ <i>Clearing up</i>: wash up equipment; store equipment safely; clean work surfaces</li> </ul>
		3.2	Store equipment safely	
		3.3	Follow instructions to clean kitchen area	

## Information for tutors

---

### Delivery

This is mostly a practical unit. Learners will need opportunities to practise and develop their skills through simulations and real preparation and cooking experiences. Tutors may use demonstrations, DVDs and photographs to consolidate learning. Recipe books and the internet may provide useful sources of information for recipes. However, tutors will need to guide learners in selecting food to cook which is achievable within timescales and enables them to develop the skills given in the unit content. At this level it is anticipated that the food will be easy to prepare and cook, but will enable learners to develop their food preparation and cooking skills.

The importance of good personal hygiene and the need to follow safety rules should be stressed and expected throughout all the practical sessions in the unit.

Regular feedback, encouragement and support from the tutor will be required as learners at this level often lack confidence and practical skills. Tutorials will provide opportunities to review learner progress and identify knowledge and skills that have been developed and areas that need improvement.

It may be helpful to deliver the Unit 11: *Hygiene and Safety in the Kitchen* alongside this unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – ‘Why is it important to eat fresh food?’

Activity – paired work – simulation – learners choose where to store different foods. Followed by whole-class discussion to agree correct storage places.

Activity – worksheet to consolidate knowledge.

Activity – use-by dates – learners work in pairs to identify correct use-by dates on different foods.

Activity – learners make ‘warning’ posters to display in a kitchen about correct storage and use-by dates.

Assessment – learners record ways to store food safely and why food needs to be stored safely (learning outcome 1).

## Topic and suggested assignments/activities

Activity – quiz – display of small equipment for learners to handle/touch – ‘What would you use this for?’ multiple-choice questions.

Tutor-led question and answer session to establish knowledge of kitchen hygiene and safety. Safe practice agreed and safety rules displayed for learners to refer to during practical tasks.

Activity – demonstration of use of small equipment.

Activity – practical – using small equipment to practise food preparation tasks, e.g. peel potato, weigh pasta, measure milk.

Activity – question and answer session. ‘Why is it important to clear up after preparing and cooking food?’

Activity – tutor-supported research of recipes using books and the internet or learners choose food to cook from recipes provided by the tutor. Whole-class discussion to agree food to cook in practical sessions.

Activity – practical sessions – tutor demonstrates food preparation followed by learners preparing food, following instructions. Tutor demonstrates cooking followed by learners cooking food, following instructions. Learners clear up and replace equipment after each session.

Tutorials to provide feedback, log achievements and identify skills which could be developed.

Assessment – learners record achievement of skills in: selecting small equipment for preparation and cooking tasks, preparing food, cooking food, safe and hygienic practice, cleaning of equipment used during cooking; storing equipment safely; cleaning kitchen area (learning outcomes 2 and 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners may provide evidence for assessment criteria 1.1 and 1.2 during group discussion or one-to-one tutorial with the tutor. The evidence may be a witness statement from the tutor stating that the learner has achieved all the necessary evidence for the criterion. Alternative forms of evidence such as posters may be used.

For 1.1, the learner needs to identify the correct way to store three different foods.

For 1.2 the learner needs to give one reason why food should be stored safely.

Evidence for assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, and 3.3 may be collected throughout the practical sessions and be presented in a portfolio of evidence. This may include observation reports of the learner's practical work, tapes, videos, photographs and evidence from tutorials. It is anticipated that learners will require some guidance but will be able to demonstrate developing responsibility for preparing and cooking simple food safely as they progress through the unit.

## Indicative resource materials

### Textbooks

Henry D and Levers J – *Cook Simple: Effortless Cooking Every Day* (Mitchell Beazley, 2010) ISBN 9781845335748

Pickford L – *Hamlyn All Colour Cookbook: 200 Really Easy Recipes* (Hamlyn, 2009) ISBN 9780600619345

Various – *Easy Everyday: Simple Recipes for No-fuss Food* (Ryland Peters and Small, 2008) ISBN 9781845976330

Watt F – *Beginners Cookbook* (Usborne, 2007) ISBN 9780746085387

### Websites

[www.bbc.co.uk/food](http://www.bbc.co.uk/food)

BBC food

[www.jamieshomecookingskills.com](http://www.jamieshomecookingskills.com)

Activities and videos on cooking skills and basic recipes

# Unit 19: Parenting Awareness

**Unit reference number:** A/502/0654

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

This unit aims to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.

## Unit introduction

Babies are totally dependent on the adults caring for them to meet all their needs to enable them to thrive. It is essential, therefore, to understand the demands having a baby places on parents and to know the ways in which parents can be supported. This includes knowledge of the people and facilities available to give advice, guidance and support to new parents to help them fulfil their parenting responsibilities. Parents have a responsibility to keep their baby safe and need to know what to do if they are concerned about their baby's health. This unit aims to introduce knowledge and understanding in these key areas.

For learning outcome 1, learners will explore how having a baby places demands on parents.

Sources of support and facilities for parents are investigated in learning outcome 2.

For learning outcome 3, learners will consider how to keep a baby safe in the home and how to seek advice about a baby's health.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Demonstrate an awareness of the demands of having a baby	1.1	Identify a way in which having a new baby can be demanding for new parents	<ul style="list-style-type: none"> <li>□ <i>Demands a baby places on parents:</i> baby totally dependent for all care needs; 24-hour care, e.g. waking at night is tiring; frequent feeding; frequent nappy changing; understanding baby's needs, e.g. interpreting crying, knowing if baby is ill; financial, e.g. cost of equipment, clothing</li> </ul>
2	Demonstrate an awareness of the sources of help and support available for parents	2.1	Identify a source of help for new parents	<ul style="list-style-type: none"> <li>□ <i>Sources of help for new parents:</i> health advice, e.g. midwife, health visitor, general practitioner (GP); help with caring, e.g. partner, extended family, neighbours; financial help, e.g. child benefit; social worker for help with social problems, e.g. housing problems; helplines, e.g. Cry-sis, Parentline Plus</li> </ul>
		2.2	Identify a facility in their local area which supports parents with young children	<ul style="list-style-type: none"> <li>□ <i>Facilities to support parents with young children:</i> groups, e.g. parents and baby/toddler groups; parenting classes; toy libraries; Sure Start Children's Centres, e.g. providing childcare, advice on parenting, help to return to work; childminders; play facilities, e.g. playgrounds, swimming pools</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Demonstrate an awareness of a parent's responsibility for keeping a baby safe and healthy	3.1	Identify a way that a parent can protect a baby against an unsafe situation in the home	<ul style="list-style-type: none"> <li>□ <i>Keeping baby safe</i>: equipment, e.g. stair gates, electric socket covers; care, e.g. sleeping position, sterilising feeding equipment, checking temperature of bath water, smoke free environment; not leaving baby alone, e.g. in the bath, when feeding; toys, e.g. age appropriate, no small pieces</li> </ul>
		3.2	Give an example of when a parent should seek medical advice about their baby's health	<ul style="list-style-type: none"> <li>□ <i>Seeking medical advice</i>: signs advice may be needed, e.g. high temperature, vomiting, diarrhoea, not feeding, rash, breathing difficulties; emergency care, e.g. dial 999, hospital accident and emergency department; medical personnel, e.g. GP, health visitor, midwife; NHS Direct</li> </ul>

## Information for tutors

---

### Delivery

The unit has been designed to make the key topics as practical as possible. Activities in this unit should involve learners exploring the immediate experiences of families and friends who have had babies. The opportunity to observe babies to gain awareness of their needs and the demands of parenting may also be achieved through visits to nurseries or parent and baby groups.

Guest speakers who are parents could bring their babies into the learning centre so that learners can observe parents providing care such as nappy changing to help them relate to the content of the unit.

Learners require access to information on sources of help for parents and equipment to keep babies safe in the home. Sources include DVDs, simulations, websites and photographs. Learners will benefit from tutor support and direction and regular review and feedback sessions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Activity – watch a DVD of a newborn baby. Question and answer session – ‘What is the baby able to do?’ ‘What will the baby need the parents to do for them?’ ‘How often will the baby need care?’

Activity – tutor-supported internet research about equipment needed to care for a newborn baby. Feed back answers to the group for discussion – ‘How much would the equipment cost?’

Activity – simulation – computerised baby which has been programmed to cry frequently. Learners practise in pairs comforting the ‘baby’. Tutor-led discussion – ‘Why was the baby crying?’ ‘How would you feel if the baby cried all night?’

Activity – guest speaker – parent with a young baby to speak about the care the baby needs over 24 hours.

Assessment – learners identify a way in which having a baby can be demanding for new parents (learning outcome 1).

Activity – learners review leaflets and booklets prepared for new parents to identify people who can provide advice and support. Feed back answers to group.

Activity – tutor-supported internet research to find out about child benefit.

Activity – guest speaker – childminder to speak about role in caring for children while parents work.

Activity – visit to playground/library/toy library to observe leisure/play facilities. Question and answer session following the visit ‘How would parents and young children be helped by these services?’.

Assessment – learners identify a source of help for new parents and a facility in their local area which supports parents with young children (learning outcome 2).

## Topic and suggested assignments/activities

Activity – learners work in pairs to identify hazards for a mobile baby, e.g. open fire, stairs, cup of tea on a coffee table in photographs of different rooms in the home. Feed back answers to whole group.

Activity – tutor-supported internet research to find out about safety equipment.

Activity – question and answer session about safety aspects, e.g. 'Is it safe to smoke near a baby?' 'Are all toys suitable for babies?' 'Why should you check the temperature of the bathwater before a baby's bath?' 'What is the safest way for a baby to sleep?'

Activity – visit to shop to identify safe toys for a baby.

Activity – group produces display for classroom about safety equipment and safe toys for babies using photographs/images.

Assessment – learners identify a way that parents can protect a baby against an unsafe situation in the home (learning outcome 3).

Activity – tutor-supported paired work to decide when to ask for medical advice in case studies using NHS Direct site ([www.nhsdirect.nhs](http://www.nhsdirect.nhs)), e.g. the baby has a cough, baby has a nappy rash, baby not taking any feeds, baby having difficulty breathing. Feed back results to whole group for tutor-led discussion.

Activity – question and answer session to identify personnel available to give medical advice to parents. Answers displayed on flip chart.

Activity – tutor-led discussion to decide how the parent should obtain medical advice in each of the case studies.

Assessment – learners give an example of how a parent should seek medical advice about a baby's health (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment criteria for this unit could be combined in one assignment task and evidence presented as a leaflet with information for new parents.

For assessment criterion 1.1, the learner will need to give clear, concise information about one way having a baby can be demanding for a new parent. Evidence may be written or, alternatively, a discussion between the learner and tutor could be used, supported with a statement from the tutor that the learner has provided the necessary evidence for the assessment criterion.

For assessment criterion 2.1, one source of help for new parents will need to be given. Evidence may be written or provided in group discussion, supported with a statement from the tutor that the learner has provided information about one source of help.

Assessment criterion 2.2 requires the learner to give information about one local facility which provides support for parent, with young children.

For assessment criterion 3.1, the learner will need to give information about one way a parent can keep a baby safe in one hazardous situation in the home. This may be the provision of equipment or appropriate action by parents. The answer may be in response to a case study or a photograph. Evidence may be written or provided in group discussion, supported with a statement from the tutor that the learner has provided the necessary evidence for the criterion.

For assessment criterion 3.2, one example of how a parent should get medical advice if they have concerns about their baby's health will need to be given. Evidence may be provided as a response to a case study and may be written or provided in group discussion, supported with a statement from the tutor that the learner has provided the necessary evidence for the assessment criterion.

## Indicative resource materials

### Websites

<a href="http://www.babycentre.co.uk/baby/safety">www.babycentre.co.uk/baby/safety</a>	Information and checklists about baby safety
<a href="http://www.capt.org.uk/safety-advice">www.capt.org.uk/safety-advice</a>	Child Accident Prevention Trust – advice for parents, quiz
<a href="http://www.cry-sis.org.uk">www.cry-sis.org.uk</a>	Cry-sis – helpline for parents with crying babies
<a href="http://www.fsid.org.uk">www.fsid.org.uk</a>	Foundation for Study of Infant Deaths – baby sleeping advice
<a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a>	NHS Direct
<a href="http://www.nhs.uk/conditions/Accidents-to-children-in-the-home/Pages/Introduction.aspx?url=Pages/What-is-it.aspx">www.nhs.uk/conditions/Accidents-to-children-in-the-home/Pages/Introduction.aspx?url=Pages/What-is-it.aspx</a>	NHS – accidents to children in the home includes a video clip
<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>	Parentline – helpline providing parenting advice



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to care for pets	1.1	Identify different care needs of pets	<ul style="list-style-type: none"> <li>□ <i>Care needs in relation to species:</i> food, e.g. balanced diet, timing; water e.g. supply method; housing, e.g. size; temperature; exercise; stimulation, e.g. environmental enrichment, company; grooming; health, e.g. injections</li> </ul>
		1.2	Follow instructions to provide food and water to meet the needs of specific pets	<ul style="list-style-type: none"> <li>□ <i>Meeting pet needs:</i> providing food and water; providing clean housing/bedding; disposing of waste; ensuring pet has exercise; ensuring pet has stimulation</li> <li>□ <i>Providing food and water:</i> suitable food for species; when to supply food and water; supply method, e.g. bowl</li> </ul>
		1.3	Initiate cleaning of animal housing for specific pets	<ul style="list-style-type: none"> <li>□ <i>Clean animal housing:</i> when to clean housing/bedding; disposing of waste</li> </ul>
		1.4	Demonstrate safe handling of pets	<ul style="list-style-type: none"> <li>□ <i>Safe handling techniques:</i> personal protective equipment (PPE); handling aids; when to handle pets, e.g. grooming</li> </ul>
2	Know how to respond to illness in pets	2.1	Give examples of ill-health in specific pets	<ul style="list-style-type: none"> <li>□ <i>Ill-health:</i> in relation to species, e.g. lack of appetite, weeping eyes, lethargy</li> </ul>
		2.2	Indicate where to seek help for unwell pets	<ul style="list-style-type: none"> <li>□ <i>Responses to ill health:</i> seeking advice from veterinary surgery; contacting welfare organisation, e.g. PDSA</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. Learners require access to information on pet keeping, animal welfare, dog and cat breeds, animal handling, exercising and healthcare; this may be achieved through the use of DVDs, simulations, websites and photographs. However, routine access to pet animals is essential. Visits to pet shops, pet rescue centres, shows, kennels and catteries will provide an opportunity for learners to observe the care requirements of a range of animals including small mammals, fish, birds, dogs and cats. Guest speakers may be invited to bring well-behaved animals to demonstrate safe practical handling skills and the use of personal protective equipment to enable learners to understand how to handle animals.

A selection of well-behaved and well-handled animals will be required to enable learners to develop confidence and skills in handling animals. Observing health and safety precautions will be essential to minimise risk to handlers and animals.

Regular feedback, encouragement and support from the tutor will be required as learners at this level often lack confidence and practical skills. Tutorials will provide an opportunity to review learner progress and identify knowledge and skills that have been developed and areas that need improvement.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning and assessment.

Tutor-led discussion – learners share their experiences of caring for pets.

Activity – guest speakers – pet owners to speak about how to care for their pets. Learners to prepare questions to ask speakers about food requirements, housing, exercise, injections, etc.

Activity – visit to a pet shop to find out information about food and housing needs of different pets – learners use a worksheet to record their research.

Activity – tutor-supported research – learners choose a pet and work in pairs to find out care needs using books and the internet. Record findings on a poster and present needs of 'their pet' to the whole group.

Activity – dramatisations of different people choosing a pet – e.g. an elderly man living in a flat, a single person living in shared accommodation, a young family with a garden. Tutor-led discussion – Which pets would suit them best? Why? What happens to abandoned pets?

Activity – demonstrations of safe handling, feeding and cleaning of housing/bedding of different small pets, e.g. gerbil, budgerigar, hamster, guinea pig, rabbit, goldfish, mouse.

Guest speakers or learners may bring pets for demonstration and practical sessions.

## Topic and suggested assignments/activities

Practical activity – learners supervised providing food for pets, handling animals, following safety precautions and cleaning housing/bedding, observed by other learners.

Assessment – in a discussion with the tutor, learners identify the care needs of pets, and then are observed following instructions to provide food and water to pets, clean animal housing, demonstrate safe handling of pets (learning outcome 1).

Tutor-led discussion – ‘How do you know if your pet is healthy?’ Learners describe healthy behaviour of their chosen pet. Tutors pose a range of questions about unwell pets ‘What would you do if your cat had a sticky eye, your dog had a cough’ etc?

Activity – tutor-supported research to find details of common illnesses in chosen pets and veterinary clinics and pet centres in the local area.

Assessment – learners record examples of ill-health in pets and where to seek help for unwell pets (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment criterion 1.1 requires the learner to identify the care needs of two different pet species. Evidence may be provided during group discussion supported by a witness statement from the tutor stating that the learner has achieved all the necessary evidence for the criterion. Alternative forms of evidence such as posters may be used.

Evidence for assessment criteria 1.2, 1.3 and 1.4 may be collected throughout the practical sessions and be presented in a portfolio of evidence. This may include observation reports of the learner’s practical work, tapes, videos, photographs or evidence from tutorials. It is anticipated that learners will require some guidance but will be able to demonstrate developing skills and confidence in caring for animals and handling them safely.

For 2.1, the learner needs to give examples of two signs of illness in two different animal species.

For 2.2, the learner needs to indicate where to seek help for unwell pets, for example contacting a local veterinary surgery or animal clinic, or another source of support for sick animals.

## Indicative resource materials

### Textbooks

Alderton D et al – The Complete Book of Pets and Pet Care: The Essential Family Reference Guide to Pet Breeds and Pet Care (Southwater, 1st edition 2011)  
ISBN 9781780190440

Hearne T – Care for Your Guinea Pig (RSPCA Pet Guides) (Collins, 2004)  
ISBN- 9780007182695

RSPCA – Care for Your Cat (RSPCA Pet Guides) (Collins, 2005)  
ISBN 9780007193561

RSPCA – Care for Your Hamster (RSPCA Pet Guides) (Collins, 2005)  
ISBN 9780007193578

RSPCA – Care for Your Goldfish (RSPCA Pet Guides) (Collins, 2004) ISBN  
9780007182725

RSPCA – Care for Your Rabbit (RSPCA Pet Guides) (Collins, 2004) ISBN  
9780007182701

### Websites

<a href="http://www.battersea.org.uk">www.battersea.org.uk</a>	Battersea Dogs Home
<a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a>	The Blue Cross
<a href="http://www.cats.org.uk">www.cats.org.uk</a>	Cats Protection
<a href="http://www.dogstrust.org.uk">www.dogstrust.org.uk</a>	Dogs Trust
<a href="http://www.gccfcats.org">www.gccfcats.org</a>	Governing Council of the Cat Fancy
<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>	The Kennel Club
<a href="http://www.pdsa.org.uk">www.pdsa.org.uk</a>	PDSA – for pets in need of vets (formerly People’s Dispensary for Sick Animals)
<a href="http://www.petmag.co.uk">www.petmag.co.uk</a>	Online pet magazine
<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	The Royal Society for the Prevention of Cruelty to Animals (RSPCA)

# Unit 21: Growing Plants

**Unit reference number:** F/601/2212

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is to enable learners to develop the knowledge and skills needed to grow and tend for a cutting, seeds or bulbs, with assistance.

## Unit introduction

This unit encourages learners to grow plants to develop new interests and give them a taster into a vocational area.

Learners are encouraged to take ownership and responsibility for their plant and to make decisions regarding the care of the plant. These are skills that learners need to develop to be independent. Learners will also think about how different factors interact with each other, for example sufficient light, amount of water.

For learning outcome 1, learners will find out about the different conditions needed for plants to grow. They will apply this information to growing their own plant for learning outcome 2.

## Essential resources

Learners need access to:

- seeds or bulbs
- flower pots or trays
- soil or bulb fibre
- flower books
- gardening books.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to grow a plant	1.1	Name the conditions needed for growth	□ <i>Growing conditions:</i> light, darkness, temperature, moisture
		1.2	Give examples of different types of growing medium	□ <i>Growing medium:</i> types, e.g. water, soil, potting compost, bulb fibre
		1.3	Give examples of different growing locations	□ <i>Growing locations:</i> places, e.g. pots, bowls, flower bed, vegetable bed
2	Be able to grow a plant with tutor assistance	2.1	Choose an appropriate container or site for a chosen plant	□ <i>Location:</i> container, e.g. pot, tub; site e.g. inside, outside, sunny, shady, warm, cool
		2.2	Choose an appropriate growing medium for a chosen plant	□ <i>Growing medium:</i> e.g. water, soil, potting compost, bulb fibre; suitability for chosen plant
		2.3	Care for the plant over an agreed amount of time, with assistance	□ <i>Care for plant:</i> ensuring the correct balance of growing conditions
		2.4	Comment on the outcomes of the task	□ <i>Outcome:</i> the balance of conditions, the growth of the plant; changes, e.g. to growing conditions, growing medium, location

## Information for tutors

---

### Delivery

As learners are required to grow a plant, the timing of planting will need to be considered carefully. Some seeds grow quickly and others take months to germinate. Bulbs such as hyacinths can also be grown in water and the learner will be able to watch the roots grow. Peas and beans can be grown successfully in a jam jar supported with blotting paper and again the roots and the shoots can be seen easily.

The unit could be delivered with the planting taking place at the start and the progress noted during the delivery of the unit, or planted during the unit, allowing with time after growing to sum up the unit.

It may be helpful to deliver Unit 22: *Helping to Maintain a Garden* alongside this unit.

Learners will need to have access to the materials needed to grow their plant and a suitable work area.

Learners will find out about the different types of plant, what is needed to grow plants, for example soil, water and care. There are opportunities for learners to either visit a garden centre or to have a visiting expert show different types of plant, different growing media, and to explain how plants grow.

Learners are encouraged to 'get their hands dirty' and have a go at growing plants.

Regular feedback, encouragement and support from the tutor will be required as learners at this level often lack confidence and practical skills.

Monitoring the plants' progress could be done with a series of photographs taken the same day each week. These could be scanned and learners can add their own comments creating their own progress report, log or diary of the event. The growing of the plant could be a pair or group activity provided there are witness statements to show that each member of the group or pair was involved in all parts of the planting and caring for the plant. Ideally, each learner should grow their own plant; this gives ownership and develops feelings of responsibility.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit and programme of learning.

Guest speaker/visit to a garden centre – this would be a good introduction to the different growing media, requirements of plants and growing locations.

Activity in pairs or groups – looking at pictures of different effects of growing medium, e.g. growing towards the light, not enough water. Actual examples would be even better. Learners match the effect with the correct reason.

Practical activity – learners able to feel and touch different growing media and put the correct name to each.

Tutor-led discussion on the different growing locations for seeds, bulbs etc.

Activity – pair/group matching examples of flowerpots, bowls, etc with the correct name.

Worksheets – quizzes to reinforce opportunities and assessment evidence.

Assessment – learners list different conditions, types of growing medium and locations for growing plants (learning outcome 1).

Tutor-led discussion regarding what is to be grown, where and in what container. Reinforcement of the information could be carried out using worksheets or having a class quiz.

During the care of the plant, many opportunities will arise for tutor-led discussion around the most appropriate action to be taken regarding:

- amount of water to add, if any is needed
- shifting the location of the plant as a result of being too hot or too cold, not enough light.

These discussions could be videoed or witness statements kept.

Tutor-led discussion assessing the success of the plant growing. As a result of the discussion, learners create a list of modifications for growing a plant at a future date. List kept for the portfolio of evidence.

Assessment – learners grow a plant with tutor assistance (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

It is accepted that learners will need assistance to achieve this unit.

Assessment for this unit could include witness statements, photographs, video clips, tapes, a portfolio of evidence, for example completed worksheets, all of which need to be kept for internal and external quality assurance.

To meet assessment criteria 1.1, 1.2 and 1.3, learners must name the conditions needed to grow plants, giving examples of types of growing medium and different growing locations. Evidence could come from worksheets, photographs, and witness statements.

To meet assessment criteria 2.1, 2.2 and 2.3, learners need to grow a plant. Photographs or a video of the planting and care of the plant over subsequent weeks would be good evidence of the plant, as would a written log by the learners. Learners will need tutor assistance.

Evidence for assessment criterion 2.4 could be a witness statement of the discussion of the project's success or the improvement needed in future, a piece of written work from the learner or a taped discussion from the learner.

### **Indicative resource materials**

#### **Textbook**

*Growing Plants from Seed* (Royal Horticultural Society, 2002)  
ISBN 978 155581127

#### **Websites**

[www.bbc.co.uk/schools/](http://www.bbc.co.uk/schools/)

BBC schools – information on growing plants

<http://growingplants.org>

Interactive encyclopaedia of plants



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about garden maintenance	1.1	Identify parts of gardens that need regular maintenance	<ul style="list-style-type: none"> <li>□ <i>Areas of garden needing regular maintenance:</i> features, e.g. keeping paths clear, cutting lawns, weeding flower beds, trimming bushes</li> </ul>
		1.2	Give reasons why gardens need to be maintained	<ul style="list-style-type: none"> <li>□ <i>Reasons for maintenance:</i> safety, e.g. clearing paths of leaves, keeping paths clear of moss, aesthetic reasons, no weeds so plants grow better</li> </ul>
2	Be able to help with basic maintenance in the garden, with assistance	2.1	Select tools used in gardens	<ul style="list-style-type: none"> <li>□ <i>Tools:</i> e.g. spade, hoe, lawnmower, rake, water hose, shears, leaf gatherers</li> </ul>
		2.2	State ways to use tools safely in gardens	<ul style="list-style-type: none"> <li>□ <i>Using tools safely:</i> considerations, e.g. sharp tools, storage of rakes, electric flexes, water and electrics</li> </ul>
		2.3	Dress appropriately for helping in the garden	<ul style="list-style-type: none"> <li>□ <i>Dress:</i> personal protective equipment (PPE), e.g. gardening gloves, waterproof clothing</li> </ul>
		2.4	Follow safety guidance when using tools in the garden	<ul style="list-style-type: none"> <li>□ <i>Safe use of tools:</i> e.g. when mowing lawn, pruning, raking leaves, hoeing, digging, watering; cleaning tools</li> </ul>
		2.5	Follow instructions to carry out maintenance tasks in a garden	<ul style="list-style-type: none"> <li>□ <i>Following instructions:</i> basic terms, e.g. weeding, collecting leaves, mowing a lawn, digging, hoeing, watering; checking understanding; asking questions when unsure; checking instructions are carried out correctly</li> </ul>
		2.6	Store tools correctly	<ul style="list-style-type: none"> <li>□ <i>Storing tools:</i> storing tools safely, e.g. following manufacturer's instructions</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit and learners need access to a variety of tools and to a garden where they can have the opportunity to help with basic maintenance. Some learning centres have gardens and grassland on site and this may be suitable, if not access to the local park may be arranged.

The unit is best delivered with the assistance of outside speakers, who are gardeners and can demonstrate the safe use of tools.

This is a practical unit giving learners the opportunity to learn new skills in a safe environment. Learners will learn how to use garden tools safely.

The unit encourages visits to local parks and large public gardens. If the learning centre has gardens or grassland around it, then this will offer areas for observation and possibly work experience.

Tutors will need to encourage learners and offer reinforcement opportunities to master the safe use of tools. However, the sense of learner satisfaction after helping to maintain the garden should not be underestimated.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to the unit by tutor-led discussion on what a garden is and what features learners would expect to be found in it.

Assessment – learners create a display or poster listing the main features in the garden.

Group activity – matching pictures to names and perhaps purposes of the various tools used to maintain a garden. Class discussion from the group activity to create a poster with a display of the tools.

Visit to a local park or garden to consider the areas that need looking after. Learners could be encouraged to note these areas and work out reasons for maintaining these areas. If a visit is not possible, then a group activity could be substituted, using a variety of pictures to consider the areas that need looking after and the reasons why.

Most learning centres have some garden/green area and learners could use this to note the various areas and reasons for keeping them tidy.

Assessment – learners create a display summarising the garden information, features, maintenance needed and reasons for it (learning outcome 1).

## Topic and suggested assignments/activities

Guest speaker – gardener to give learners a demonstration and opportunities to use tools in the garden. This could be followed by learners having the opportunity to use the tools. Videos of learners in the garden could be evidence and also used for reinforcement at a later date.

Before the practical sessions, a tutor-led discussion regarding what to wear in the garden should take place. Various articles of clothing could be examined in a discussion and learners given the opportunity to discuss whether they are appropriate or not.

Assessment – group and pair activities where learners have the opportunity to use their skills and help to keep a garden tidy. Assessment could be over a number of sessions and recorded using photographs, video etc (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

It is accepted that learners will need assistance to achieve this unit.

The assessment for this unit will include a portfolio of evidence comprising witness statements, photographs, video clips, tapes and learners' written work, all of which need to be kept for internal and external quality assurance. (The evidence collected also meets parts of the range for Functional Skills standards in English Entry 2 – Reading and Writing.)

Assessment criteria 1.1 and 1.2 could be assessed together. Evidence could be a display of the information, with a witness statement explaining how the learner contributed to the creation of the display, a worksheet summarising the information, or a written or oral list. For assessment criteria 1.1 and 1.2 the learner needs to list parts of the garden that need looking after with reasons for this. A completed worksheet would be acceptable.

Assessment criterion 2.1 could be assessed after learners have demonstrated how to use the tools safely, and after they have had an opportunity to practise their new skills. For 2.2, learners should describe how to use at least two tools safely, either through a discussion with the tutor or through completing a worksheet.

Assessment criteria 2.3, 2.4, 2.5 and 2.6 can be assessed as a whole or in individual parts, where an assessment grid would prove useful. The learner needs to help with basic maintenance in the garden. This can be demonstrated through group activity but a witness statement will be required to show exactly what each learner has done. The use of photographic and video evidence would be useful and could be used for follow-up discussions with learners to reflect on the tasks they had carried out.

## Indicative resource materials

### Textbook

Alexander R – *The Essential Garden Maintenance Workbook* (Timber Press, 2006)  
ISBN 9780881927832

### Websites

<a href="http://www.applegategardens.co.uk">www.applegategardens.co.uk</a>	Gardening tips and advice for beginners
<a href="http://www.greenfingers.com">www.greenfingers.com</a>	Selection of articles on articles for beginners
<a href="http://growingplants.org">http://growingplants.org</a>	Interactive encyclopaedia of plants
<a href="http://www.lovemoney.com">www.lovemoney.com</a>	Includes some tips on gardening
<a href="http://www.weekendgardener.net">www.weekendgardener.net</a>	<i>Weekend Gardener</i> – web magazine, tips, advice and ideas

## **Unit 23: Producing a Product**

**Unit reference number: M/505/0248**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this unit is to enable the learner to gain the skills and knowledge to produce a product, with assistance. The unit is a generic unit and can be used for a wide range of different products.

### **Unit introduction**

This unit will give learners confidence and build their self-esteem in being able to produce a product. The learner will be applying skills learned in other units to create or make a product. Practical work encourages the learner to problem solve which is a useful transferable skill for independence and employability.

In learning outcome 1, learners will consider the tools and materials needed for their product and also consider the type of help they may need. This encourages learners to think ahead.

In learning outcome 2, learners will list the skills needed and describe the process for making their chosen product, as well as considering what to do if things go wrong.

### **Essential resources**

Learners need access to the tools and materials required to produce the product.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to produce a chosen product	1.1	Identify tools required to produce a chosen product	<ul style="list-style-type: none"> <li>□ <i>Tools:</i> types, e.g. hammers, saws, scissors, hoes, knives, paintbrushes, pins, needles, cooker, oven, easel for painting</li> </ul>
		1.2	Identify materials needed for producing the product	<ul style="list-style-type: none"> <li>□ <i>Materials:</i> e.g. bulbs, soils, paper, wood, flour, sugar, paint, bricks, cloth, yarn</li> </ul>
		1.3	Identify any other help needed to produce the product	<ul style="list-style-type: none"> <li>□ <i>Additional help:</i> e.g. skilled person to assist, recipe, plan, labelled diagram</li> </ul>
		1.4	State safety considerations	<ul style="list-style-type: none"> <li>□ <i>Safety considerations:</i> e.g. storage of tools, keeping work area clear and clean, personal protective equipment (PPE), safe use of tools</li> </ul>
		1.5	Identify skills required to produce chosen product	<ul style="list-style-type: none"> <li>□ <i>Skills:</i> e.g. baking, painting, cutting wood, reading instructions, sewing, knitting, following a pattern sequence to make/produce product</li> </ul>
		1.6	State steps needed to make chosen product	<ul style="list-style-type: none"> <li>□ <i>Making the product:</i> following written or spoken instructions, e.g. a recipe, pattern, plan, list</li> </ul>
		1.7	State what to do if things go wrong	<ul style="list-style-type: none"> <li>□ <i>Problems:</i> depends on product, e.g. running out of materials, tools not working, result not matching expectation</li> <li>□ <i>Solutions:</i> e.g., asking for help, reading the instructions again</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to produce a product, with assistance	2.1	Make preparations to produce the product	<ul style="list-style-type: none"> <li>□ <i>Preparations</i>: tidy work space; gathering tools and materials needed; preparing materials and tools, e.g. water for painting, oven at correct temperature; skills development, e.g. learning how to bake, paint, cut wood, choice of product to make/produce</li> </ul>
		2.3	Dress appropriately for producing the product	<ul style="list-style-type: none"> <li>□ <i>Dress appropriately</i>: to protect self, e.g. overall, apron</li> </ul>
		2.2	Follow safety guidance while using tools and materials to produce product	<ul style="list-style-type: none"> <li>□ <i>Work safely</i>: safe use of tools and materials; using personal protective equipment (PPE) if appropriate</li> </ul>
		2.3	Tidy area putting tools/materials away	<ul style="list-style-type: none"> <li>□ <i>Tidy area</i>: safe storage of tools and materials; the need for a clean, tidy workplace</li> </ul>
		2.4	Contribute to feedback given on outcome of the final product	<ul style="list-style-type: none"> <li>□ <i>Outcome of product</i>: e.g. eating, selling; receiving feedback on product; agreeing any changes if product made again</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit and, therefore, learners require access to the tools, materials and work space appropriate to the product being made or produced.

This unit will enable learners to use previously learned skills in a practical situation. Learners will use the new skills of planning to practise tool use and develop their fine motor skills, whilst following instructions and having the satisfaction of making or producing a product.

Whilst it is better for the learner to work alone, it is accepted that this is not always possible and therefore a pair or even a group product is acceptable provided there is a witness statement to show how each learner was involved in the whole process.

This unit is generic and can be applied to a diverse range of products. Learners may need guidance from the tutor on the product to be produced, but they will need to relate evidence for learning outcomes 1 and 2 to a specific product.

There are a number of opportunities for visits to see how products are made and produced in industry, as well as having specialist guest speakers to demonstrate their skills.

When learners are making their product, they will need support and encouragement to realise that it is all right to make mistakes and that a product is rarely perfect first time, otherwise learners could lose confidence in their own ability.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to the unit and programme of learning.

Tutor-led discussion to consider different things that can be made/produced and the tools that would be needed.

Group activity – learners place pictures of different tools into groups according to the product to be made. A list of the tools could be made or a photograph of the group's findings could provide evidence.

Visit to a facility where products are created, e.g. a biscuit factory, a clothing firm.

Guest speaker to demonstrate their skills.

Group activity or pair activity – various products are shown and the group/pair list what materials they are made from, and how they think they are made. A class discussion to summarise the information. A record of this could be a display or a smartboard summary.

Tutor-led discussion to establish the types of help that would be needed to produce the product.

Role play or scenarios could be used to highlight the safety issues. The safety considerations could be recorded in written/oral form, or video.

Assessment – learners list the tools required to make or produce a product, the materials needed to make the product, any help needed and safety precautions (learning outcome 1).

## Topic and suggested assignments/activities

Tutor-led discussion on the skills that learners will need to make/produce the product.

Group activity – arranging cards, highlighting the production process in the correct sequence. Groups could come together and create a large display for future reference.

Role play and scenarios can be used to highlight problems and possible solutions. The outcome of the role play could be recorded as evidence in a variety of forms.

Assessment – learners describe the skills needed to make a product, how to make the product and what to do if things go wrong, either through a discussion with the tutor or completing a worksheet (learning outcome 1).

Practical part of the unit. This could be a group or pair activity provided there is a witness statement to state what each learner has done.

Group/pair activity after discussion, prompted by cards with simple questions; learners in the group give reasons for their choice of product.

Group/pair production activity, with assistance. Video of the process or photographic evidence.

Group/pair discussion after completion of the process to encourage learners to reflect on their success and any changes they would make for future attempts.

Assessment – in one-to-one tutorials, learners explain their choice of product. Learners are observed gathering the necessary materials, making preparations, making or producing the product, working safely and tidying the area. Learners then have a one-to-one tutorial, where they comment on the final product and list the changes they would make if the product were made again (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

It is accepted that learners will need assistance to achieve the unit.

Assessment for this unit includes a portfolio of evidence comprising witness statements, photographs, video clips, tapes and learner's written work, all of which need to be kept for internal and external quality assurance.

Monitoring the progress of learners making the product could be through a series of photographs or video footage. This can be used to help with the reflection on the success of the product. The photographs could be scanned for learners to add their own comments.

To meet assessment criteria 1.1, 1.2, 1.3 and 1.4, lists are required. These can be written or oral or a display as a result of learners' work, provided there are witness statements to state what each learner contributed to the discussion.

To meet assessment criterion 1.5 a simple written or oral list is required.

Evidence for assessment criterion 1.6 can be a written list, a flow chart or an oral list. The steps given in the list should be in the correct order. The oral work could be on tape. As this could be delivered as a group activity, the discussion could be recorded on video. This would allow for discussions with the group to take place at a later date.

Evidence for assessment criterion 1.7 could be observation of a group discussion, a one-to-one discussion with the tutor, or a written description.

As this is the practical part of the unit, a variety of assessments methods could be used to meet assessment criteria 2.1, 2.2 and 2.3, including written or oral descriptions, photographic or video evidence.

Assessment criterion 2.4 allows the learner to contribute to feedback on their work and to make suggestions for future projects. Assessment could include written or oral descriptions, or a presentation to their peers with a witness statement to record the content.

## Indicative resource materials

### Websites

<a href="http://www.jhpottery.com/">www.jhpottery.com/</a>	J H Potter – includes tutorial on a beginners' guide to ceramics
<a href="http://www.making-greeting-cards.com">www.making-greeting-cards.com</a>	Card making templates
<a href="http://www.makingyourown.co.uk">www.makingyourown.co.uk</a>	Advice on making a wide variety of products including hair and beauty products and craft projects
<a href="http://www.simplyknitting.co.uk">www.simplyknitting.co.uk</a>	Knitting magazine, patterns and tips
<a href="http://www.startsewing.co.uk">www.startsewing.co.uk</a>	Advice on all aspects of sewing

## **Unit 24: Community Action**

**Unit reference number:** Y/502/0449

**Level:** Entry 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.

### **Unit introduction**

Government, police forces and other agencies see the involvement of individuals in their own communities as influential in reducing antisocial behaviour, crime and social isolation.

It is, therefore, important that individuals recognise the contributions they can make towards improving their community and the benefits this will have for themselves, others and the environment.

In this unit learners will be guided and supported in finding out about a local community group and what it does within the community. Learners will develop their skills by taking part in a practical community activity and will be encouraged to identify the benefits of this activity to others.

Completing this unit will contribute to learners' overall personal and social development. Participating in a community activity may improve learners' skills and provide experience that will be useful in everyday life and finding employment. It may also increase their confidence and willingness to be involved in community activities in the future.

### **Essential resources**

Learners will need access to appropriate internet and other research tools.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Recognise local community groups	1.1	Identify a community group in their local area and what it does	<ul style="list-style-type: none"> <li>□ <i>Identifying community groups</i>: recognising what a community group is, e.g. neighbourhood watch, friends of the local school or hospital, parent and toddler group, church groups; finding a local group, e.g. look at notices in shops and other public places, search on the internet, ask at the local library, ask other people; finding out what local groups do, e.g. look at the group's website if they have one, pick up a leaflet or brochure if they have one, telephone or meet the organiser and ask questions, go along to a meeting to find out what happens</li> </ul>
2	Be able to demonstrate how they participate in community activities	2.1	Participate in a community activity that is relevant to them	<ul style="list-style-type: none"> <li>□ <i>Participating in community activities</i>: finding a way to participate, e.g. going to a group meeting, joining in a sponsored walk, helping to serve refreshments at an event, making items to sell for fundraising, helping to clean up a public area</li> </ul>
		2.2	Identify how this activity benefits others	<ul style="list-style-type: none"> <li>□ <i>Identifying benefits to others</i>: e.g. sponsored walk raised money for a minibus for the youth group, clearing up the playground has made it safer for children to play, serving hot drinks and chatting to new people helped them feel more comfortable</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit, which enables learners to carry out their own research and activities relevant to them, with support and guidance from the tutor.

For learning outcome 1 tutors could help learners to identify what community groups are, and what they do, by discussion and finding out learners' prior experiences. Tutors could provide source materials as examples to stimulate discussion. Learners could be directed to appropriate websites to help them find community groups in their local area.

Learners could visit their local library for information on local community groups. Visiting speakers from local community groups could be invited to talk to learners or be interviewed about their group and explain its activities. Learners could share experiences and information they have from existing or past involvement in community groups.

For learning outcome 2, learners need to participate in a community activity and should be guided to choose an activity that is relevant to them. The whole group, or small groups of learners, could choose an activity to undertake together. Learners may already be involved in an activity outside of the learning centre that they can use.

Learners could practise skills they may need, for example attending a meeting or serving refreshments, in the learning centre before they go out into the local community. After they have taken part in an activity learners could use visual displays, lists and discussion to identify how the activity has benefited others.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussion – What are community groups? For example, activities for people with shared interests, to provide a service for people in the community, to take action on an issue of importance to the community.
Paired research or visits – gather information about community groups in the local area.
Paired presentation on information gathered.
Activity – learners interview family/friends about their involvement in community groups.
Guest speakers – from local community groups to speak about the role of their group and how the individuals involved benefit.
Assessment – learners record information in the format of a notice for display in the local library (learning outcome 1).
Group discussion to select community activity from a range of given options.
One-to-one or small group tutorials to confirm choice for activity.
Tutor-led discussion – 'How will individual involvement be recorded?' 'What needs to

## Topic and suggested assignments/activities

be recorded?' Use of a diary or logbook to keep records of individual involvement.

Role-play activities which relate to community activity.

Debrief and feedback to include health and safety aspects and individual responsibilities.

Practical – involvement in community activity.

Assessment – present evidence of involvement in a community activity and how others benefited, for example diary or log, witness statement, photographs (learning outcome 2).

Assessment feedback, review and evaluation of unit.

### Assessment

To meet assessment criterion 1.1, learners must name a community group in their local area and give a brief description of what it does. Learners could do this through a simple presentation, creating posters or designing an advertisement to go in a newspaper or magazine.

To meet the requirements of 2.1, learners must take part in one community activity. (This could be, but does not have to be, within the community group identified for 1.1.) Evidence of participation could be through photographs, direct observation, a witness statement or a signed log.

Assessment criterion 2.2 requires the learner to identify at least two ways in which their activity has benefited others. Learners could demonstrate this by making a display or taking part in a discussion.

Learners may have evidence from the community group, for example a letter of thanks from a charity for monies received or a newspaper article detailing benefits to an individual or the community.

All the assessment criteria could be incorporated in a single assignment in which learners name a local community group, say what it does, join in an activity within that group and then identify the benefits to others. Learners could create a display using photographs, words and diagrams to evidence all the criteria.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

### Indicative resource materials

#### Websites

[www.communitygroup.co.uk](http://www.communitygroup.co.uk)

Community Group – helping to run a community group

[www.tcv.org.uk/](http://www.tcv.org.uk/)

The Conservation Volunteers

[www.vinspired.com](http://www.vinspired.com)

Vinspired – advice for young people on volunteering opportunities

# Unit 25: Participating in the Care of a Motor Vehicle

**Unit reference number:** T/505/0249

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

This unit aims to help the learner develop the skills needed to carry out simple routine maintenance of motor vehicles. Learners will develop the learner's skills in keeping motor vehicles safe to use.

## Unit introduction

In this unit learners will develop their skills in maintaining motor vehicles to develop their interest and possibly skills for employment, such as following instructions, working as a team and personal safety which can be transferred to other situations. They will have the opportunity to carry out practical activities such as checking engine oil and tyres, changing a road wheel and worn windscreen wipers, and checking the condition and level of engine coolant.

Learners will be expected to have an understanding of the importance of following procedures when carrying out motor vehicle maintenance.

## Essential resources

Resources should include sufficient motor vehicles to enable learners to carry out meaningful practical work, and a suitable area where the practical work can be undertaken, including suitable heating and ventilation and a range of car maintenance equipment and materials.

Tutors will need access to:

- manuals appropriate to the motor vehicles used in the training
- COSHH data sheets for all materials used in the delivery of this unit
- risk assessments for the workshop area used for the training.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about maintaining motor vehicles	1.1	List what needs to be maintained in a motor vehicle	<ul style="list-style-type: none"> <li>□ <i>Items that need maintaining:</i> engine oil; engine coolant; road tyres; road wheels; windscreen wipers</li> </ul>
		1.2	Give reasons why motor vehicles need to be maintained	<ul style="list-style-type: none"> <li>□ <i>Consequences of not maintaining vehicle:</i> vehicle may break down; may cause accidents leading to injury or fatalities</li> </ul>
		1.3	Give reasons why procedures must be followed when maintaining a motor vehicle	<ul style="list-style-type: none"> <li>□ <i>Importance of following procedures:</i> to ensure that all aspects are checked; for health and safety purposes</li> </ul>
2	Be able to participate in maintaining a motor vehicle	2.1	Work as a member of a team to maintain a motor vehicle by agreeing own role and following instructions	<ul style="list-style-type: none"> <li>□ <i>Team member:</i> agreeing own role; carrying out own role; offering help when needed</li> <li>□ <i>Instructions:</i> confirming instructions; asking questions to check understanding if unsure; checking instructions followed correctly</li> <li>□ <i>Types of instructions:</i> e.g. using equipment correctly, carrying out maintenance, health and safety guidance</li> </ul>
		2.2	Contribute to maintenance of a motor vehicle with assistance	<ul style="list-style-type: none"> <li>□ <i>Maintaining vehicle:</i> e.g. checking engine oil level and adding oil if necessary, checking condition of road tyres, changing a road wheel, changing worn windscreen wipers, checking condition and level of engine coolant</li> </ul>
		2.3	Follow safety guidance when maintaining a motor vehicle	<ul style="list-style-type: none"> <li>□ <i>Safety guidance:</i> safe use and handling of equipment; protective personal equipment (PPE); safe use of substances, e.g. oil, coolant</li> </ul>

## Information for tutors

---

### Delivery

The unit should be delivered through practical work supported by relevant training. The unit develops learners' knowledge, understanding and skills for basic motor vehicle care and maintenance.

Safety aspects of motor vehicle maintenance should be stressed and learners should know how to prepare themselves for working on motor vehicles. Appropriate behaviour in a workshop should also be explained and expected. Particular care should be taken with the safe use of compressed air.

At this level learners will require close supervision, and regular reviews of progress, in order to identify knowledge and skills they have developed and areas of knowledge, understanding and skills that need improvement.

Particular regard should be paid to the need to work safely with potentially hazardous chemicals, use appropriate techniques and personal protective equipment and provide access to proper washing and changing facilities.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on what needs to be maintained in a motor vehicle and the consequences of not maintaining a vehicle.

Tutor-led delivery on the importance of following procedures when maintaining motor vehicles.

Group discussions on what it means to work as a team.

Tutor-led discussion on safety guidance and tutor demonstrations of safe practice.

Assessment – learners list four aspects of a motor vehicle that need maintaining, and two consequences of not maintaining a vehicle (learning outcome 1).

Assessment – learners give reasons for following procedures when maintaining a motor vehicle (learning outcome 1).

Group activities to maintain motor vehicles. Learners follow tutor instructions and record activities on job cards provided by the tutor.

Assessment – observation of learners' activities to maintain motor vehicles. (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must list at least four things that need to be maintained in a motor vehicle. For 1.2, learners must give at least two reasons for maintaining a motor vehicle. Evidence can be through observation of group work, a one-to-one discussion with the tutor, or through completing a worksheet.

To achieve 1.3, learners must give reasons for following procedures when maintaining a motor vehicle.

Assessment criteria 2.1, 2.2 and 2.3 can be assessed through observation of the learner carrying out activities to maintain motor vehicles, working as a team, listening to and following instructions and following safety guidance. Learners could use checklists or job cards to record their own activities.

The job card system, or a variation on this theme, is used in the motor vehicle industry and will help to prepare learners for the real workplace.

## Indicative resource materials

### Textbooks

Sclar D – *Auto Repair for Dummies* (John Wiley and Sons, 2008)  
ISBN 9780764599026

Vyvyan L and Molla T – *Complete Idiot's Guide to Auto Repair* (Lifestyle Paperback, 2002) ISBN 9781592574957

### Website

[www.autoupkeep.com](http://www.autoupkeep.com)

Advice for beginners on motor vehicle care

# **Unit 26: Participating in Sport in the Local Community**

**Unit reference number: H/601/2218**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

## **Unit aim**

This unit aims to enable learners to find out about different sports in the local community and to participate in at least one sport to develop their skills in this area.

## **Unit introduction**

In this unit learners will have the opportunity to develop their interest in sport by finding out about different sports activities in the local community for learning outcome 1.

For learning outcome 2, learners will choose a sports activity to prepare for and take part in, paying attention to the clothing and equipment needed, and the rules of the sport.

Learning outcome 3 focuses on commenting on the learner's performance and suggesting improvements. Learners will develop some skills in managing themselves, such as time management, dressing appropriately, contributing to a team and safe practice.

## **Essential resources**

Learners need access to the appropriate environment or facility and equipment required for the sports activity, as well as resources to find out about the activity, for example the internet, local newspapers.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know sports activities in the local community	1.1	Name sports activities in the local community	<ul style="list-style-type: none"> <li>□ <i>Sports activities:</i> team sports, e.g. football, rugby, volleyball; individual sports, e.g. swimming, athletics; competitive sports; non-competitive sports; sources of information, e.g. local press, internet</li> </ul>
2	Be able to actively participate in a chosen sports activity	2.1	Prepare to participate in a chosen sport	<ul style="list-style-type: none"> <li>□ <i>Preparation:</i> factors, e.g. time activity takes place, cost, transport, place, equipment required, meeting other team members</li> </ul>
		2.2	Dress appropriately for the chosen sport	<ul style="list-style-type: none"> <li>□ <i>Dress:</i> suitable for chosen sport, e.g. visible, protective, supportive footwear, suitable for weather</li> </ul>
		2.3	Follow the rules of the chosen sport	<ul style="list-style-type: none"> <li>□ <i>Rules:</i> rules, scoring systems; regulations; safety</li> </ul>
		2.4	Use sports equipment appropriately	<ul style="list-style-type: none"> <li>□ <i>Sports equipment:</i> e.g. clubs, balls, bats, racquets, nets, bicycle</li> </ul>
		2.5	Demonstrate safe practice	<ul style="list-style-type: none"> <li>□ <i>Safe practice:</i> risks, e.g. misusing equipment, breaking rules, bad behaviour; preventing accidents, e.g. good behaviour, keeping to rules, using equipment safely</li> </ul>
3	Be able to comment on own performance	3.1	Contribute to feedback on own participation	<ul style="list-style-type: none"> <li>□ <i>Performance:</i> strengths and weaknesses; physical/practical skills needed; personal skills needed; how to improve, e.g. working with others, listening to others, acting on advice given, finishing set tasks on time</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed as a practical unit. Learners could be given the opportunity to experience taking part in a sport, either through provision offered by the centre or participating in community activities.

Learners will need guidance, close supervision and regular monitoring and review of progress to identify knowledge and skills they have developed and areas that need improvement.

Opportunities to visit sports and recreation centres should be provided. Role-play activities may help learners to recognise how to avoid accidents.

Using individual learner knowledge and experience of sports and recreational activities will contribute to developing the knowledge of the whole group and encourage learners to contribute relevant information to discussions.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on finding out about sport and different types of sport.

Activity – learners find out about sports activities in the local area using local press, internet etc.

Assessment – individual tutorial to discuss with the tutor what the learner has found out about sport in the local area (learning outcome 1).

One-to-one discussion with the tutor to agree the sport that the learner will participate in for the duration of the unit (this could be a sport in which the learner is already participating).

Tutor-led delivery on preparing to take part in sport.

Learners create a checklist of things to remember when preparing to take part in sport.

Learners practise chosen sports activity.

Assessment – learners are observed taking part in their chosen sports activity, appropriately dressed, following the rules, using equipment appropriately and demonstrating safe practice (learning outcome 2).

Assessment – one-to-one discussion with tutor to discuss learner's performance, what went well, and what could be improved (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criterion 1.1, learners must name sports activities in the local community. This criterion can be assessed through a written piece of work such as a completed worksheet, or a visual piece of work such as a poster. Alternatively, evidence can be a discussion with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners can use a checklist noting the different aspects of preparation such as where and when the activity takes place, how to get there etc.

To achieve assessment criteria 2.2, 2.3, 2.4 and 2.5, learners must be observed taking part in the chosen sports activity, appropriately dressed, following the rules, using equipment properly and following safe practice.

Assessment criterion 3.1 can be assessed through a one-to-one discussion with the tutor with a signed witness statement or observation sheet.

## Indicative resource materials

### Textbook

*Harris B – BTEC Entry 3/Level 1 Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

### Websites

[www.outdoor-sport-leisure.net](http://www.outdoor-sport-leisure.net)

Advice on different types of individual sport

[www.timeoutdoors.com](http://www.timeoutdoors.com)

Advice on outdoor sports

# **Unit 27: Participating in an Enterprise Activity**

**Unit reference number: D/601/2220**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

## **Unit aim**

This unit aims to develop learners' knowledge of how to plan an enterprise activity. Learners will have the opportunity, as group members, to participate in an enterprise activity.

## **Unit introduction**

In this unit, learners will have the opportunity to work in groups to plan and set up an enterprise activity. For learning outcome 1, learners will investigate the facilities, circumstances and suitable products/services to be used for the enterprise activity. For learning outcome 2, they will participate in the activity through selling a product or service. For learning outcome 3, learners will comment on their role in the enterprise activity.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to plan an enterprise activity	1.1	Contribute to ideas for an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Ideas:</i> products and services to make/produce; materials available, facilities available; skills needed to make or produce product; where product or service can be sold; who will buy product or service; items required for activity, e.g. materials, resources, facilities, equipment, workshops</li> <li>□ <i>Identifying customers:</i> types of customer; market research, e.g. questionnaires; identifying customer wants; pricing</li> </ul>
		1.2	Identify possible locations where the enterprise activity could be carried out	<ul style="list-style-type: none"> <li>□ <i>Locations:</i> location of production; location of selling, e.g. college restaurant, college garden shop, stalls, fetes</li> </ul>
		1.3	State tasks required to carry out the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Tasks:</i> planning and allocation; preparing action plan with timescales</li> </ul>
		1.4	Identify ways to promote the activity	<ul style="list-style-type: none"> <li>□ <i>Promotion:</i> promotional techniques, e.g. posters, leaflets, flyers</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to sell the product/service	2.1	Communicate with customers politely when selling the product/service	<ul style="list-style-type: none"> <li>□ <i>Behaviour</i>: speaking clearly; being polite; listening to the customer; asking questions when unsure; checking understanding where necessary</li> </ul>
		2.2	Handle customer payments accurately	<ul style="list-style-type: none"> <li>□ <i>Handling customer payments</i>: checking amount received; calculating change accurately using whole numbers up to 100</li> </ul>
		2.3	Follow health and safety guidelines	<ul style="list-style-type: none"> <li>□ <i>Health and safety</i>: following health and safety guidance; hygiene considerations, e.g. when selling food, plants; ensuring area is tidy with no hazards</li> </ul>
3	Be able to comment on own participation in the activity	3.1	Contribute to feedback given on own participation	<ul style="list-style-type: none"> <li>□ <i>Comment on own role</i>: receiving feedback from tutor, peers, customers; tasks performed; what went well; what went less well; what changes could be made for the future</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example selling biscuits or sweets, or providing a service such as car washing. During delivery of this unit, learners should be given as much practical experience as possible.

Learners should demonstrate basic planning and preparation skills. Additionally, learners will need the opportunity to show basic competency in organisational skills.

Learners will need support in selling the product or service. The tutor might wish to give learners a form or checklist of things they should be aware of when speaking to customers, and a record sheet to record sales, costs and profit.

The unit is an excellent opportunity to develop group work, communication and practical skills. Reporting can be verbal. An activity should be devised which will enable learners to deal with members of the public and not just peers and familiar personnel, tutors etc. Supervised activities and role play can be used to practise selling situations and develop skills before the actual activities, but care must be taken to record each learner's contribution to the enterprise activity. Witness statements and details of questions/answers to underpin knowledge must be retained for verification purposes.

Regular feedback from tutors will promote steady progress in the learner's development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills they have developed.

The enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off, small-group activity or an individual activity.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Tutor-led discussion – What is needed for a successful enterprise activity?

Activity – in small groups learners discuss different ideas for an enterprise activity, including the resources needed, suggested venues, who will buy the product/service. Learners feed back to rest of group.

Tutor-led discussion on promoting product or service.

Activity – using newspapers, magazines and the internet, learners find out about how products and services are promoted.

Activity – learners produce a poster or flyer promoting the product or service.

## Topic and suggested assignments/activities

Assessment – learners produce a simple plan listing the product or service to sell, where it will be sold, who will buy it, how it will be promoted (learning outcome 1).

Tutor-led delivery on dealing with customers when selling a product or service.

Learners carry out role-play activities to practise selling a product or service to a customer.

Tutor-led delivery on the importance of handling money accurately.

Assessment – learners are observed participating in an enterprise activity, selling a product or service to customers and handling money responsibly (learning outcome 2).

Assessment – in one-to-one tutorials, learners discuss their own role in the enterprise activity, what they did well, and what changes they could make for the future (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve assessment criteria 1.1, 1.2, 1.3, 1.4, learners must contribute at least two ideas for an enterprise activity and suggest at least two locations where the activity could take place, the tasks needed to carry out the activity and how to promote the activity. Evidence can be presented in the form of a simple plan, and tutors could provide pro formas for learners to complete. Alternatively, learners could be observed making contributions, with signed witness statements.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners must be observed selling a product or service to a customer, behaving appropriately, handing the customer payment correctly, using whole numbers up to 100, (to fulfil Functional Skills requirements at Entry 2) and paying attention to health and safety.

Assessment criterion 3.1 could be achieved through a group discussion where learners receive feedback from the tutor and the group. Learners must identify one aspect that went well and one change that could be made for the future.

Observation records and witness statements must be retained for verification purposes.

## Indicative resource materials

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – business and enterprise education charity – providing programmes on enterprise education
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Enterprise UK – encourages enterprising activity with young people
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out – delivers workshops, events and coaching to inspire and inform learners on self-employment
<a href="http://www.teaching-resources-uk.com/lessons/enterprise/">www.teaching-resources-uk.com/lessons/enterprise/</a>	Lesson plans for enterprise education



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know own needs and expectations as a customer	1.1	State own needs as a customer in different situations	<ul style="list-style-type: none"> <li>Customer needs: e.g. to buy goods, to buy services, to use facilities, to receive medical treatment, to be given information</li> </ul>
		1.2	State own expectations as a customer in different situations	<ul style="list-style-type: none"> <li>Customer expectations: e.g. to be spoken to politely, to be sold correct goods or services, to be charged correct price, to be given accurate information, to be listened to, not to be kept waiting, to be made welcome, to feel valued</li> <li>Customer situations: e.g. browsing in a shop, making purchase in a shop, making a telephone or internet purchase, going to the cinema, using a leisure centre, arriving at hospital as a patient, visiting a hospital</li> </ul>
2	Know how to solve problems when being customer	2.1	Identify situations that can cause problems for them as a customer	<ul style="list-style-type: none"> <li>Situations: needs or expectations not being met, e.g. not finding product, being sold incorrect or damaged product, not having enough money to pay, being charged incorrect price, being given wrong information, being kept waiting, being ignored, unclear communication which can be misunderstood, website freezing/not working</li> </ul>
		2.2	State actions to take if they have a problem	<ul style="list-style-type: none"> <li>Actions: actions to take, e.g. looking for signs, finding member of staff to ask, asking for guidance, being aware of cost of goods, ensuring have enough money to pay, finding alternative product if too expensive, ringing for help if shopping online</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to be a responsible customer in a given situation	3.1	List needs required for a given customer experience	<ul style="list-style-type: none"> <li>□ <i>Needs:</i> e.g. to buy food, clothes, to watch film, to use gym, to find required goods/services easily, to find goods/services at required price, to ensure money available for payment</li> </ul>
		3.2	Find what they are looking for with guidance	<ul style="list-style-type: none"> <li>□ <i>Guidance:</i> ways of seeking guidance, e.g. looking for goods/services, using signs, asking staff member if necessary</li> </ul>
		3.3	Behave appropriately as a customer	<ul style="list-style-type: none"> <li>□ <i>Behaviour:</i> types, e.g. body language – facial expression, posture, communicating clearly and politely, the need to be patient when queuing to pay</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of strategies to enable learners to relate the content of the unit to real life. DVDs, photographs, role play and simulations will help learners understand the relevance of the unit to their own experiences. Other learning strategies such as games, quizzes and interactive games will support learners who have a range of learning styles.

Practical tasks that take learners outside the classroom will greatly enhance the delivery of this unit. Learners will need guidance when planning their customer experience for learning outcome 3, and outings where learners experience being a customer would be useful.

### Outline Learning Plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to unit and structure of the programme of learning and assessment.

Activity – learners consider what is meant by the term 'customer', and different situations where they have been customers.

Activity – learners think about where they found the best customer care when shopping. Share their examples to establish their experience of customer care and to give them ideas to work on in the lesson. For example, help with finding the right size clothes, help with deciding on the right colour, help with ordering.

Activity – learners create a list of their needs as customers, e.g. what they wish to buy, how much they wish to spend.

Activity – learners think about how they expect to be treated as a customer, following from the discussion above.

Activity – outings to see how customers are treated in different situations, ideally going beyond retail sites to include main reception desks of office buildings, banks, doctors' surgeries or hospitals if possible.

Activity – group discussion on how customers observed by learners were treated.

Learners watch videos of different customer service situations and discuss the customer service they see being provided – are customer needs and expectations being met?

Tutor-led discussion – 'What can cause problems for customers?'

Activity – pair work – role play a customer with a problem asking a sales assistant, or a receptionist, for guidance.

## Topic and suggested assignments/activities and assessment

Assessment – learners create posters listing their own needs and expectations as customers, the problems caused if these are not met, and actions to take if they have a problem (learning outcomes 1 and 2).

Group discussion – how to behave responsibly as a customer.

Learners role play different customer situations.

Outings to experience being a customer and practise responsible behaviour.

Assessment – learners are observed as customers finding what they are looking for and behaving responsibly (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To achieve 1.1 and 1.2, learners must state their own needs and expectations as customers in different situations, for example a customer in a shop or visitor to a hospital. Evidence for 1.2 can be based on the same situations stated for 1.1.

Evidence for 2.1 and 2.2 can be based on the same situations listed for 1.1, or on different situations. To achieve 2.1, learners must identify different situations that can cause problems for them as customers. To achieve 2.2, learners must state actions to be taken if they have a problem as a customer.

Evidence for 1.1, 1.2, 2.1 and 2.2 may be a computer presentation using Powerpoint or a handwritten document with drawn pictures or collage, and may be accompanied by an oral presentation. An alternative method of assessment might be via interview with the tutor, supported by a statement from the tutor that the learner has provided the required answers.

To achieve 3.1, 3.2 and 3.3, learners must be observed being a responsible customer in a given customer experience situation. This could be shopping for food or clothes, or visiting a facility such as a cinema or leisure centre. For 3.1, learners must list their needs for the situation. Learners must be observed finding what they are looking for and behaving appropriately for 3.2 and 3.3. Signed witness statements must be retained for verification purposes.

## Indicative resource materials

### Website

[www.ehow.com/list\\_7264593\\_excellent-customer-service-activities.html](http://www.ehow.com/list_7264593_excellent-customer-service-activities.html) Ehow – activities to improve customer service skills

## **Unit 29: Discovering the Retail Workplace**

**Unit reference number: F/503/9142**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this unit is to enable learners to find out about different types of shop, their physical features and the jobs carried out within the retail workplace. Learners will have the opportunity to carry out work within a retail workplace.

### **Unit introduction**

This unit enables learners to discover the wide variety of shops in their locality. Learning outcome 1 encourages learners to find out about these shops, which may include small, medium or large outlets offering a variety of goods and/or services.

For learning outcome 2, learners will develop an awareness of the physical layout of a shop and the reasons for the layout. For learning outcome 3, they will explore the different roles taken by staff within the retail workplace. Learners will become aware of the importance of the whole team in contributing to the success of a shop.

For learning outcome 4, learners will have the opportunity to undertake some work in a retail workplace.

### **Essential resources**

Tutors need to be able to take learners on a visit or visits to a local shopping area.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of shop	1.1	Identify types of shop in the local area	<ul style="list-style-type: none"> <li>Shops: e.g. clothes shops, grocers, chemists, department stores, supermarkets, chain stores, independent stores</li> </ul>
		1.2	Identify goods and services offered by shops in the local area	<ul style="list-style-type: none"> <li>Goods and services sold in shops: goods, i.e. items which can be physically taken from the retail outlet by hand or delivery vehicle, e.g. clothes, shoes, hardware, cameras, furniture, food; services i.e. bought by a consumer but not an object to carry away, e.g. time or services of an 'expert', delivery of goods</li> </ul>
2	Know about the layout of shops	2.1	Identify the main physical features found in shops	<ul style="list-style-type: none"> <li>Main physical features: counter; till; card reader; display of product or services; fitting room (in clothes shop/department store); direction signs; adverts; security equipment; health and safety information</li> </ul>
		2.2	State functions of the main physical features found in shops	<ul style="list-style-type: none"> <li>Functions of physical features: methods of taking payments; giving change; health and safety of staff and customers, e.g. clear emergency exits, caution signs if floor wet, caution signs near escalators and steps; marketing of product/service to encourage customer spend, e.g. clear display of products, signs so customer can find products easily; methods of reducing theft</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know about the role of staff in a retail workplace	3.1	Identify the skills needed to work in retail	<ul style="list-style-type: none"> <li>□ <i>Skills needed to work in retail:</i> communication skills, e.g. speaking clearly, asking questions to confirm understanding, attention to body language; health and safety awareness; the need for accuracy when taking payment from customers</li> </ul>
		3.2	Identify job roles within a retail workplace	<ul style="list-style-type: none"> <li>□ <i>Job roles within a retail workplace:</i> sales assistant; cashier; security staff; specialist staff, e.g. experts in a field such as photography within a camera shop, fashion adviser in a clothing store; stockroom staff in larger retail workplaces; manager; assistant manager</li> </ul>
		3.3	State main requirements of each job role within a retail workplace	<ul style="list-style-type: none"> <li>□ <i>Requirements of each job role:</i> sales assistant roles, e.g. taking money, giving correct change, dealing with credit card and debit card sales, helping customers find what they need, keeping shop floor clean and tidy, putting out new stock; security work e.g. watching out for shoplifters and protecting staff; management roles e.g. staff recruitment, training, opening and locking up the workplace, overall responsibility for buying stock and pricing policies</li> </ul>
4	Be able to undertake work in a retail workplace	4.1	Participate in work in a retail workplace according to a given brief	<ul style="list-style-type: none"> <li>□ <i>Undertaking work:</i> type of work, e.g. stocking shelves, advising/directing customers, taking customer money for goods and giving correct change</li> </ul>

## Information for tutors

---

### Delivery

Tutors have the opportunity to use a wide range of strategies to enable learners to relate the content of the unit to real life. DVDs, photographs, role play and simulations will help learners understand the relevance of the unit to their own experiences. Other learning strategies such as games, quizzes and interactive games can be used to meet a range of learning styles.

Practical tasks taking learners outside the classroom are essential for this unit as learners will need to visit a variety of local retail outlets to meet the assessment criteria. The local shopping area might be the local high street, an out-of-town shopping mall or a few shops/outlets in the local village, depending on the location of the learning centre.

Shops of all sizes, such as department stores, supermarkets, small independent stores and market stalls, can be included. Learners must be able to recognise the difference between goods and services as offered by their local shops.

Visits should enable learners to identify the main physical features within the shops as well as the main job roles being undertaken. It would enhance their study if a speaker or speakers could be invited in from local shops to talk about their retail facility.

Learners should participate in a brief period of work in a retail workplace. Tutors should arrange suitable work and give learners appropriate guidance on what is expected of them, the suggested timescale and any supervision details. The work could take place in facilities at the centre and could be a small-group or individual activity.

### Outline Learning Plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to unit and structure of the programme of learning and assessment.

Pair activity – learners create a list of as many shops as they can think of. Plenary session – whole group compares lists and creates master list on screen. Learners annotate the list with the goods available for sale within each outlet.

Introduce concept of goods versus services.

Learners prepare their own quiz for a partner, on goods versus services.

Visit a local shopping area, looking at the different types of shop and identifying whether they offer goods or services.

Assessment – learners create a poster or presentation, identifying types of shops and the goods or services offered (learning outcome 1).

Group discussion on the physical features found within a shop, allowing learners to thought shower their answers.

Visit from local retail employers/employees – ideally from different shops such as an independent store and large chain store – to engage learners in the features within their shops and staff roles and duties.

## Topic and suggested assignments/activities and assessment

Learners visit a selected shop and investigate for themselves which features are in evidence and their function.

Learners should observe staff working in the retail workplace and try to identify their roles. If it can be arranged, it would be ideal for learners to carry out quick question and answer interviews with staff to find out their job title and main responsibilities.

Group discussion – the skills needed to work in a shop. Learners give examples of good and bad customer service in a shop, from own experience if possible.

List the personal qualities required of a sales assistant in a busy retail outlet. Match these to a well-known celebrity or cartoon character.

Assessment – learners produce a short booklet, PowerPoint or oral presentation setting out what they have learned about the retail workplace. Alternatively, they could be interviewed by their tutor (learning outcome 2).

Learners practise role-play activities of different situations within the retail workplace.

Learners discuss individually with tutor the requirements for their work in the retail environment.

Assessment – learners are observed working in a retail environment (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners must identify different types of shop in the local area. For assessment criterion 1.2, they must identify different goods and services available from local shops.

Evidence for assessment criteria 2.1, 2.2, 3.1, 3.2 and 3.3 could be based on one establishment, with learners giving its name and location so that a standards verifier could verify their answers if required.

For assessment criteria 2.1 and 2.2, which could be assessed together, learners must identify physical features within the layout of the shop and state their function.

For assessment criteria 3.1, 3.2 and 3.3, learners should identify the skills required to work in retail, the different job roles within a retail workplace and the requirements relating to each job.

Evidence for these assessment tasks could be a computer presentation using PowerPoint, or a handwritten document with drawn pictures or collage, and may be accompanied by an oral presentation. An alternative method of assessment might be via interview with the tutor, supported by a statement from the tutor that the learner has provided the answers given. A mixture of methods may be used to cover all the assessment criteria.

For 4.1, learners must be observed participating in work in a retail workplace according to a brief provided by the tutor. This could include stocking shelves, directing customers or taking payment and giving accurate change. Photographic or video evidence could be used, as well as a tutor witness statement.

### **Indicative resource materials**

#### **Websites**

[www.enterprise-zone.co.uk](http://www.enterprise-zone.co.uk)

The Enterprise Zone – resources for teachers

[www.nsaforretail.com](http://www.nsaforretail.com)

National Skills Academy for Retail

# **Unit 30: Using and Maintaining Hand Tools for Gardening**

**Unit reference number: F/503/9156**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

## **Unit aim**

The aim of this unit is to enable learners to develop the knowledge and skills needed to use and maintain hand tools used in garden maintenance.

## **Unit introduction**

This unit introduces learners to the hand tools used in garden maintenance and looks at the associated health and safety considerations.

For learning outcome 1, learners will learn about different garden hand tools and their uses.

For learning outcome 2, learners will have the opportunity to select the most appropriate tool for their task and then use the chosen tool safely. For learning outcomes 3 and 4, learners will learn how to maintain and store tools safely.

Learners will have the opportunity to observe and develop gardening skills. Gardening skills support the development of manual dexterity and working with others.

## **Essential resources**

Learners require access to a variety of garden hand tools and a garden with a variety of garden plants. An area for storing and maintaining garden hand tools is also needed.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know a range of hand tools used in garden maintenance	1.1	List different hand tools used in garden maintenance	<ul style="list-style-type: none"> <li>□ <i>Garden tools:</i> types, e.g. rake, hoe, spade, garden fork, riddle, watering can, shears</li> </ul>
		1.2	State use for each garden maintenance tool listed	<ul style="list-style-type: none"> <li>□ <i>Uses:</i> e.g. to clear garden waste, to break up soil, to dig or create hollows to plant seeds or plants, to dig up weeds, to water plants, to cut back</li> </ul>
2	Be able to use a range of garden hand tools	2.1	Select appropriate garden hand tool(s) for different tasks	<ul style="list-style-type: none"> <li>□ <i>Selecting tools:</i> e.g. consider the job to be done, assess appropriateness of selected tool</li> </ul>
		2.2	Correctly use garden hand tools with supervision	<ul style="list-style-type: none"> <li>□ <i>Using garden tools:</i> e.g. spades, hoes, rakes, secateurs; coaching, correct use, desired outcome</li> <li>□ <i>Health and safety:</i> e.g. appropriate clothing, damaged tools and why they should not be used</li> </ul>
		2.3	Carry garden hand tools appropriately	<ul style="list-style-type: none"> <li>□ <i>Carrying and storing tools:</i> e.g. spade, hoes, rakes with the heads down facing the ground, secateurs</li> </ul>
3	Know how to maintain a range of garden hand tools	3.1	Identify any problems with the condition of garden tools	<ul style="list-style-type: none"> <li>□ <i>Condition of garden tools:</i> clean, sharp</li> </ul>
		3.2	List ways to deal with the problems	<ul style="list-style-type: none"> <li>□ <i>Maintenance procedures:</i> keep tools free from rust; clean tools after each use; dealing with broken tools</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to maintain a range of garden hand tools	4.1	Wear the appropriate personal protective equipment for maintenance of garden hand tools	<ul style="list-style-type: none"> <li>□ <i>Personal safety:</i> types and uses of personal protective equipment; reasons for wearing the correct safety clothing for garden and tool maintenance</li> </ul>
		4.2	Follow maintenance procedures for tools under supervision	<ul style="list-style-type: none"> <li>□ <i>Maintenance procedures:</i> oil wooden handles at end of growing season, follow manufacturer's instructions</li> </ul>
		4.3	Return garden tools to correct storage position after use or maintenance	<ul style="list-style-type: none"> <li>□ <i>Storage of garden tools:</i> store tools off the ground in a dry place; store rakes with head inwards; dry tools before storage</li> </ul>

## Information for tutors

---

### Delivery

As this is a practical unit it is important that learners have access to a variety of garden hand tools and a garden. Should access to a garden prove difficult, access can be arranged in local parks or local gardens. Learners should be given the opportunity to help with the basic maintenance of garden hand tools. This includes returning the tools to the correct storage area and carrying out basic maintenance under supervision and knowing where to put damaged tools that they are unable to deal with.

The unit could be delivered with the help of visiting speakers, who can demonstrate the correct use of garden hand tools.

Tutors will need to give learners as many opportunities as possible to practise their new skills. Learners will benefit from encouragement and the sense of satisfaction from mastering a new skill.

This unit could be delivered alongside Unit 22: Helping to Maintain a Garden.

### Outline Learning Plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to the unit and structure of the programme of learning.

Group activity – matching pictures of tools or using the real tool to the purpose of the various tools in garden maintenance. Learners could work individually on tool identification sheets and matching the tools to the uses.

Assessment – create a poster with a display of tools and uses (learning outcome 1).

Tutors explain and demonstrate the use of garden hand tools.

Group activity – practical sessions where learners use a variety of tools.

Assessment – observation of the learner completing a variety of tasks using a variety of tools (learning outcome 2).

Tutor-led group discussion – the importance of looking after garden hand tools.

Group activity – learners create a checklist of ways to check the condition of garden hand tools.

Worksheet and quizzes to reinforce learning – topics to include:

- a list of ways to check tools, putting the list in the correct order
- a list of tools and a list of maintenance procedures, learners match one to the other. For example, spade with earth stuck to it – solution, clean with a plastic scraper.

Assessment – observation of learners identifying and offering solutions to maintenance problems. Alternatively, learners complete an identification sheet (learning outcome 3).

## Topic and suggested assignments/activities and assessment

Tutor demonstration or a guest speaker showing the correct and safe way to maintain, use and transport garden hand tools.

Practical sessions – learners should be given plenty of opportunities to practise their skills under supervision.

Assessment – observation of learners, with supervision, maintaining a variety of garden hand tools. The tools should be returned in safely and stored correctly (learning outcome 4).

Assessment feedback, review and evaluation of unit.

### Assessment

Learners can build a portfolio of evidence showing the tasks being undertaken that match the assessment criteria. The evidence could be photographic, observation records or witness statements.

Many criteria will need to be assessed directly by the tutor during practical activities. Witness statements and/or observation records must be retained for verification purposes.

Throughout the practical tasks, learners should demonstrate good health and safety practice.

To achieve 1.1 and 1.2, learners must list different garden hand tools; these should include tools used for different purposes. Learners should state the use for each of the selected tools.

To achieve 2.1, learners must select garden hand tool(s) for different tasks. They may choose their own tasks or these may be set by the tutor.

To achieve 2.2 and 2.3, learners must demonstrate correct use of the tools and correct handling and transportation.

To achieve 3.1, learners must check and note the condition of the garden tools and any problems. The checking could be carried out using a checklist for learners to complete.

To achieve 3.2, learners could refer to a list of maintenance procedures and match them to the tools requiring maintenance. Learners must list different ways to maintain different garden tools to deal with problems.

To achieve 4.1, learners must select and wear the correct personal protective equipment (PPE) for the task.

To achieve 4.2, learners must carry out at least two different maintenance tasks on garden tools, under supervision.

To achieve 4.3, learners must clean and return all garden tools to their correct storage place in an appropriate condition.

## Indicative resource materials

### Websites

[www.ehow.com/how\\_2262697\\_maintain-garden-tools.html#ixzz1iVXG2vh4](http://www.ehow.com/how_2262697_maintain-garden-tools.html#ixzz1iVXG2vh4) Ehow – guidance on how to maintain garden tools

# **Unit 31: Wrapping Flowers and Plants**

**Unit reference number: J/505/0241**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

## **Unit aim**

The aim of this unit is to enable learners to develop the knowledge and skills needed to wrap flowers and plants.

## **Unit introduction**

Learners are encouraged to choose the most appropriate wrapping material for their chosen flower or plant. The specialist skills needed to complete the wrapping will take time. However, basic techniques will be explored.

For learning outcome 1, learners will be encouraged to think about the reasons for wrapping flowers and plants and what needs to be included along with the wrapping.

For learning outcome 2, learners will prepare the work area to wrap flowers and plants. They will need to consider health and safety and select tools and materials for wrapping.

For learning outcomes 3 and 4, learners have the opportunity to practise the skills required for wrapping flowers and plants and they will have the satisfaction of creating something good to look at; something that gives others pleasure. Practical work will be completed in a safe environment, as learners will have identified the necessary health and safety measures that should be taken.

## **Essential resources**

As this is a practical unit, learners will need access to a work area suitable for the temporary storage of flowers and plants prior to wrapping.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why flowers and plants are wrapped	1.1	Give reasons for wrapping flowers and plants	<ul style="list-style-type: none"> <li>Reasons for wrapping plants and flowers: protection against weather and carriage; to make more attractive</li> </ul>
		1.2	Give reasons for including attachments to wrapped flowers and plants	<ul style="list-style-type: none"> <li>Attachments: cards explaining how to care for the flower or plant; cards giving details of who has sent the flowers or plant; cards giving the message from the sender; plant food, e.g. crystals or liquid</li> </ul>
2	Be able to prepare a safe work area to wrap flowers and plants	2.1	Identify health and safety considerations when wrapping flowers and plants	<ul style="list-style-type: none"> <li>Health and safety: importance of wearing the correct protective clothing; being aware that knives and scissors etc could be sharp; washing hands after wrapping flowers or plant; clearing up any spillages</li> </ul>
		2.2	Prepare work area for safe wrapping	<ul style="list-style-type: none"> <li>Preparing work area: ensuring work area is dry; laying out the necessary materials</li> </ul>
		2.3	Wear appropriate clothing to protect self	<ul style="list-style-type: none"> <li>Appropriate clothing: e.g. protective apron, protective gloves for some flowers</li> </ul>
3	Be able to wrap flowers	3.1	Select appropriate wrapping materials and accessories for wrapping flowers	<ul style="list-style-type: none"> <li>Materials: for wrapping flowers e.g. cellophane, tissue paper, sellotape, rubber bands; for decoration, e.g. bows, ribbons, coloured paper</li> </ul>
		3.2	Select tools used to prepare wrapping materials	<ul style="list-style-type: none"> <li>Tools: tools used in wrapping, e.g. scissors, knives, secateurs</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Present wrapped flowers to a given brief	<ul style="list-style-type: none"> <li>□ <i>Wrapping techniques:</i> techniques e.g. length to cut flowers, securing with rubber band, wrapping in tissue paper and cellophane cut to correct size; securing paper; techniques for, e.g. sprays of flowers, bouquets</li> <li>□ <i>Attachments:</i> appropriate to circumstances or occasion, e.g. information about care, personal card, plant food</li> <li>□ <i>Decoration:</i> appropriate to circumstances or occasion, e.g. ribbon, bow, rosette; use of colours to match flowers in bouquet</li> </ul>
		3.4	Follow guidance to ensure clean and safe work environment	<ul style="list-style-type: none"> <li>□ <i>Clearing up:</i> correctly disposing of waste materials; clearing and cleaning work area</li> </ul>
4	Be able to wrap plants	4.1	Select appropriate wrapping materials and accessories for wrapping plants	<ul style="list-style-type: none"> <li>□ <i>Materials:</i> for wrapping plants, e.g. cellophane bags, tissue paper, sellotape; for decoration, e.g. bows, ribbons, coloured paper, gift bags</li> </ul>
		4.2	Select tools used to prepare wrapping materials	<ul style="list-style-type: none"> <li>□ <i>Tools:</i> tools used in wrapping, e.g. scissors, knives</li> </ul>
		4.3	Wrap plant to given brief	<ul style="list-style-type: none"> <li>□ <i>Wrapping techniques:</i> techniques for wrapping plants, e.g. placing in cellophane bag, securing at top</li> <li>□ <i>Attachments:</i> appropriate to circumstances or occasion, e.g. information about care, personal card, plant food</li> <li>□ <i>Decoration:</i> appropriate to circumstances or occasion, e.g. ribbon, bow, rosette, gift bag</li> </ul>
		4.4	Follow guidance to ensure clean and safe work environment	<ul style="list-style-type: none"> <li>□ <i>Clearing up:</i> correctly disposing of waste materials; clearing and cleaning work area</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit. Tutors should deliver this unit when flowers and plants are readily available; the late spring or early summer would be good times. Visits to florists, garden centres or a flower market should be made if at all possible. Guest speakers should be invited in to the learning centre to encourage and learners share their skills.

Learners will need access to a variety of flowers and plants as well as a variety of wrapping materials. It would enhance the unit if learners could visit a florist, garden centre or flower market to see the large variety of flowers and plants that are available. Learners do not need to be able to identify flowers and plants by name.

Demonstrations of how to wrap flowers and plants will be carried out by the tutor but inviting a florist to the class would give learners additional ideas and should increase their motivation.

The practical part of the unit could follow a variety of themes, where learners have to choose and wrap flowers and plants appropriate to the theme. Themes will reflect the time of year and the availability of flowers and plants and could include, for example, a birthday present, someone in hospital, Valentine's Day.

As learners improve their wrapping skills, a log of their work could be kept through a photographic diary.

Regular feedback, encouragement and support from the tutor will be required as learners at this level often lack confidence and practical skills.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to the unit and structure of the programme of learning.

Tutor-led discussion to highlight the need for wrapping plants and flowers. This discussion could start by looking at a variety of pictures showing different wrapped flowers and plants or a sample of wrapped flowers and plants brought to the classroom.

Worksheets and quizzes could be used to reinforce learning. The worksheet could illustrate a variety of cards and learners match them to a list of reasons for attaching them.

Assessment – worksheets for learners to complete (learning outcome 1).

## Topic and suggested assignments/activities and assessment

Visit to a florist or guest speaker to show how to wrap flowers and plants.

While carrying out demonstrations, tutors should encourage learners to consider health and safety issues and personal safety.

Tutor-led demonstrations on how to wrap flowers and plants. Tutors could also use video clips showing different techniques. There is a large variety on YouTube.

Learners will need time to practise and learn wrapping of both plants and flowers and should be encouraged to record their progress by keeping a photographic record.

A checklist could be used to help learners demonstrate good practice. The list could come from a series of headings which learners put into the correct order. Headings would include dry work table, collect flowers, put on correct personal protective clothing.

Assessment – observation and witness statements of learners preparing work area, and wrapping flowers and a plant to briefs given by the tutor (learning outcomes 2, 3 and 4).

Assessment feedback, review and evaluation of unit.

## Assessment

This unit is internally assessed. Learners need to meet all the assessment criteria. Assessment for this unit could include witness statements, photographs, video clips, tapes, a portfolio of evidence, for example completed worksheets. Evidence needs to be kept for internal and external quality assurance.

To meet assessment criteria 1.1 and 1.2, learners must give different reasons for wrapping flowers and plants including attachments to the wrapped flowers and plants. Reasons can be recorded orally or written.

For 2.1, learners must identify different health and safety considerations.

For 2.2 and 2.3, learners must ensure that the work area is clean and dry and that they are appropriately dressed.

For learning outcomes 3 and 4, the tutor must give the learner briefs for wrapping the flowers and plants.

To meet assessment criterion 3.1, learners must select appropriate wrapping materials and accessories for wrapping flowers.

For 3.2, learners must select different tools used to prepare the wrapping materials.

To achieve 3.3 learners must wrap and decorate flowers to a given brief. The wrapped flowers will be to a standard that could be given to a recipient. The wrapping should not be too creased and the sticky tape or tying material should be holding the wrapping together. The wrapping should have some form of decoration, a bow or ribbon would be sufficient.

Learners should ensure that they have attached the care card, along with the flower/plant food and the card with details about the sender and their message.

For 3.4, learners need to clear and tidy their work area, replacing unused materials and tools in the storage area.

To meet assessment criterion 4.1, learners must each select different wrapping materials and accessories for wrapping a plant.

For 4.2, learners must each select appropriate tools used to prepare the wrapping materials.

To achieve 4.3, learners must each wrap and decorate a plant according to a given brief. The wrapped plant will be to a standard that could be given to a recipient. The wrapping should not be too creased and the sticky tape or tying material should be holding the wrapping together. The wrapping should have some form of decoration, a bow or ribbon would be sufficient.

Learners on each occasion should ensure that they have attached the care card, along with the flower/plant food and the card with details about the sender and their message.

For 4.4, learners need to clear and tidy their work area, replacing unused materials and tools in the storage area.

### **Indicative resource materials**

#### **Websites**

[www.ehow.com/how\\_2321774\\_wrap-bouquet-flowers.html](http://www.ehow.com/how_2321774_wrap-bouquet-flowers.html) Ehow.com – step-by-step guide to gift wrapping a bouquet of flowers

[www.ehow.com/how\\_7103489\\_gift\\_wrap-plant.html](http://www.ehow.com/how_7103489_gift_wrap-plant.html) Ehow.com – step-by-step guide to gift wrapping a plant

Putting 'wrapping flowers and plants' into a search engine gives access to good video clips on YouTube.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know types of packaging materials that can be recycled	1.1	Identify different packaging materials	<ul style="list-style-type: none"> <li>□ <i>Different types of packaging:</i> types, e.g. polythene, paper, cling film, foil, metal, cardboard, glass</li> </ul>
		1.2	State reasons for packaging products in different materials	<ul style="list-style-type: none"> <li>□ <i>Use of packaging materials:</i> to protect from damage; to keep clean; to prevent spillage; for identification, e.g. branding, marketing; for stacking; for transportation; to give information to the customer</li> </ul>
		1.3	List packaging materials that could be recycled	<ul style="list-style-type: none"> <li>□ <i>Materials which can be recycled:</i> materials, e.g. glass, metal, paper, plastic</li> </ul>
		1.4	List different facilities for recycling material	<ul style="list-style-type: none"> <li>□ <i>Recycle collection facilities:</i> e.g. kerbside collections, specialist recycle bins, specialist collection sites for items such as tyres, oil, computers, electrical goods, batteries</li> </ul>
		1.5	Identify symbols showing materials suitable for recycling	<ul style="list-style-type: none"> <li>□ <i>Symbols used to identify recyclable goods:</i> recycle mark, green dot, PET plastic, glass, paper, wood, tidyman symbol</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to promote the recycling of packaging waste	2.1	Present reasons for recycling packaging materials	<ul style="list-style-type: none"> <li>□ <i>Reasons to reduce packaging:</i> saves on waste; reduces landfill; saves money; protects the environment</li> </ul>
		2.2	State ways to reduce packaging waste	<ul style="list-style-type: none"> <li>□ <i>Ways to reduce packaging waste:</i> less packaging, e.g. tubes sold without cardboard boxes; reuse of plastic carrier bags; use hessian bags instead of plastic bags; lighter cans using less aluminium or metal</li> </ul>
		2.3	Collect suitable materials for recycling	<ul style="list-style-type: none"> <li>□ <i>Collecting materials for recycling:</i> materials glass, metal, paper, plastic; ways of collecting, e.g. using stick to pick up materials, protective clothing, e.g. overalls, gloves</li> </ul>
		2.4	Use correct facilities to dispose of materials for recycling	<ul style="list-style-type: none"> <li>□ <i>Ways to recycle packaging:</i> use of recycle facilities e.g. kerbside collections, specialist recycle bins, specialist collection sites for items such as tyres, oil, computers, electrical goods, batteries; incentives, e.g. accessible recycling facilities, positive advertising, reverse vending</li> </ul>

## Information for tutors

---

### Delivery

This unit should be as practical as possible. Learners should be encouraged to think about practical ways to recycle and to consider using recycled goods.

It may be possible for centres to arrange a visit to a local recycling facility or to invite guest speakers from the local authority to explain how they are encouraging residents to recycle.

Using the learning centre as a resource for this unit could prove beneficial. Learners could look at the current recycling policy and facilities in the learning centre and use learning outcome 2 as a way to improve policies.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduce the unit by showing a variety of packaged goods and packaging items that can be recycled. Use the products to generate a discussion about how why products have a variety of packaging.

Group discussion about the need for product packaging.

A visit to a supermarket to note all the different types of packaging that are used. The manager may be willing to explain why supermarkets use so many types of packaging.

Assessment – practical test to identify different types of product packaging, the reasons for it and the types of packaging that can be recycled. Witness statements or observation sheets to be completed (learning outcome 1).

Group activity – this part of the unit lends itself to a variety of matching games. Learners use the recycle symbol to place the product or packaging into the correct facility.

A visit to the local recycling facility and an explanation of the practices from the people in charge would prove useful.

Assessment – learners complete an identification sheet showing recycling facilities and the symbols on packaging show it can be recycled (learning outcome 1).

Tutor-led group discussion on ways to reduce and the reasons for reducing product packaging. There have been a number of campaigns nationally to reduce the number of plastic carrier bags handed out in supermarkets; these campaigns could be used as the starting point for a discussion.

Assessment – learners produce a resource to help recycle waste packaging, such as a poster listing the reasons for reducing packaging waste and ways to reduce packaging (learning outcome 2).

Assessment – learners must be observed collecting suitable material for recycling and placing it in the correct disposal facility. Observation with witness statements (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

Learners can build a small portfolio of evidence.

To achieve 1.1, learners must identify different product packaging materials from a selection of materials, not all recyclable.

To achieve 1.2, learners must state reasons for packaging the products in different materials, for example to keep the product clean, to protect against damage. The reasons stated could be for the packaging identified in 1.1.

To achieve 1.3 and 1.4, learners must list packaging materials that could be recycled and the different facilities available for recycling them.

To achieve 1.5, learners must identify symbols showing the materials suitable for recycling.

To achieve 2.1, learners need to present reasons for recycling packaging materials.

To achieve 2.2, learners need to state ways of reducing packaging waste. Both 2.1 and 2.2, can be evidenced through a short presentation or a poster.

To achieve 2.3, learners need to collect suitable materials for recycling. To achieve 2.4, learners must dispose of the materials using correct facilities.

Evidence can be through signed witness statements or observation records, or photographic evidence showing the learner as an individual collecting materials to be recycled and disposing of them correctly.

## Indicative resource materials

### Websites

Recyclenow.com

Recyclenow – advice on which goods can be recycled

www.recyclezone.org.uk/

Recyclezone – teaching resources

## **Unit 33: Exploring Art**

**Unit reference number: R/505/0243**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this practical unit is for learners to explore different types of art technique. Learners will have the opportunity to use various techniques and media to create pieces of art.

### **Unit introduction**

Art, like music and dance, can give many years of pleasure. For some learners this could be the opportunity to discover their creative side and a new and exciting way to explore new ideas and experiences.

Learners will discover and try out different art techniques to create their own pieces of art. Learners are encouraged to think about their own creations and those of others so as to begin to appreciate art.

Learning outcome 1 introduces learners to different art techniques.

Learning outcome 2 gives learners opportunities to produce their own piece of artwork, having first identified an appropriate medium.

As learners will be working in a studio, the unit will include essential aspects of health and safety.

### **Essential resources**

Learners, centres need access to art materials and provide an appropriate working area.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different art techniques	1.1	List different techniques	<ul style="list-style-type: none"> <li>□ <i>Art techniques:</i> e.g. drawing, painting, working with paper, printing, modelling with clay, computer art</li> </ul>
		1.2	Identify techniques used in relation to a given selection of artwork	
2	Be able to produce a piece of personal art	2.1	Choose art techniques for own piece of art	<ul style="list-style-type: none"> <li>□ <i>Art techniques:</i> e.g. drawing, painting, working with paper, printing, modelling with clay, computer art</li> </ul>
		2.2	Select appropriate equipment/materials	<ul style="list-style-type: none"> <li>□ <i>Equipment:</i> e.g. paper, pens, pencils, paints, clay, computer</li> </ul>
		2.3	Follow safety guidance while producing piece of art	<ul style="list-style-type: none"> <li>□ <i>Health and safety:</i> health and safety awareness, e.g. appropriate protective clothing; movement around the studio; use of equipment</li> </ul>
		2.4	Create a piece of art according to agreed theme	<ul style="list-style-type: none"> <li>□ <i>Creating:</i> choosing appropriate medium; choosing a theme or topic</li> </ul>
		2.5	Comment on the success of own piece of art	<ul style="list-style-type: none"> <li>□ <i>Self-criticism:</i> looking at own work with a critical eye, e.g. what went well and what could be improved the next time</li> </ul>
		2.6	Tidy work area returning equipment to correct place	<ul style="list-style-type: none"> <li>□ <i>Tidying:</i> tidying area for next user; importance of cleaning work area and equipment e.g. paintbrushes; ensuring area is free from hazards, e.g. wet floor</li> <li>□ <i>Returning equipment:</i> return equipment to original storage area; storing equipment</li> </ul>

## Information for tutors

---

### Delivery

Delivery of this unit should be inspiring and enjoyable. Learners should be keen to try out new techniques as a result of visits to galleries and/or demonstrations of producing different types of art.

Learners should be given opportunities to visit art galleries, studios and exhibitions and then discuss the variety of different techniques and pieces of art seen. Guest speakers who can give demonstrations and answer learner questions would be useful.

To give coherence to the unit the tutor could select two or three themes for learners. This should lead to discussion, criticism and development of ideas and techniques. The use of themes may also enable learners to reflect on how their peer has approached the same theme.

This is a practical unit so tutors will need to emphasise the importance of health and safety. This should be carried out by getting learners to think about the inherent dangers and how to avoid them, rather than just giving out a list of rules to be followed.

Tutors should encourage learners by offering advice and praising their work whenever possible. This helps to build confidence and self-esteem. Learners should be made aware of the importance of tidying away their chosen materials after completion. On completion of practical sessions, learners should discuss their work with their peers, as well as having discussions with their tutors.

Learners should be encouraged to keep a record of their work and progress. This could be a written log, an audio log or a series of completed worksheets. Keeping a record of progress is a useful educational tool.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to the unit where learners are given an overview of the unit and the appropriate health and safety information is highlighted.

Group activity – the group discusses the health and safety issues for their class and creates a list of five rules to be followed by the entire group.

Learners should be introduced to a variety of different forms of art.

Tutor-led discussion about how the art has been created and the different media used.

Learners should be able to recognise, after some practice, a variety of different styles. Quizzes and worksheets for completion could be used.

Group discussion about various pieces of artwork, to encourage learners to think about techniques and what they like or dislike in a piece of work.

An outing to an art gallery, with a worksheet for completion.

Assessment – practical task, where learners list different techniques which they are able to identify from a selection of pieces of art supplied by the tutor (learning outcome 1).

## Topic and suggested assignments/activities and assessment

Tutors should give demonstrations to show learners new techniques. The tutor will demonstrate good practice regarding health and safety.

Group activity – creating a checklist for setting up their area and clearing away afterwards.

Practical – learners should be given as many opportunities as possible to try different techniques to create their own art.

Assessment – observation of practical work, with witness statements completed. Learners discuss the success of their work with the tutor. The learner's work could be photographed and stored in a portfolio (learning outcome 2).

Assessment feedback, review and evaluation of unit.

## Assessment

This unit is assessed internally.

Learners should be encouraged to keep all their work in a portfolio. Gathering their work allows them to see their progress.

To achieve 1.1 and 1.2, learners must list different techniques and identify techniques used for a selection of pieces of art supplied by the tutor.

To achieve 2.1 and 2.2, learners must choose the techniques they are going to use and be observed selecting the appropriate materials and equipment to create their piece of art.

To achieve 2.3, learners must be observed working safely while producing their piece of art.

To achieve 2.4, learners must create their piece of art according to a theme agreed in advance with the tutor.

To achieve 2.5, learners must comment on the finished pieces of work. Their comments could include ways to improve their work, or different techniques that they could use and how it would affect the finished artwork.

To achieve 2.6, learners must be observed returning all cleaned materials to the correct storage area. Throughout this, learners should be demonstrating good health and safety practices.

Signed witness statements or observation records must be retained for verification purposes.

## Indicative resource materials

### Websites

<a href="http://www.artistsnetwork.com/category/articles/art-demos-techniques">www.artistsnetwork.com/category/articles/art-demos-techniques</a>	Artistsnetwork – advice on art techniques
<a href="http://www.ehow.com/list_6303392_artprojects_adults.html">www.ehow.com/list_6303392_artprojects_adults.html</a>	Ideas for art projects and art techniques
<a href="http://www.nitaleland.com/projects.htm">www.nitaleland.com/projects.htm</a>	Ideas for art projects and art techniques

## **Unit 34: Exploring Dance**

**Unit reference number:** Y/503/0244

**Level:** Entry 2

**Credit value:** 3

**Guided learning hours:** 30

---

### **Unit aim**

This is a practical unit that aims to give learners the opportunity to experience and take part in a variety of different types of dance.

### **Unit introduction**

Dance, like music and art, can give years of pleasure. For some learners, it could be the opportunity to discover a creative side and be an avenue to exploring new ideas and experiences.

This unit introduces learners to different types of dance. Learners will be encouraged to interpret the sounds and rhythms that they feel or hear. They will consider the health and safety aspects of moving around the dance studio.

For learning outcome 1, learners will watch and listen to different types of dance.

For learning outcome 2, learners will explore moving and reacting to different sounds and rhythms.

For learning outcome 3, learners will execute a short dance as a result of following instructions. They will then create their own form of dance to a rhythm or piece of music of their choice. As most dance is performed as part of a group, learners will learn and perform a short group dance.

### **Essential resources**

Learners need access to a dance studio and music.

If centres are keeping records of dance routines on video then Criminal Records Bureau clearance will be needed

.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of dance	1.1	Recognise different types of dance from a given selection	<ul style="list-style-type: none"> <li>□ <i>Different types of dance:</i> e.g. folk, jazz, tap, hip-hop, street, modern, swing, belly, social</li> </ul>
2	Be able to move in response to sound	2.1	Demonstrate movement to different types of sound	<ul style="list-style-type: none"> <li>□ <i>Dance:</i> e.g. responding to space, sound, rhythm; creating a pattern of steps</li> <li>□ <i>Safety:</i> e.g. moving around the room with regard to others; wearing appropriate shoes and clothing</li> </ul>
3	Be able to create dance	3.1	Follow instructions to perform a short dance routine	<ul style="list-style-type: none"> <li>□ <i>Listening to instructions:</i> choreographed by tutor, follow movements, listen to advice and comments, line dance steps and routines</li> </ul>
		3.2	Present a dance in own style	<ul style="list-style-type: none"> <li>□ <i>Create own dance:</i> selective and interpretive skills e.g. musicality, focus, facial expression, use of props as a basis for dance</li> </ul>
		3.3	Contribute to a group dance routine	<ul style="list-style-type: none"> <li>□ <i>Being part of a group:</i> e.g. working together, helping each other</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit, where learners should be given every opportunity to participate and watch a variety of types of dance.

Learners will need to consider health and safety aspects, the importance of wearing the correct clothing and footwear, and respecting each other's movements around the dance studio.

The unit should be delivered in an exciting and stimulating way. Good use should be made of video clips and visits to dance studios and theatres wherever possible. A visit to a dance company's performance would greatly enhance this unit for the learner.

The tutor should select two or three themes for the learners to work within; this will enable them to focus on the interpretation of the dance rather than on choosing a topic or theme. Having a theme will also allow learners, in discussion with the tutor, to assess progress over the length of the course. The dance should last between 45 seconds and 1 minute.

The tutor-led dance routine could be a short line dance routine, which learners perform.

The learner-devised dance routine may require tutor guidance to ensure a balanced focus between dance creativity and music selection. Learners should be permitted to choose the music or rhythm for the routine, although tutor guidance may be needed.

The group dance activity should be tutor led, with the tutor giving instructions to create a simple dance routine. The routine could be the result of discussion and ideas coming from the group. The group should be encouraged to choose the music. The dance will last no less than 1 minute and no longer than 1 minute and 10 seconds.

A record of performance should be kept either as a short video, or as a series of photos. Learners should be encouraged to keep a log of how they feel they are progressing. Learners should be encouraged to discuss each other's dance routines in a supportive way.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities and assessment

Introduction to the unit where learners are given an overview of the unit and the appropriate health and safety information is highlighted.

Group activity – the group discusses the health and safety issues for their class and creates a list of five rules to be followed by the entire group.

Group activity – look at video clips of different types of dance. Learners are encouraged to comment on the dance styles, what they like, what they dislike etc.

Completion of quizzes and worksheets to record the information and reinforce learning.

Visits to various dance companies where possible.

Assessment – learners watch and listen to different dance styles which they name. This could be recorded on a worksheet. (Learning outcome 1)

#### Practical sessions

Activity – listening to and watching video recordings of companies such as Stomp and Tap Dogs to give ideas and promote discussion. Discussion around how the dancers used the space and rhythm to get the desired effect.

Activity – use a variety of music and rhythm for learners to explore their dance style and practise keeping to time. Learners could be given themes and topics.

Assessment – learners are given the opportunity to move in time to a rhythm or music which they have selected by creating their own steps and movements (learning outcome 2).

#### Practical sessions

Activity - learners are given basic instruction on dance steps, after which they will learn a short routine. Simple line dance routines could be used.

Activity – learners will create their own routine with a suitable prop. Learners will need time to learn and perfect their routine. They may also need guidance and support in sourcing and selecting appropriate accompanying music.

Tutor-led group discussion should lead to a group dance routine.

Assessment – practical observation of dance routines, this could be recorded on video, or an observation/witness statement could be written (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment for this unit will be through observation of the learner. Signed witness/observation statements must be retained for verification purposes.

To achieve 1.1, learners will watch and recognise different styles of dance.

To achieve 2.1, learners need to show that they can listen to sound and make a response in dance. The music should have an obvious beat and should be something that the learner recognises. It is accepted that not all learners will be able to dance or move in time, but a learner who is trying to make the most of the space around them and is making a response to the music should be assessed positively.

To achieve 3.1, the learner will follow instructions and then perform a short dance routine. This routine could be part of a line dance. The dance must last no less than 1 minute and no longer than 1 minute 10 seconds.

To achieve 3.2, the learner will create their own dance routine. Learners should choose a piece of music appropriate to the routine, with tutor guidance. This could be an extension of learning outcome 2. This routine must last at least one minute. It should show the learner making the most of the space, musicality and facial expressions. Learners should choose, with tutor guidance, a piece of music appropriate to the routine.

To achieve 3.3, the learner needs to show that they can perform a short dance as part of a group. This could be assessed along with 3.1. This routine must last no less than 1 minute and no longer than 1 minute, ten seconds.

## Indicative resource materials

### Website

[www.lgfl.net/curriculumresources/Pages/p-e-dance-resources.aspx](http://www.lgfl.net/curriculumresources/Pages/p-e-dance-resources.aspx) London Grid for Learning – teaching resources for dance

There are many websites with line dance routines and YouTube videos of line dances and other types of dance.

## **Unit 35: Exploring Music**

**Unit reference number: D/505/0245**

**Level: Entry 2**

**Credit value: 3**

**Guided learning hours: 30**

---

### **Unit aim**

The aim of this practical unit is to give learners the opportunity to listen to and take part in creating music.

### **Unit introduction**

Music, like art and dance, can be the basis of years of pleasure. For some learners, it could be the opportunity to discover their creative side and give them an avenue to explore new ideas and experiences.

This unit will encourage learners to listen to different music and to make choices about what they like to listen to.

Learners will make their own musical instruments which they will play later as part of a group. They will be encouraged to be creative and to use different materials to make their own instruments.

Learners have the opportunity to make music as part of a group which allows them to develop their social skills. It will also give them the satisfaction of working alongside others to create something which gives enjoyment.

### **Essential resources**

Learners access to equipment for playing music and to musical instruments.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of music	1.1	Identify different types of music from a given selection	<ul style="list-style-type: none"> <li>□ <i>Different types of music:</i> e.g. dance, song, folk, national, orchestral, band, jazz</li> </ul>
		1.2	List ways in which music can vary	<ul style="list-style-type: none"> <li>□ <i>Ways in which music varies:</i> e.g. beat, rhythm, instrumental, volume</li> </ul>
2	Be able to identify different musical instruments	2.1	Identify different musical instruments	<ul style="list-style-type: none"> <li>□ <i>Musical instruments:</i> identify visually, e.g. percussion, string, brass, wood, specific instrument</li> </ul>
		2.2	Identify a number of musical instruments from their sound	<ul style="list-style-type: none"> <li>□ <i>Musical instruments:</i> identify by sound, e.g. percussion, string, brass, wood, specific instrument</li> </ul>
3	Be able to make and play a simple musical instrument	3.1	Make a simple musical instrument with assistance	<ul style="list-style-type: none"> <li>□ <i>Planning:</i> access to materials; health and safety considerations e.g. sharp tools, paint, glue; type of instrument, e.g. percussion, shakers, tin can drums</li> </ul>
		3.2	Follow health and safety guidance when making a musical instrument	<ul style="list-style-type: none"> <li>□ <i>Health and safety instructions:</i> listening to instructions, asking questions if unsure, checking understanding, following instructions; ensuring work area is clean and tidy; minimising hazards, e.g. slippery floor, items left on floor which could be tripped over; use of scissors, glue; tidying work area at end of session</li> </ul>
4	Be able to play an instrument with others	4.1	Contribute to a group music session by playing an instrument	<ul style="list-style-type: none"> <li>□ <i>Playing an instrument:</i> creating a musical sound using the particular features of the chosen instrument</li> <li>□ <i>Playing in a group:</i> creating a musical sound with others</li> </ul>

## Information for tutors

---

### Delivery

This is a practical unit that should be delivered in an exciting and stimulating way. The unit should capture the learner's imagination.

Learners should be given the opportunity to listen to as many different types of music as possible and be encouraged to express their opinions and feelings about the music they have listened to.

Where possible, learners should be taken to hear a variety of music and have the opportunity to create music.

For learning outcome 1, learners should be introduced to a variety of music styles and have a discussion about how they vary. Learners should be encouraged to consider rhythm, beat, time and the instruments used to create the music.

Learning outcome 2 enables the tutor to introduce learners to a variety of musical instruments. This should be a practical session and, hopefully, learners will be encouraged to try out the various instruments.

Learning outcome 3 encourages learners to make a musical instrument which they will later play as part of a group. There are many types of instrument that can be made from a variety of household materials, e.g. drums, shakers, simple guitars. Learners will need to consider any health and safety issues.

For learning outcome 4, learners need to react to hearing music. This skill should be developed to allow learners to play a basic percussion instrument alongside other members of their group. Learners will then discover the fun and satisfaction of playing alongside each other.

Learners who can play other instruments should be encouraged to develop their skills. These skills can be developed by using pre-recorded music and getting learners to play alongside. Learners could be encouraged to choose a topic and create a series of sounds and rhythms to depict the topic. Learners are creating their own music!

### Outline Learning Plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities and assessment

Introduction to the unit by asking learners what music they listen to.

Group activity – listen to a variety of music styles. Discussion with a worksheet to complete highlighting the speed, beat, time etc.

Group activity – listen to pieces of different types of music, and match a list of names of music types with the music extract.

Quizzes and worksheets to reinforce learning.

Assessment – practical activity, listen to different types of music for the learner to identify (learning outcome 1).

## Topic and suggested assignments/activities and assessment

Tutor-led discussion on different types of musical instruments.

Group activity – learners are given cards to match the names and pictures of a variety of musical instruments. Once the learner is familiar with the instruments they should listen to a variety of instruments and match with the names and pictures.

Group activity – learners are given the opportunity to try out as many instruments as possible.

Assessment – practical activity with the learner listening to and identifying the various musical instruments (learning outcome 2).

Practical – tutors should bring a variety of home-made musical instruments for the group to see and play. Learners should discuss what type of instruments they could make. Resources are gathered and learners are encouraged to make musical instruments. There should be discussion about any health and safety issues, for example using sharp tools, moving glue safely around the room.

Group activity – learners play their newly-made instruments.

Assessment – completed musical instrument which can be played (learning outcome 3).

Group activity – learners listen to a variety of music with a strong rhythm, e.g. Stomp. Learners encouraged to make a response, e.g. clapping along, tapping a pencil.

Practical – learners work together to create music. This could be around a theme chosen by the tutor or learner. The musical instruments made by learners could be used.

Assessment – practical activity with the learner keeping time and playing alongside other members of the group (learning outcome 4).

Assessment feedback, review and evaluation of unit.

## Assessment

All assessment is internal.

Learners can be assessed through question and answer sessions with the tutor, along with a signed witness statement for verification purposes.

To achieve 1.1, learners must name different types of music from a selection supplied by the tutor.

To achieve 1.2, learners must list ways in which music can vary such as rhythm, instruments.

To achieve 2.1, learners must identify different musical instruments from a selection supplied by the tutor.

To achieve 2.2, learners must identify the sound of different musical instruments from a selection supplied by the tutor.

To achieve 3.1 and 3.2, learners, with assistance from the tutor, should make a simple musical instrument with assistance, following health and safety instructions.

To achieve 4.1, the learner must contribute to a group making music. Their musical instrument could be a simple percussion instrument, for example two sticks being hit together or the instrument that they have made for learning outcome 3. Should a learner already be able to play an instrument they should be encouraged to improve their skills. This learning outcome encourages learners to have fun while making music. The piece of music can be chosen by the tutor or the group. It is suggested that the group should be no fewer than three people and no more than five. The piece of music should last at least one minute. The tutor could contribute to the music by providing a melody for the group to play the percussion.

### **Indicative resource materials**

#### **Websites**

There are many websites and videos on YouTube which could be used, for example:

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

BBC schools – resources to support music teaching

[www.teachingideas.co.uk/music/contents.htm](http://www.teachingideas.co.uk/music/contents.htm)

Teaching ideas for music

# Unit 36: Art and Design: Explore Two Dimensions

**Unit reference number:** Y/502/3884

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

Artists and designers need a range of 2 dimensional (2D) skills to create their ideas. This is a practical unit where learners will create 2D work based on a theme.

## Unit introduction

Learners will focus on the use of materials and processes used in workshops and studios to record and develop 2D ideas. They will be introduced to the many ways people working in 2D experiment with different media to find original and creative ways of approaching the 2D images.

Learners will be encouraged to investigate a range of materials so they can experience the different effects that can be achieved. They will be shown techniques using both wet and dry materials and put into practice what they have seen. The activities will be based on a theme (or themes) directed by the tutor to give an initial direction to the work produced. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

This unit will give learners the opportunity to develop work-related skills relevant to the use of 2D visual language to record a range of creative ideas. Learners will practise self- and time-management skills whilst developing their drawing skills, learning about 2D visual language and using appropriate media, methods and technologies. The communication of ideas and intentions and problem solving will be integrated into creative drawing activities. Health and safety requirements will need to be addressed for learners to be aware of safe working practice.

On completion of the unit, this body of work could help to begin, or contribute to, learners' art and design portfolios. It will act as evidence for the appropriate work-related skills and also indicate each learner's level of practical skill in a variety of 2D methods and materials.

The unit may be delivered in a classroom or studio setting and may well be enhanced by practical activities outdoors, such as observational drawing or site visits. Educational visits related to learners' work have great value; these could be to galleries, museums and artist or designer studios.

## Essential resources

The tutor should provide guidance on how learners can research, and how to store their findings so that they can be accessed.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A full range of practical 2D resources, such as pens, pencils, brushes, crayons, pastels, inks, different papers and card will be required to fully address this unit.

A suitable working area should be provided.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for work in 2 dimensions from a set theme	1.1	Identify formal elements	<ul style="list-style-type: none"> <li>□ <i>Formal elements:</i> different formal elements e.g. line, tone, colour, shape, pattern, texture</li> </ul>
		1.2	Plan ideas from given sources	<ul style="list-style-type: none"> <li>□ <i>Sources:</i> different sources e.g. visits to galleries, exhibition or museum, recordings, sketches, photos, libraries, websites, scrapbook with photos, photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats</li> </ul>
		1.3	Present aims for chosen 2 dimensional work	<ul style="list-style-type: none"> <li>□ <i>Present aims:</i> methods e.g. verbally, written, visual such as a storyboard</li> </ul>
		1.4	Contribute to discussions about their ideas	<ul style="list-style-type: none"> <li>□ <i>Discussions:</i> follow main points; make relevant contributions; respect others' right to speak; aids, e.g. presentation, thumbnail sketches, ideas worksheets, computer-aided visuals</li> </ul>
2	Be able to produce work in 2 dimensions on a set theme	2.1	Produce 2 dimensional work to a set theme	<ul style="list-style-type: none"> <li>□ <i>Methods and processes:</i> methods e.g. mark making, line and texture, observational drawing, abstract drawing, geometric forms, organic forms, grids, letterforms, frottage, collage; printmaking, e.g. lino print, monoprint, photocopies; painting, e.g. wet on wet, wet on dry, texturing techniques such as splattering, dragging, rolling, opaque, translucent, wax resist; tracing, masking, resists; appropriate computer software techniques</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> <li>□ <i>Materials:</i> dry materials e.g. graphite pencils, coloured pencils, pens, charcoal, chalks, crayons, pastels, oil sticks, wet materials e.g. paints, poster, powder, watercolour, sprays, gouache, acrylic, oil, ink, print and fabric dyes, glass paint, primers, masking fluid, PVA, adhesives; surfaces e.g. types of papers, card, fabrics, acetates, varnish</li> <li>□ <i>Tools and equipment:</i> different tools and equipment e.g. brushes, quills, sticks, spray cans, drawing boards, easels, compass, protractor, rulers, shape maker, French curve set, flexible curve, stencils, cutting tools, cutting boards, lightbox, palettes, projectors, ICT equipment, camera</li> </ul>
		2.2	Demonstrate self-management skills	<ul style="list-style-type: none"> <li>□ <i>Self-management skills:</i> attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility e.g. gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback</li> </ul>
		2.3	Identify risks and hazards in the work area	<ul style="list-style-type: none"> <li>□ <i>Safety:</i> risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area</li> </ul>
3	Be able to comment on own work	3.1	Give own point of view about work	<ul style="list-style-type: none"> <li>□ <i>Working methods:</i> materials; methods; processes; correct technical terms</li> </ul>
		3.2	Respond appropriately to others' points of view about own work	<ul style="list-style-type: none"> <li>□ <i>Discussions:</i> own view point e.g. strengths, weaknesses, improvements; listening skills; responses; methods e.g. sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak</li> </ul>

## Information for tutors

---

### Delivery

Tutors delivering this unit have opportunities to use a wide range of 2D materials, techniques and processes. Learners will need direction at this level. They will require support in the research and experimentation stages of their work as they gain confidence and practical skills and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets.

It is worth structuring some practical timed exercises and experiments – getting learners to log the time on the work – as this gives an understanding of time taken. It is important for learners to be aware of time spent on work, and assistance should be given in making them aware of how best to plan work to make the most of the time available. Also to further maximise time, any previous, relevant research or material can be used, such as research generated from previous units; rough sketches, ideas worksheets, drawings and paintings to aid the development of ideas.

Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists to inform and inspire their own work.

The use of a common theme running through the work, such as organic forms, structures or weather, will give cohesion to the work and will enable learners to compare and contrast the results achieved by using different methods and materials. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies for example shells, seed pods, flower heads and feathers. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to get all learners started and keep them 'on task'.

When approaching learning outcome 2 the emphasis should be on practical exploration, on learning about the different characteristics of media and materials and the effects that can be achieved through using different methods and processes. Learners should be encouraged to try out a variety of 2D media in order to evaluate its success, combining media where appropriate to achieve creative and original outcomes. They will also need to comment on the progress of their work for example what they feel has worked well and why. Records and evidence should relate directly to the methods and processes learners use in their work, rather than being a theoretical exercise. As an alternative to written records learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion. Centre-devised quizzes, handouts and other tutor-led activities may also be useful.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and realisation of ideas, e.g. recording work in progress, experiments with colour, manipulation of drawings.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of 2D media and materials and their associated techniques and processes. Demonstrations of techniques may entertain, encourage and inspire. Experimentation with media and scale should be encouraged. Each medium and material has its own set of rules and methods for use. Learners will need to employ the correct techniques for using the media they choose to work with. Learners also need to be able to select and use suitable 2D materials, techniques and processes appropriate to the task and suitable for their intended outcome.

To help address learning outcome 3 regular feedback should be given to learners, both informally in day-to-day discussion and formally at pre-specified stages of development within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal through informal discussion with the tutor, group discussion or individual presentations. Alternatively, it may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit.

Visits to galleries, studios and exhibitions are very much encouraged. Learners will be required to comment on their own work. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit.

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile usable research.

To help learners start the tutor should discuss possible themes with them.

Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

Practical work on the theme using a variety of dry media and drawing from primary sources whenever possible. e.g. learners draw flowers, shells, fruit, tools etc.

Learners discuss their work and ideas with their tutor and also as a group at the end to decide which drawings have been the most successful, where improvements could be made etc. Learners move on to experiments with wet media and different techniques and processes. At this stage a different theme could be introduced if appropriate.

Learners develop the drawings they made from the first stage of the unit and begin to understand how original ideas can go through processes of change in order to become more creative.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Learners discuss their work and ideas with their tutor, and also as a group, at the end to decide which paintings have been the most successful, where improvements could be made etc.

At this stage learners could choose to produce work for a 'final outcome' for their chosen theme and or could choose to continue to experiment with 2D media and consider e.g. mixed media, print or IT as a way of expressing their ideas.

## Topic and suggested assignments/activities

Evidence for this unit could be work produced through a series of practical exercises, samples, studies, experiments. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

Learners are to be encouraged to present their favourite two pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Discussion topics throughout the unit could be: Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What could improve the work? These are key questions that will build towards summative evaluation.

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and may be used as an alternative to written work. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the piece of work for the optional final outcome.

To achieve assessment criterion 1.1 learners must be able to identify formal elements which will be identified in their own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms, then look at books on the subject and the work of artists and designers such as ceramicist Kate Malone. Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual and identified within the work or verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, a health and safety logbook.

For assessment criterion 2.1 learners will explore more than two different 2D materials, techniques and processes, showing some control and understanding. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

The learner's self-management skills in 2.2 may be assessed through their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, and willingness to respond to feedback. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For assessment criterion 2.3 learners should be encouraged to identify risks and hazards rather than quoting legislation. Observation of safe practice can be documented by tutors coupled with records by learners themselves. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For learning outcome 3 learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work, and they should also be able to receive commentary from others and feed back what they have learnt from it. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations and written notes from informal discussion, tutorials or group discussions, witness testimonies, observation reports, peer group assessment and self-assessment checklists. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

## Indicative resource materials

### Textbooks

Charman H, Rose K and Wilson G – *The Art Gallery Handbook: A Resource for Teachers* (Tate Publishing, 2006) ISBN 9781854376756

Cumming R – *Art (Eyewitness Companions)* (Dorling Kindersley Eyewitness Companions, 2006) ISBN 139781405310543

Graham-Dixon A – *Art: The Definitive Visual Guide* (Dorling Kindersley, Oct 2008) ISBN 9781405322430

Grosenick U – *Art Now: v.3* (Taschen, 2008) ISBN 139783836505116  
(One of a series of *Now!* books from *Taschen* publications – [www.taschen.com](http://www.taschen.com) – other specific design titles are available)

Tribe M and Reese J – *New Media Art* (Taschen, 2006) ISBN 139783822830413

### Websites

<a href="http://www.artcyclopedia.com/index.html">www.artcyclopedia.com/index.html</a>	art cyclopedia – information about different artists and styles of art
<a href="http://www.bbc.co.uk/arts">www.bbc.co.uk/arts</a>	bbc – arts and culture page
<a href="http://www.eduweb.com/insideart/index.html">www.eduweb.com/insideart/index.html</a>	inside art – teaching resources
<a href="http://www.teachingideas.co.uk/art/contents.htm">www.teachingideas.co.uk/art/contents.htm</a>	teaching ideas – art page, teaching resources

# Unit 37: Art and Design: Discovering Three Dimensions

**Unit reference number:** H/502/3886

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

This unit aims to introduce learners to 3 dimensional (3D) art and design, developing knowledge, creative and work-related skills within a practical and exploratory context.

## Unit introduction

Learners will be introduced to the many ways people working in 3D develop ideas for different purposes; for example, a fine art sculpture, a piece of jewellery or a mobile phone design. Learners will participate in activities involving the use of materials and methods commonly used in workshops and studios to develop ideas.

Learners will explore how 3D design literally shapes our environment. Investigating both resistant and non-resistant materials, learners will experiment with a range of creative activities such as cutting, carving, moulding, casting and constructing. They will be introduced to craft and function and will learn some of the language used to define 3 dimensional art and design. Learners will also explore the use of formal elements, such as scale, form, structure, texture and balance. Some activities will be based on a theme given by the tutor or negotiated between learners and tutor to give unity to the activities.

On completion of the unit learners will have created a body of visual and written work; a series of artefacts, models or maquettes together with appropriate developmental work. It is not a requirement that one substantial final project piece is produced, as a range of studies will also be appropriate and will incorporate evidence of work-related skills such as self- and time-management, communicating ideas and intentions, problem solving and working safely.

## Essential resources

The tutor should provide guidance on how learners can research, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

A suitable working area should be provided. A full range of practical resources, such as are usually available within an art department, will be required to fully address this unit. Sophisticated machinery is not deemed necessary, but working with both hand and machine tools is encouraged.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for work in 3 dimensions from a set theme	1.1	Identify formal elements	<ul style="list-style-type: none"> <li>□ <i>Formal elements:</i> different formal elements e.g. line, tone, colour, shape, pattern, texture, size</li> </ul>
		1.2	Plan ideas from given sources	<ul style="list-style-type: none"> <li>□ <i>Sources:</i> different sources e.g. visits to galleries, exhibition, museums, own recordings, sketches photos; secondary sources e.g. libraries, websites, scrapbook with photos, photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats</li> </ul>
		1.3	Present aims for chosen 3 dimensional work	<ul style="list-style-type: none"> <li>□ <i>Present aims:</i> methods e.g. verbally, written, storyboard</li> </ul>
		1.4	Contribute to discussions about their ideas	<ul style="list-style-type: none"> <li>□ <i>Discussions:</i> follow main points; make relevant and positive contributions; respect others' rights to speak; aids e.g. presentation, thumbnail sketches, ideas worksheets, computer-aided visuals</li> </ul>
2	Be able to produce work in 3 dimensions on a given theme	2.1	Produce 3 dimensional work using appropriate materials, methods and equipment	<ul style="list-style-type: none"> <li>□ <i>Methods and processes:</i> different methods e.g. carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage, use of technological media, computers, video/stills photography; processes e.g. modelling, casting, moulding, firing clay or glass, setting plaster</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> <li>□ <i>Materials:</i> different materials e.g. thick card, metals, plastics, wood, stone, 'Thermalite®' block, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, wet plaster, latex, textiles, foam, scrap materials, string, tape</li> <li>□ <i>Tools and equipment:</i> different materials e.g. ICT, 3D software, printers, scanners, cameras; hand and machinery tools e.g. hammers, saws, soldering irons, welding tools, craft knives, scalpels, chisels, drills, files, vacuum former, stapler; clay tools e.g. bust peg, kiln, potter's wheel, banding wheel; soft sculpture e.g. sewing needles, knitting needles, scissors, shears and sewing machines; test pieces e.g. samples, maquettes, models</li> </ul>
		2.2	Demonstrate self-management skills	<ul style="list-style-type: none"> <li>□ <i>Self-management skills:</i> attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility e.g. gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback</li> </ul>
		2.3	Identify risks and hazards in the work area	<ul style="list-style-type: none"> <li>□ <i>Safety:</i> risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area</li> </ul>
3	Be able to comment on own work	3.1	Give own point of view about work	<ul style="list-style-type: none"> <li>□ <i>Working methods:</i> materials; methods; processes; correct technical terms</li> </ul>
		3.2	Respond appropriately to others' points of view about own work	<ul style="list-style-type: none"> <li>□ <i>Discussions:</i> own view point e.g. strengths, weaknesses, improvements; listening skills; responses; methods e.g. sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak</li> </ul>

## Information for tutors

---

### Delivery

The emphasis of this unit will be on practical exploration; learning about the different characteristics of materials and the effects that can be achieved through using different methods, equipment and processes. In 3D it is often the case that more than one solution to a problem is appropriate (for example, joining two materials together by taping, stapling, soldering, gluing, fusing or tying.) Learners will be encouraged to trial more than one method, and to select the most appropriate. All trials and maquettes could be retained or photographed as they could form part of the assessed body of work.

It is recommended that learners should experience at least two types of 3D art and design using a common theme for a variety of techniques such as cutting, carving, moulding, casting and constructing. For example, organic forms could inspire a fine art sculpture, a ceramic tealight holder and a fashion accessory.

At this level of study learners will need to be directed in their activities. It is suggested that themed contextual material is made readily available by the tutor. Working in 3D is a very time-consuming activity and this will maximise time available to generate ideas for the investigation of materials, methods and processes. Research generated from any other units, rough sketches, ideas worksheets, drawings and paintings, and so on, may be utilised in the development and transition of ideas.

The use of a common theme running through the work, such as seed pods, insects or mechanical parts, will give cohesion to the work and will allow learners to compare and contrast the results achieved by using different materials. The introduction of such a theme to learners will be an ideal opportunity to imitate studio practice, discussing possible research opportunities, visits, outcomes, and the role of the individual within the group.

Records will relate directly to methods and processes learners use in their own work, in the way that a practitioner would keep a technical notebook to record details for future reference. This can be done using storyboard techniques or labelled photographs as an alternative to a written report. Centre-devised quizzes, writing frames handouts may also be employed to supplement learners' own notes, sketchbooks, design sheets, maquettes and (optionally) a final outcome.

The search for images using the internet and library resources is encouraged. The use of technological media (such as computers, printers, scanners and video and stills photography) is important as in professional practice this often plays an intrinsic part of the development and realisation of ideas (for example a visual record of safe practice, or mocking up a sculpture maquette 'in situ').

Learners will need to understand that working safely is a crucial part of self-management. This involves the elimination of risk to self and others and thinking and working safely with materials, tools and equipment. A common sense approach should be emphasised, rather than mere reference to rules and regulations

For learning outcome 2, tutors are encouraged to present the chosen theme in manageable, self-contained activities, so that results can be assessed (and a sense of achievement fostered) in an ongoing manner. For example, if the theme is flowers then there could be a number of activities which explore what materials are best used for this task, and how to use them. Facilities do not need to be sophisticated but a range of approaches and experiments is recommended to assess practical skills and creative awareness. A varied approach to delivery is recommended; demonstrations of techniques will entertain and inspire, and practical 'taster' sessions will build confidence and knowledge of techniques.

Experimentation with materials and scale should be encouraged. Each material has its own qualities and methods for use. Learners will need to employ the correct techniques for using chosen materials. Although the majority of learners' work will be carried out in a workshop environment, links with contemporary professional practice could be made to inform and inspire the work. This could be by inviting a local practitioner to work with learners. Visits to galleries, studios, commercial premises and exhibitions are very much encouraged.

Regular tutor feedback to learners is essential. This may be informal, within day-to-day discussion as work progresses, providing learners with the encouragement and support to comment on their own work and that of the peer group. Discussion topics could be: Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What could improve the work? These are key questions that will build towards summative evaluation.

Feedback can also be via interim deadlines within the activities and at the end of a project. Group discussions and presentation of work to the peer group and others are encouraged. Even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. A vocational scenario, putting learners in a fictional situation as an artist or designer could enliven the work, but at this level the opportunity to improve and resubmit work will be more constructive than rigid deadlines.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit.

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

For learning outcome 1 the tutor could show a selection of 3D work, historical and contemporary, to illustrate and inspire diversity across art and design. Describe in terms of the artist or designer's intentions, the formal elements, and what techniques and processes have been used.

Learners should be encouraged to keep an ongoing 'scrapbook' of examples they like, and why. (Cuttings maybe provided by tutor, added to by learners.)

Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

Introduction to practical activities: Negotiate a theme for portfolios (this may vary from learner to learner). For example insects, organic forms, machine parts. Provide readily available research materials for sketchbooks if a new theme is introduced.

At this stage the learner will need to present possible ideas that will be explored

For learning outcome 2 the tutor will need to structure exploration of materials carefully. This may involve the whole class using the same material and method for a lesson, or could be a 'round robin' approach, with learners in pairs or small groups. The tutor could demonstrate use of each material and method as they are introduced, show samples and highlight safe practice. Learners will carry out practical explorations; produce trials and maquettes across art and design contexts. Techniques may include carving, joining, forming and shaping: constructing from materials or found objects: modelling, casting, moulding: surface decoration, painting, collage: use of technological media. Processes may include firing clay or glass, setting plaster. Follow tutor guidelines, but with individuality wherever possible.

After this stage learners could choose to produce work for a 'final outcome' for their chosen theme specialising in their favourite material, e.g. clay, or could choose to continue their range of experiments, comparing and contrasting findings.

## Topic and suggested assignments/activities

Trials to be presented neatly in a box or as a display at the end of the unit. Large-scale pieces (eg from scrap materials) may be photographed showing indication of scale, then discarded, if storage is difficult.

Throughout the unit learners will discuss their work and ideas at pre-agreed stages with their tutor and also as a group.

At the culmination of the unit, learning outcome 3, learners will discuss their work and give an overview as to which trials were the most successful, where improvements could be made etc.

Learners should present their favourite piece(s) of work to the group – give an evaluation and say why they have chosen the work and why they feel it is successful.

Written evaluation should also be produced.

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to a written report. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets, maquettes and optional final outcome.

To achieve assessment criterion 1.1 learners must be able to identify formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or both. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms, then look at books on the subject and at the work of artists and designers. Assessment will be based on how learners collect and then use material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, for example aiming to create drawings for a structure and finding possible materials to use after trials to find the best for the task. This will lead to the creation of a body of work and a possible, optional, final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4 both formally and informally. Initially these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For assessment criterion 2.1 learners will explore more than two different 3D materials, techniques and processes, showing some control and understanding. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

The learner's self-management skills in 2.2 may be assessed through their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, and willingness to respond to feedback. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For assessment criterion 2.3 learners should be encouraged to identify risks and hazards rather than quoting legislation. Observation of safe practice can be documented by tutors coupled with records by learners themselves. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For learning outcome 3 learners need to be able to make relevant and positive contributions and respect others' rights to speak. Learners must be able to comment on the strengths and weaknesses of their work and on feedback given to them. This may be assessed through ongoing evaluative comments, in a final evaluation or by using both. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

## Indicative resource materials

### Textbooks

Holzworth Werner H – *Art Now!* (Taschen, May 2013) ISBN 9783836528160  
(One of a series of *Now!* books from *Taschen* publications – [www.taschen.com](http://www.taschen.com) – other specific design titles are available)

Charman H, Rose K and Wilson G – *The Art Gallery Handbook: A Resource for Teachers* (Tate Publishing, 2006) ISBN 9781854376756

Cumming R – *Art (Eyewitness Companions)* (Dorling Kindersley, Jan 2006)  
ISBN 9781405310543

Graham-Dixon A – *Art: The definitive visual guide* (Dorling Kindersley, Oct 2008)  
ISBN 9781405322430

Phaidon – *The Art Book* (Phaidon Press Ltd, 2012) ISBN 9780714864679

### Websites

The following three websites are of considerable help in finding work of contemporary practitioners. They also contain 'teaching and learning' information:

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

The Arts Council

[www.craftscouncil.org](http://www.craftscouncil.org)

The Crafts Council

[www.designcouncil.org.uk/en/About-Design](http://www.designcouncil.org.uk/en/About-Design)

The Design Council

The following websites also give ideas and teaching resources:

[www.artcyclopedia.com/index.html](http://www.artcyclopedia.com/index.html)

art cyclopedia – information about different artists and styles of art

[www.bbc.co.uk/arts](http://www.bbc.co.uk/arts)

bbc – arts and culture page

[www.eduweb.com/insideart/index.html](http://www.eduweb.com/insideart/index.html)

inside art – teaching resources

[www.iamanartist.ie/index.aspx](http://www.iamanartist.ie/index.aspx)

i am an artist – teaching resources

[www.teachingideas.co.uk/art/contents.htm](http://www.teachingideas.co.uk/art/contents.htm)

teaching ideas – art page, teaching resources

# Unit 38: Caring for a Baby from Birth to Six Months

**Unit reference number:** K/502/4697

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

The aim of this unit is to provide learners with the knowledge and understanding needed to care for a young baby from birth to six months.

## Unit introduction

Taking responsibility for a young baby can cause great anxiety as young babies are unable to communicate their needs. It is essential, therefore, for anyone caring for a young baby to have a good understanding of these needs to be able to care for the baby safely and confidently. New parents need support and it is important to consider the needs of both new mothers and new fathers and how they may be met. This unit aims to develop knowledge and understanding in these key areas. Learners are given the opportunity to apply their knowledge by developing a care plan for a young baby.

For learning outcome 1, learners will explore the needs of a young baby.

Learners will investigate the advantages of breastfeeding for the mother and baby in learning outcome 2 and when to start weaning and why weaning should not be started early in learning outcome 3.

How to provide an environment to reduce the risk of cot death is considered in learning outcome 4. Signs of serious illness and when a baby needs urgent medical attention are also examined.

For learning outcome 5 learners will consider the needs of new parents.

How to plan for the care needs of a baby is explored in learning outcome 6.

## Essential resources

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the needs of a young baby	1.1	State the needs of a young baby	<ul style="list-style-type: none"> <li>□ <i>Needs of a young baby:</i> nutrition, e.g. breast milk or formula; warmth; cleanliness, ie nappy change, bathing, top and tail; sleep; fresh air, e.g. walk outdoors in pushchair or sling; exercise, e.g. baby kicking own legs while on floor, in bath; love and affection, e.g. cuddling, stroking, massage; play or stimulation, e.g. eye contact, talking, singing, mobiles</li> </ul>
2	Know the benefits of breastfeeding	2.1	List benefits of breastfeeding for a baby	<ul style="list-style-type: none"> <li>□ <i>Advantages of breastfeeding to baby:</i> immunity; correct nutrients; correct temperature; easy for babies to digest; less likely to have chest or ear infections or diarrhoea; allergies less likely</li> </ul>
		2.2	List benefits of breastfeeding for the mother	<ul style="list-style-type: none"> <li>□ <i>Advantages of breastfeeding for the mother:</i> free; always ready; encourages mother to sit, relax and bond with baby; can help with weight loss; protects against ovary and breast cancer; dirty nappies less smelly</li> </ul>
3	Know about weaning	3.1	Identify the signs which show that a baby is ready to be weaned	<ul style="list-style-type: none"> <li>□ <i>Weaning:</i> not before six months; signs, e.g. can sit up, wants to chew, putting toys and other objects in their mouth, reaches and grabs accurately; seek advice from health visitor; food, e.g. do not add salt or sugar; safety, e.g. do not leave baby alone when eating</li> </ul>
		3.2	State why weaning should not be started early	<ul style="list-style-type: none"> <li>□ <i>Problems with weaning before six months:</i> baby cannot digest food; increased risk of infection; increased risk of allergies; baby cannot chew</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know about serious illness in a young baby	4.1	State ways to reduce the risk of cot death	<ul style="list-style-type: none"> <li>□ <i>Safe environments:</i> smoke free; protect from risk of cot death, e.g. room temperature 18-20°, place baby on back to sleep, 'feet to foot' position, do not sleep with baby in bed or on sofa</li> </ul>
		4.2	Identify when urgent medical attention is needed for a baby	<ul style="list-style-type: none"> <li>□ <i>Serious illness:</i> signs of serious illness in baby, e.g. high-pitched cry, less responsive, arches back, grunts, pale, takes less than a third of food, vomits green fluid, passes blood, high fever; when to seek urgent medical attention, e.g. stops breathing, goes blue, unresponsive, cannot be woken, has a fit, rash which disappears when pressed with a glass</li> </ul>
5	Know about the needs of new parents	5.1	State the needs of new parents	<ul style="list-style-type: none"> <li>□ <i>Needs of new mothers:</i> sleep; good nutrition and extra fluids especially when breastfeeding; opportunities to relax; professional advice, e.g. midwife, health visitor; support groups, e.g. mother and baby</li> <li>□ <i>Needs of new fathers:</i> opportunities to bond with new baby; time to adjust to new role</li> </ul>
6	Be able to plan the care of a young baby	6.1	Produce a plan to care for a young baby over a 24-hour period	<ul style="list-style-type: none"> <li>□ <i>Planning for care of a young baby:</i> physical needs of baby, e.g. feeding, nappy changing, fresh air; play or stimulation</li> </ul>

## Information for tutors

---

### Delivery

Learners should be actively involved throughout the unit. As many practical activities as possible should be included to help learners relate to the content of the unit. These include simulations, role play, demonstrations, visits and guest speakers.

Learning outcome 1 can be introduced by exploring basic needs with a thought-shower exercise. Whole-group discussion could follow to establish the particular needs of young babies. Learners could work in pairs to carry out research into how to meet different basic needs of babies, supported by the tutor. A range of resources such as websites, journals and books could support this research. Learners could produce a factsheet for other learners.

A demonstration of nappy changing, bathing and topping and tailing using a doll could be followed with a practical session to give learners the opportunity to perform simulated practical caring skills. The benefits of baby massage could be explored by watching a video followed by tutor-led discussion. Key points could be listed on a flip chart.

To introduce learning outcome 2, a quiz could be used to assess learners' understanding of the physical and emotional benefits of breastfeeding for both the baby and the mother. Mothers who are breastfeeding could be invited as guest speakers. Learners could prepare questions to ask speakers about their experiences. Tutor-led class discussion to explore questions such as 'Should mothers be able to breastfeed anywhere?' and 'Why do many mothers give up breastfeeding after a few weeks?' will help learners to consider relevant issues.

Learning outcome 3 can be delivered through a mixture of tutor-led input and individual learner research. Learners could work in pairs to explore the information provided in weaning leaflets, on the internet and in books and journals to enable them to complete a gapped handout. A question and answer session about why weaning should not be started until the baby is ready will help learners to consolidate their knowledge.

Consideration of serious illnesses in a young a baby, for learning outcome 4, could be introduced by providing statistics about sudden infant deaths. Learners could work in small groups to research ways to reduce the risk of sudden infant death. Learners could produce posters about ways to reduce risks to display in the classroom. Learners could individually complete a handout identifying features of an unsafe bedroom for a baby. Learners could swap their handout with a peer to check their answers.

Signs of serious illness in a young baby can be introduced with a question and answer session. Key points about signs of serious illness and when to seek medical advice could be listed on a flip chart.

To explore the needs of new parents for learning outcome 5, learners could work in groups to prepare questions to interview new parents. Groups could feed back their suggestions for questions to the whole group, followed by discussion to agree the questions to use. A question sheet could be drawn up for learners to use to interview guest speakers, or new parents that they know. A whole-group discussion could follow to identify the needs of parents from the questionnaires.

For learning outcome 6, learners will need to identify what needs to be included in a 24-hour care plan for a baby. A tutor-led discussion could follow to draw up a template which could be used to record the plan. Learners could be given a selection of brief case studies of babies to choose for their care plan. Learners could work individually, supported by the tutor, to complete the care plan for their chosen baby.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and the structure of the programme of learning.

Theory – needs of a young baby.

Thoughtshower activity – What are the basic needs of everyone? Are needs of young babies different?

Paired work – put needs of a young baby in order of priority. Whole-group discussion about what is essential.

Tutor-supported research into meeting needs. Each pair to use range of resources to identify care needs, e.g. how often does a young baby need to be bathed? When should nappies be changed? Each pair to produce a brief factsheet for rest of the group.

Demonstrate nappy changing, bathing, topping and tailing using a doll.

Practical – learners practise nappy changing, bathing, topping and tailing using a doll.

Watch video of baby massage. How does the baby benefit?

Assessment – learners record the needs of a young baby (learning outcome 1).

Theory – breastfeeding – advantages to baby and mother.

Watch videos of mothers breastfeeding. Discuss eye contact, skin-to-skin contact.

Whole-class discussion 'Should mothers be able to breastfeed anywhere they wish?'

Guest speaker – mother who is breastfeeding, representative from La Leche League. Learners to prepare questions.

Breastfeeding quiz.

Assessment – learners record benefits of breastfeeding for baby and mother (learning outcome 2).

Theory – weaning.

Paired work – study weaning advice leaflets. Complete a gapped handout about when to start weaning, reasons why weaning should not be started early.

Assessment – record signs a baby is ready to be weaned and reasons why weaning should not be started early. (Learning outcome 3)

Theory – serious illness in young babies.

Discussion – why is it important that young babies should have a smoke-free environment?

Demonstration – how young babies should sleep to reduce the risk of cot death.

Prepare posters for display about ways to reduce the risk of cot death.

Theory – signs of serious illness.

Assessment – records ways to reduce the risk of cot death and when urgent medical attention is needed for a young baby (learning outcome 4).

## Topic and suggested assignments/activities

Theory – needs of new parents.

Guest speakers – invite new parents for learners to interview about the best and worst things about being a new parent.

Whole-class discussion – ‘How can new parents be supported? Which professionals and organisations can help new parents?’

Assessment – learners record needs of new parents (learning outcome 5).

Theory – writing a 24-hour care plan. What needs to be included?

Learners provided with a pro forma and a range of case studies of different babies to choose from.

Tutorials to support learners to complete a care plan.

Assessment – learners finish writing their 24-hour care plan (learning outcome 6).

Assessment feedback, review and evaluation of unit.

## Assessment

Evidence for assessment criteria 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 and 5.1 can be collected and presented in the form of a folder of information for new parents or posters. Alternative methods of assessment may be used.

For assessment criterion 1.1, learners will need to state the care needs of babies. The information may be presented as a factsheet for parents.

To meet 2.1, learners need to give at least three benefits to the baby of breastfeeding.

For 2.2, three benefits for the mother of breastfeeding must be given. Learners could complete a pro forma to present the information.

At least two signs a baby is ready to be weaned need to be included for assessment criterion 3.1.

For 3.2, two reasons why a baby should not be weaned early will need to be given.

For assessment criterion 4.1, three ways to reduce the risk of cot death need to be included.

To achieve 4.2, learners must include information about at least three signs a baby may show that require urgent medical attention.

For 5.1, learners need to include at least three different needs of new parents.

To meet assessment criterion 6.1, learners need to include a basic plan for the care of a young baby for 24 hours. Opportunities for feeding, nappy changing, fresh air, play or stimulation will need to be included. The care plan could be presented in a template.

## Indicative resource materials

### Textbook

Fertleman C and Cave S – *Your Baby Week by Week: The Ultimate Guide to Caring for Your New Baby* (Vermilion, 2007) ISBN 09780091910556

### Journals

*Mother and Baby* (Bauer Media)

*Practical Parenting* (Immediate Media co.)

### Websites

<a href="http://www.breastfeeding123.com/free-video-on-baby-massage-techniques">www.breastfeeding123.com/free-video-on-baby-massage-techniques</a>	Bliss tree online baby massage video
<a href="http://www.laleche.org.uk/pages/about/breastfeedinginfo.htm">www.laleche.org.uk/pages/about/breastfeedinginfo.htm</a>	La Leche League –breastfeeding advice
<a href="http://www.nhs.uk/conditins/pregnancy-and-baby/pages/pregnancy-and-baby-care.aspx">www.nhs.uk/conditins/pregnancy-and-baby/pages/pregnancy-and-baby-care.aspx</a>	NHS – breastfeeding advice
<a href="http://www.nhs.uk/conditinos/pregnancy-and-baby/pages/solid-foods-weaning.aspx">www.nhs.uk/conditinos/pregnancy-and-baby/pages/solid-foods-weaning.aspx</a>	NHS – weaning advice
<a href="http://www.sids.org.uk">www.sids.org.uk</a>	Foundation for Study of Infant Death (FSID)
<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	UK committee for Unicef – charity helping children receive support, healthcare and education to overcome poverty

## Unit 39: Basic Food Preparation

**Unit reference number:** J/600/0711

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

---

### Unit aim

The aim of this unit is to introduce learners to preparing food for cold presentation or for cooking safely and hygienically.

### Unit introduction

This unit introduces learners to basic food preparation. It will encourage learners to work safely and hygienically under supervision. Learners will develop skills needed for the preparation of basic food items, enabling them to use equipment safely and hygienically. It would be valuable for learners to work on *Unit 40: Basic Cooking* at the same time as this unit. This would give learners the opportunity to prepare and cook food.

### Essential resources

To develop the skills for this unit, learners need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare food for cold presentation or cooking	1.1	Select the correct ingredients for basic dishes	<ul style="list-style-type: none"> <li>Groups of food: meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry, tinned and bottled goods</li> </ul>
		1.2	Choose the correct equipment and handle safely and hygienically	<ul style="list-style-type: none"> <li>Equipment: small equipment; types of knife, e.g. paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping board; large equipment e.g. hob, grill, oven, microwave oven; selecting and using equipment safely and hygienically</li> </ul>
		1.3	Prepare food items for cold presentation or cooking safely and hygienically	<ul style="list-style-type: none"> <li>Preparation: weighing and measuring; methods of preparation, e.g. beating, chopping, grating, mixing, peeling, stirring</li> </ul>
		1.4	Set aside or store prepared food items ready for use according to instructions	<ul style="list-style-type: none"> <li>Storage: refrigerator, freezer, dry store; additional storage equipment, e.g. containers, trays, cling film, storage bags, aluminium foil, greaseproof paper</li> </ul>
		1.5	Clean work areas and equipment safely and hygienically during and after preparing food	<ul style="list-style-type: none"> <li>Cleaning: using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage</li> </ul>

## Information for tutors

---

### Delivery

This unit is a practical unit which enables learners to prepare food using a wide variety of commodities. It gives learners an introduction so that they can choose, store and prepare ingredients to create basic dishes in a safe and hygienic way. Learners should be given opportunities to prepare as wide a variety of food commodities as possible. Learners should be introduced to food items they may not be familiar with. Learners must prepare a range of food items which will enable them to understand a selection of preparation methods.

Learners need to follow instructions and select appropriate equipment and ingredients to complete tasks. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To achieve learning outcome 1, learners must follow basic instructions and select ingredients. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to prepare commodities and use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to prepare commodities using different preparation methods. Learning for this unit could include safe handling and storage of fresh, frozen, dried and canned foods. Learners should understand good kitchen and personal hygiene, as well as how to prepare themselves for basic cooking wearing protective clothing and washing hands before handling food. Learners should be encouraged to contribute to decisions about the dishes being prepared.

Learners need to be shown how to clean work areas and equipment safely and hygienically to reduce the risk of cross-contamination. They should then be given time to practise and develop these skills. This also applies to food storage areas.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to prepare food for cold presentation and cooking. Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.
Whole-class, tutor-led discussion about personal, kitchen and food hygiene.
Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Selecting the appropriate equipment for the task.
Assessment – a time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will meet the assessment requirements during the practical food and cookery activities. This time could be added to the kitchen practical time.
Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they prepare and be able to identify, select and order the food items they will need. Tutors should ensure that learners prepare dishes using four different preparation methods.
Practical food preparation activities. Learners practise basic kitchen skills in using a selection of tools and preparing food items for cooking.
Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.
Assessment feedback, review and evaluation of unit.

## Assessment

To achieve assessment criterion 1.1, learners must produce evidence that they can select the correct ingredients for at least two specified basic dishes. This could be achieved by using a picture worksheet.

To achieve assessment criterion 1.2, learners must choose and use different items of appropriate equipment safely and hygienically.

To achieve assessment criteria 1.3 and 1.5, learners need to follow basic instructions to prepare food commodities, using at least two different preparation methods. They also need to work in a clean and hygienic manner in compliance with safety and hygiene procedures. This could be evidenced through tutor observation and witness statements supported by photographic evidence.

To achieve assessment criterion 1.4, learners must set aside or store prepared food items safely and hygienically in compliance with food safety regulations. Evidence for this assessment criterion could be observation or witness statements from the tutor supported by photographic evidence.

## Indicative resource materials

### Textbooks

Ceserani V, Kinton R and Foskett D – *Practical Cookery for NVQ and Apprenticeships* (Hodder Education, 2012) ISBN 9781444170085

Mead T, Holmes S, Wilson P, Batten S – *BTEC Level 2 First Hospitality Student Book* (Pearson, 2011) ISBN 9780435026592

The publication below may help tutors to deliver the unit.

Kinton R, Ceserani V and Foskett D – *The Theory of Catering, 9th Edition* (Hodder Education, 2007) ISBN 9780340939260

### Websites

[www.cookeryclub.co.uk](http://www.cookeryclub.co.uk)

Information on recipes and nutrition

[www.food.gov.uk](http://www.food.gov.uk)

The Food Standards Agency

## Unit 40: Basic Cooking

**Unit reference number:** Y/502/4808

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

---

### Unit aim

The aim of this unit is to introduce learners to cooking basic food items and dishes safely and hygienically under supervision.

### Unit introduction

In this unit learners will develop skills needed for cooking basic food items using different cooking methods, enabling them to use equipment safely and hygienically. Learners will be expected to review their own dishes and make suggestions for improvements. It would be valuable for learners to work on *Unit 39: Basic Food Preparation* at the same time as this unit.

### Essential resources

To develop the knowledge, understanding and skills for this unit, learners need access to an equipped kitchen area. This kitchen area does not, however, have to be designed and equipped to professional industrial standards. Kitchens must comply with food safety requirements as required by legislation. Kitchen utensils and equipment should be up to date and in full working order. This will be necessary for learners to develop cooking skills.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to cook basic food items and dishes	1.1	Select the correct ingredients for basic dishes	<ul style="list-style-type: none"> <li>□ <i>Food groups:</i> meat, fish, dairy, fruit and vegetables; fresh, chilled, frozen, pre-cooked; dry, tinned and bottled goods</li> </ul>
		1.2	Choose the correct equipment and handle safely and hygienically	<ul style="list-style-type: none"> <li>□ <i>Preparation:</i> self; work surfaces; equipment</li> <li>□ <i>Equipment:</i> small equipment; types of knife e.g. paring knife, serrated knife, cook's knife, bread knives, potato peeler; pots, saucepans; scales; food processor; chopping boards, large equipment, e.g. hob, grill, oven; microwave oven; selecting and using equipment safely and hygienically</li> </ul>
		1.3	Cook food items safely and hygienically	<ul style="list-style-type: none"> <li>□ <i>Cooking:</i> using a selection of cooking methods, e.g. boiling, grilling, shallow frying, roasting, baking, stewing, microwaving; selecting and using cooking equipment; seasoning; tasting; timing, making sure food is cooked through</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		1.4 Clean work areas and equipment safely and hygienically during and after cooking	<ul style="list-style-type: none"> <li>□ <i>Work areas and equipment:</i> protective clothing; good personal hygiene; safe and hygienic food handling practice, e.g. reporting illnesses, reporting accidents, covering cuts and burns appropriately</li> <li>□ <i>Storage:</i> refrigerator, freezer, dry store; additional storage equipment, e.g. containers, trays, cling film, storage bags, aluminium foil, greaseproof paper</li> <li>□ <i>Cleaning:</i> using correct cleaning procedures; cleaning work areas appropriately; checking for cleanliness and good hygiene; correct storage</li> </ul>
		1.5 Identify what went well and suggest any improvements	<ul style="list-style-type: none"> <li>□ <i>Reviewing:</i> quality of dish; appearance; taste; colour; suggesting improvements</li> </ul>

## Information for tutors

---

### Delivery

This unit is a practical cookery unit which enables learners to cook basic dishes using a wide variety of commodities. It provides an introduction to learners so that they can choose, store and cook ingredients and prepare basic dishes in a safe and hygienic way. Learners should be given opportunities to cook dishes using as wide a variety of food commodities as possible. Learners should be introduced to food items which they may not be familiar with. Learners must cook a range of dishes which will enable them to understand a selection of cooking methods. They should be able to attempt at least four methods of cooking.

Learners need to follow instructions and select appropriate equipment and ingredients to complete dishes. In the completion of tasks, learners should demonstrate basic planning, competency and organisational skills.

Learners must review their dishes after each practical session and make suggestions for improvements.

Where appropriate, the unit can be interpreted to meet local and/or cultural needs.

To meet learning outcome 1, learners must follow basic instructions and select ingredients for dishes. This can be achieved with some support from the tutor. Learners should also be able to choose the correct equipment needed to be able and use this equipment safely and hygienically.

The importance of good personal hygiene and presentation should be stressed to learners and appropriate behaviour should be expected at all stages of skills development. Skills development also includes communication skills, both with the tutor and with other members of the group.

Tutors should give learners opportunities to cook dishes using different cooking methods. Learning for this unit should include safe handling and storage of fresh, frozen, dried and canned foods. Learners should also understand good kitchen and personal hygiene, as well as how to prepare themselves for basic food cooking, wearing protective clothing and washing hands prior to handling food. Learners should be encouraged to contribute to decisions about the dishes being prepared. At the end of each cooking session, learners should be encouraged to identify what went well during the session and review their finished dish.

Learners need to be instructed how to clean work areas and equipment safely and hygienically to reduce the risk of cross-contamination. This also applies to food storage areas.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Be able to cook basic food items and dishes. Whole-class, tutor-led discussion about ingredients, the quality of items and how to select food items for dishes.
Whole-class, tutor-led discussion about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Selecting the appropriate equipment for the task.
Assessment – a time allocated for learners to produce their evidence and for tutors to identify assessment requirements. It is expected that learners will achieve the assessment requirements during the practical food and cookery activities.
Planning for practical sessions. Tutors should allow some guided planning time prior to each practical session. This will enable learners to have some choice in what they cook and be able to identify, select and order the food items they will need. Tutors should ensure that learners cook dishes using a range of cooking methods.
Practical food preparation and cookery activities. Learners practise basic kitchen skills in using a selection of tools and preparing food items for cooking.
Learners should be able to work in a clean and hygienic way and put equipment away correctly after use.
Learners review own performance and suggest improvements. As a summative activity of each practical session, learners should review their own performance and the dish they have cooked and identify how they could improve on what they have achieved.

## Assessment

This unit may be assessed holistically. The learner could cook a basic dish. They would be required to select the ingredients for the dish, choose and use equipment safely and hygienically, cook the dish, clean up and review the process. Evidence could be a checklist completed by the tutor or a witness statement.

## Suggested resources

### Text books

Ceserani V, Foskett D and Kinton R – *Practical Cookery for NVQ and Apprenticeships* (Hodder Education, 2012) ISBN 9781444170085

Ceserani V, Foskett D and Kinton R – *The Theory of Catering, 9th Edition* (Hodder Education, 2007) ISBN 9780340393260

Mead T, Holmes S, Wilson P, Batten S – *BTEC Level 2 First Hospitality Student Book* (Pearson, 2011) ISBN: 9780435026592

### Websites

[www.cookeryclub.co.uk](http://www.cookeryclub.co.uk)

Information on recipes and nutrition

[www.food.gov.uk](http://www.food.gov.uk)

The Food Standards Agency

# Unit 41: Check that a Small Animal is Healthy

**Unit reference number:** Y/502/0614

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is to enable learners to demonstrate their ability to complete a health check on a dog, or cat or rabbit restrained by a supervisor.

## Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the restraint and health checking (including recognising signs of good health) of small animals will be essential for learners hoping to find employment in the animal care industries. Being able to maintain one's own safety and hygiene in the workplace is also essential for those wishing to work as an animal carer. This unit will enable learners to develop the skills and underpinning knowledge needed to operate effectively at a support level in the workplace.

Practical ability and underpinning knowledge and awareness of health and safety and animal welfare when restraining and health checking small animals, and using appropriate equipment and techniques, will be developed.

For the purpose of this unit and assessments the term 'small animals' refers to dogs, cat and rabbits, although species commonly kept as pets in the UK, such as birds, fish, insects, reptiles and amphibians, may be used to provide contrasting experience. Learners will be expected to work with dogs, cats and rabbits primarily, with assessment covering at least one of these three species.

The unit also provides opportunities to develop other skills such as working independently, working with others, communication and using ICT.

## Essential resources

Learner access to dogs, cats and rabbits is essential; to ensure varied experiences for learners, the range of animals used should not be limited to just one of these species. A variety of additional animals commonly kept as pets in the UK should also be made available and, where possible, should include mammals, birds, fish, insects, reptiles and amphibians to provide more experience for learners. Related resources such as handling/restraining equipment and equipment used in monitoring animal health, such as thermometers and weighing scales, as well as access to materials showing evidence of poor health in small animals, are essential.

Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. Transport for visits to veterinary centres is also recommended. Alternatively, a visit to the centre by veterinary staff may provide a useful resource. A range of books and pet care magazines should be available and CD ROMs and DVDs may also be appropriate learning resources. Learners must have access to and use correct PPE. Sufficient support must be provided, where necessary, for the development and achievement of the group/individuals with appropriate levels of supervision provided at all times, especially when activities are carried out in the working environment/animal unit. Access to ICT and the internet is recommended.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to restrain and complete a health check on a small animal	1.1	Prepare to restrain a small animal	<ul style="list-style-type: none"> <li>□ <i>Restraining animals:</i> health and safety, e.g. hand washing/drying, personal protective equipment; handling/restraint equipment and safe usage, e.g. collar, harness, lead, towel, restraining bag, crush cage, carry cage</li> </ul>
		1.2	Restrain a small animal	<ul style="list-style-type: none"> <li>□ <i>restraint methods for different species:</i> manual restraint, e.g. dogs, cats, rabbits; animal welfare, e.g. good handling, signs of stress</li> </ul>
		1.3	Recognise areas of the body for checking to establish health	<ul style="list-style-type: none"> <li>□ <i>Health checks:</i> visual and physical health checks; equipment used, e.g. towel, thermometer, weighing scales; parts of body checked, e.g. nose, eyes, ears, mouth including teeth and tongue, front legs/feet/claws, back legs/feet/claws, belly, bottom, private parts, tail</li> </ul>
		1.4	Identify signs of good health in small animals	<ul style="list-style-type: none"> <li>□ <i>Signs of health:</i> physical signs, parasites, behaviour/movement, eating and drinking, weight, body temperature, breathing, toileting, differences between species/individual animals</li> </ul>
		1.5	Maintain own safety and hygiene throughout operations	<ul style="list-style-type: none"> <li>□ <i>Maintaining safety and hygiene:</i> workplace health and safety, e.g. hazards, risks; items, e.g. overalls, steel toecap boots; use and storage of personal protective equipment; personal hygiene, e.g. hand washing/drying; safe use, cleaning and storage of equipment; safe independent working, working safely with others, awareness of working environment</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the signs of good health in a small animal	2.1	State the signs which indicate that a small animal is healthy	<ul style="list-style-type: none"> <li>□ <i>Good health indicators:</i> signs of good physical health for species/individual, e.g. shiny fur, bright eyes, clean nose, clean ears, pink gums; healthy behaviour/movement for species/individual, e.g. walking without pain, normal vocalisations; healthy eating and drinking for species/individual, e.g. amount; healthy weight range for species/individual; healthy temperature for species/individual; healthy breathing for species/individual; healthy toileting for species/individual, e.g. amount, colour</li> <li>□ <i>Poor health indicators:</i> signs of poor physical health for species/individual, e.g. dull fur, bleeding, lumps, parasites; unhealthy behaviour/movement for species/individual, e.g. limping, inactivity; unhealthy eating and drinking for species/individual, e.g. lack of appetite, excessive thirst; unhealthy weight range for species/individual, e.g. underweight/overweight; unhealthy temperature for species/individual, e.g. too low/high; unhealthy breathing for species/individual, e.g. panting, too fast/slow; unhealthy toileting for species/individual, e.g. constipation, diarrhoea</li> </ul>

## Information for tutors

---

### Delivery

Delivery of this unit is likely to be based mainly on a series of practical activities with a range of small animals, focusing primarily on dogs, cats or rabbits. Both the handling/restraint and health checking aspects of the unit can form integral parts of working in an animal unit and maintaining animal health and can be taught, practised and assessed in that environment. Health and safety and hygiene are also inherently part of this working environment. Naturally occurring opportunities should be exploited to put learners in a realistic situation, although individual abilities and available facilities will regulate what can be carried out. Learners will need to develop appropriate skills and knowledge during formative practical sessions with some theory work. Assessment is likely to be on a continuous basis during the programme, taking place when learners have developed the appropriate level of knowledge and practical skill.

Learners can discuss with the tutor and peer group the appropriate methods and equipment for handling/restraining animals, as well as how to health check animals and signs of good/poor health for a variety of animal species and individuals. The standards and methods discussed can be agreed as appropriate and used to assist in developing learners' independent knowledge and skills. This is an essential part of the delivery of this unit.

A range of animals should be made available and is likely to include mammals, birds, fish, insects, reptiles and amphibians. Handling/restraint and health for dogs, cats and rabbits should be the primary focus and assessment must take place with one or more of these three named species.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Research work and formative discussions to develop knowledge of health and safety and animal welfare whilst handling/restraining and health checking animals. Awareness of personal safety and hygiene should also be introduced with time allocated for this to be developed during practical work.
Research work and formative discussions to develop knowledge of animal health and signs of good and poor health in appropriate species. Time may also be allocated to carrying out the same with other animal species for contrasting/additional practical experience.
Tutor demonstrations of techniques for handling/restraining animals and use of equipment.
Opportunity for practical work on an animal unit involving handling/restraining a variety of animal species, focusing primarily on dogs, cats or rabbits (learning outcome 1).
Opportunity for practical work on an animal unit involving health checking a variety of animal species, focusing primarily on dogs, cats or rabbits (learning outcome 2).
Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners are required to prepare to restrain a small animal. Learners will need to be given clear demonstrations and practical opportunities to work with the available restraint equipment several times before assessment takes place. When being assessed, learners must be given a clearly stated task to carry out, to enable them to select and prepare the appropriate equipment. Learners will need formative opportunities to carry out the preparations needed to restrain small animals before assessment. Assessment is likely to take the form of authenticated photographic evidence or an observation record (or a combination of both) for one or more of the three different species of small animal covered by this unit. Learners could provide some annotations to explain the actions in the photographs. This criterion could be assessed with 1.2, 1.3, 1.4 and 1.5.

For 1.2, learners need to restrain a small animal. This criterion is likely to be assessed with 1.1. If this is the case, the same instructions and assessment method could be used. To achieve 1.2, learners will be required to actually restrain, or assist in restraining, the small animal. Learners will need to be given clear demonstrations and practical opportunities to practise the techniques several times before any assessment takes place. Great care must be taken with regard to health and safety, inherent animal welfare and the safe use of restraint equipment. Learners need to be assessed preparing to restrain one or more of the three named small animal species in the unit.

For 1.3, learners are required to recognise areas of the body to check to establish health. This criterion could be assessed independently or with 1.2. Assessment could take the form of an observation record stating that learners recognised all the named body parts used when establishing health in small animals. Annotated photographic evidence may also be beneficial if assessment is practically based. Alternatively, a piece of work produced by learners may suffice when annotated to demonstrate knowledge of areas of the body that are checked to establish health. Learners will need opportunities to investigate body parts and areas to check on for a variety of animals to establish their health. Learners need clear theoretical and practical opportunities to be able to identify a healthy animal and develop the underpinning knowledge needed to carry out skilled health checks several times before assessment takes place. Learners need to be assessed on areas of the body to check to establish health in one or more of the three named small animal species in the unit.

For 1.4, learners are required to identify signs of good health in small animals. This criterion should be assessed with 1.3 and the same assessment method applied, with the possible addition of an observation record stating learners were able to communicate relevant signs of good health in small animals. As in 1.3, annotated photographic evidence may also be beneficial evidence for a portfolio, or written work could be used. Learners need clear theoretical and practical opportunities to be able to identify signs of good health in small animals several times before assessment takes place. Learners need to be assessed identifying signs of good health in one or more of the three named small animal species in the unit.

For 1.5, learners are required to maintain own safety and hygiene throughout. This criterion requires assessment over a given time period to allow learners to demonstrate awareness of their own safety and hygiene when working in a working environment/animal unit. Assessment could take the form of authenticated photographic evidence or an observation record (or a combination of both), with learners providing some annotations to explain the actions in the photographs. Learners need clear theoretical and practical opportunities to be able to demonstrate competent and safe working practices, and develop underpinning knowledge, several times before assessment takes place. Learners need to be assessed maintaining own safety and hygiene when working with one or more of the three named small animal species in the unit.

For 2.1, learners are required to state the signs which indicate that a small animal is healthy. Learners will need formative opportunities to research and discuss details of the signs of good health in small animals, as well as poor health for comparison, before assessment. Assessment could take the form of an observation record, authenticated photographic evidence, or a combination of both. Learners need to be assessed indicating that one or more of the three named small animal species in the unit is healthy.

## Indicative resource materials

### Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Edney A – *RSPCA Complete Cat Care Manual* (Dorling Kindersley, 2006)  
ISBN 9781405314671

Evans M – *How to Look After Your Pet Kitten* (Dorling Kindersley, 1996)  
ISBN 9780751354034

Evans M – *How to Look After Your Pet Puppy* (Dorling Kindersley, 1996)  
ISBN 9780751353976

Evans M – *How to Look After Your Pet Rabbit* (Dorling Kindersley, 1996)  
ISBN 9780751353983

Fogle B – *RSPCA Complete Dog Care Manual* (Dorling Kindersley, 2006)  
ISBN 9781405314688

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182701

Although to achieve this unit learners must be assessed on their work with dogs, cats or rabbits, they should have opportunities to work with other animal species and may, therefore, find these books of interest.

Newman C – *All About Your Iguana* (Ringpress Books Ltd, 2000)  
ISBN 9781860541629

Newman C – *All About Your Snake* (Ringpress Books Ltd, 2000)  
ISBN 9781860541674

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

Taylor D – *The Small Pet Handbook* (HarperCollins, 2002) ISBN 9780007134489

Viner B – *All About Your Finch* (Ringpress Books Ltd, 1998) ISBN 9781860540578

Viner B – *All About Your Goldfish* (Ringpress Books Ltd, 1997)

ISBN 9781860540363

## **Journals**

The use of journals depends on the interest and abilities of learners. While these may not be commonly used at this level, certain periodicals may be of interest. The resources listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

*Cat World*

*Dogs Today*

*Fur & Feather* (incorporating Rabbits)

Publications on small animals other than dogs, cats or rabbits may also be of interest.

## **Websites**

Learners should have the opportunity to access a range of internet resources relating to dogs, cats and rabbits, as well as to other small animals. The following websites may be species-specific or general.

[www.bluecross.org.uk](http://www.bluecross.org.uk)

The Blue Cross

[www.thebrc.org](http://www.thebrc.org)

The British Rabbit Council

[www.dogstrust.org.uk](http://www.dogstrust.org.uk)

The Dogs Trust

[www.petcare.org.uk](http://www.petcare.org.uk)

The Pet Care Trust

[www.rspca.org.uk](http://www.rspca.org.uk)

The Royal Society for the Prevention of Cruelty to Animals

# **Unit 42: Assist with Catching and Restraining a Small Animal**

**Unit reference number: R/502/0613**

**Level: Entry 3**

**Credit value: 2**

**Guided learning hours: 20**

---

## **Unit aim**

The aim of this unit is to enable learners to demonstrate their ability to assist with catching and restraining a dog, cat or rabbit for a specific purpose.

## **Unit introduction**

In this unit learners will develop knowledge, understanding and practical skills to enable them to assist with catching and restraining small animals in a range of situations, including the movement of animals between locations.

Learners will develop an understanding of the equipment used to catch, restrain and move animals between locations, and of the risks involved and the maintenance of personal hygiene. This unit will enable learners to progress to supported employment or higher level courses.

The unit also allows learners to develop their communication skills, the ability to work as part of a team, improving their own learning and performance and basic ICT skills.

## **Essential resources**

Learners must have access to dogs, cats and rabbits for this unit, but would benefit from access to a wider variety of pet animals that may include small mammals, birds, reptiles, fish, amphibians and insects.

Learner access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians and to feed rooms, feeds, bedding materials and substrates and accommodation is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Learners must have access to and use correct personal protective equipment (PPE). Access to ICT and the internet is recommended

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to catch and restrain a small animal	1.1	Recognise suitable equipment for catching and restraining small animals	<ul style="list-style-type: none"> <li>□ <i>Equipment:</i> e.g. baskets, transport boxes, cages, tanks, collar, lead, harness, muzzle, net, gloves, pillowcase, snake hook, crush cages</li> </ul>
		1.2	Assist with catching a small animal	<ul style="list-style-type: none"> <li>□ <i>Catching:</i> methods of minimising stress to animal, signs of stress, approach of handler, methods of capture, safe and correct handling techniques appropriate to species</li> </ul>
		1.3	Assist with restraining a small animal	<ul style="list-style-type: none"> <li>□ <i>Restraining:</i> methods of minimising stress to animal, signs of stress, approach of handler, safe and correct handling techniques appropriate to species</li> </ul>
		1.4	Identify equipment used to move/transport small animals	<ul style="list-style-type: none"> <li>□ <i>Moving animals:</i> preparation, e.g. identification and use of suitable equipment, cage/enclosure set up; welfare considerations during transportation, e.g. water, food, bedding; settling animal after transport; hygiene of facilities, safe disposal of waste</li> </ul>
		1.5	Move/transport a small animal from one location to another	<ul style="list-style-type: none"> <li>□ <i>Moving animals:</i> welfare considerations during transportation, e.g. water, food, bedding; settling animal after transport; hygiene of facilities, safe disposal of waste</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Maintain own safety and hygiene throughout operations	<ul style="list-style-type: none"> <li>□ <i>Health and safety:</i> identification of risks involved, personal protective equipment (PPE), personal hygiene, accident reporting and identification of first aider</li> <li>□ <i>Safety of handler:</i> identification of risks involved, prevention methods</li> </ul>
		1.7	Give a reason why care should be taken when moving and restraining animals	<ul style="list-style-type: none"> <li>□ <i>Purpose:</i> e.g. routine health checks, routine cage maintenance, trip to vet, animal groomer, animal show, training classes</li> <li>□ <i>Welfare of animal:</i> Five Needs, consequences of poor handling, signs of stress</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered in an appropriate animal unit or animal collection housing as a minimum dogs, cats and rabbits. Where these animals are not available, trips to relevant collections must be undertaken. Learners should assist in a range of routine animal handling tasks involving the capture, restraint and movement of animals between locations. Practical activities should take place during naturally occurring opportunities, such as the removal of an animal from a cage for cage maintenance, health checking etc. Animal welfare considerations must be taken into account at all times.

Group discussions can be held before practical activities are carried out to identify the relevant equipment needed for the activity, risks involved and personal hygiene considerations. Learners should be able to demonstrate an understanding of the reasons for carrying out practical activities in a safe manner.

Learners should be given the opportunity to develop their skills with a range of animals but will be assessed based on working with dogs, cats or rabbits throughout the duration of the unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Identification of suitable equipment for use in the capture, restraint and transport of small animals to include an oral/written assessment.
Identification of risks in animal care routines.
Tutor demonstration of handling and restraint techniques.
Practical work to assist with catching and restraining animals for use in daily routine tasks. Assessed and evidenced by portfolio of authenticated photographs and written statements from learners (learning outcome 1).
Practical work on the animal unit to move animals safely between locations during routine tasks. Assessed and evidenced by portfolio of authenticated photographs and written statements from learners (learning outcome 1).
Discussion work to cover reasons for handling, moving and restraining animals with care (learning outcome 1).
Assessment feedback, review and evaluation of unit.

### Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Authenticated photographs and simple written statements can form the basis of learner portfolios to evidence the practical work. In addition to this, witness statements, evidenced oral assessment and discussion work can be used as assessment evidence.

For 1.1, learners need to recognise suitable equipment for catching and restraining small animals. This may be assessed through oral questioning during the practical activities for 1.2 and 1.3, or a mix/match exercise where learners match the name of the equipment to the relevant picture provided by the tutor. This may also be evidenced by a poster or leaflet.

For 1.2, learners are required to assist with catching a small animal. Assessment for this criterion is likely to be continuous throughout the duration of the unit.

Formative assessment will allow learners to improve their skills and reach the required level of competence. This will be evidenced through witness statements, authenticated photographs and simple written statements from learners in a portfolio. Learners must be confident to assist with the capture of a dog, cat or rabbit.

For 1.3, learners are required to assist with restraining a small animal. Assessment for this criterion will be as described for 1.2 and may be assessed at the same time as 1.2. Learners must be confident to assist with the restraint of a dog, cat or rabbit.

For 1.4, learners are required to identify equipment used to move/transport small animals. This may be assessed at the same time as 1.1 if carried out as a stand-alone activity, for example a mix/match activity, poster or leaflet. This criterion may also be assessed through oral questioning by the tutor during the practical activities for 1.5.

For 1.5, learners are required to move/transport a small animal from one location to another. Evidence may be in the form of witness statements or authenticated photographs with simple written statements from learners in a portfolio. Practical activity should take place during naturally occurring opportunities such as the removal of an animal from a cage for cage maintenance, health checking etc. Animal welfare considerations must be taken into account at all times.

For 1.6, learners are required to maintain their own safety and hygiene throughout operations. This will be evidenced through the ongoing assessment for 1.2, 1.3, and 1.5 and will take the form of witness statements.

For 1.7, learners are required to give a reason why care should be taken when moving and restraining animals. This may be assessed through oral questioning during the practical activities carried out for 1.5 and/or 1.3. It may also be assessed in a group discussion and evidenced by witness statements. Learners should be able to demonstrate their understanding of welfare considerations for the animal and of human safety to achieve this criterion.

## Indicative resource materials

### Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Elwood M and Ruelokke M – *Guinea Piglopaedia* (Ringpress Books Ltd, 2003) ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner’s Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999) ISBN 9781902389813

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003) ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron’s Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner’s Handbook* (New Holland Publishers, 2002) ISBN 9781859747520

Mills D – *Aquarium Fish* (Dorling Kindersley, 2000) ISBN 9780751327267

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

## Websites

<a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a>	The Blue Cross
<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.dogstrust.org.uk">www.dogstrust.org.uk</a>	The Dogs Trust
<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>	The Kennel Club
<a href="http://www.petcare.org.uk">www.petcare.org.uk</a>	The Pet Care Trust
<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	The Royal Society for the Prevention of Cruelty to Animals
<a href="http://www.thebrc.org">www.thebrc.org</a>	The British Rabbit Council

# Unit 43: Groom a Small Animal

**Unit reference number:** D/502/0615

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

---

## Unit aim

The aim of this unit is for the learner will be able to groom a dog, cat or rabbit restrained by the supervisor.

## Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the grooming of small animals will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to begin to develop the necessary skills and underpinning knowledge to be able to operate effectively under close supervision when in employment or to progress onto a Level 1 course, providing the necessary criteria are met.

Practical ability, underpinning knowledge and an awareness of health and safety and animal welfare when grooming will be developed.

For the purpose of this unit learners may work with a number of different 'small animals' but the term is narrowed to include only dogs, cats and rabbits to meet the assessment criteria.

The unit will also give learners opportunities to develop other skills such as improving own learning and communication.

## Essential resources

Learner access to a variety of suitable animals (including dogs, cats and rabbits) and grooming equipment is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in-house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Learners must have access to and use correct personal protective equipment (PPE). Access to ICT and the internet is recommended.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to groom a small animal	1.1	Give a reason for grooming a small animal	<ul style="list-style-type: none"> <li>□ <i>Grooming</i>: reasons, e.g. health checks, relationships, moulting, mats; systematic technique; signs of stress; welfare of the animal</li> </ul>
		1.2	Recognise items of grooming equipment	<ul style="list-style-type: none"> <li>□ <i>Grooming equipment</i>: correct equipment for animal, e.g. slicker brush, comb, soft brush, scissors, undercoat rake, de-matter, nail clippers; grooming table</li> </ul>
		1.3	Restrain a small animal for grooming	<ul style="list-style-type: none"> <li>□ <i>Restraint</i>: methods of restraint, e.g. carrying boxes, slip leads, grooming arm; correct restraint techniques</li> </ul>
		1.4	Groom a small animal	<ul style="list-style-type: none"> <li>□ <i>Grooming</i>: e.g. brushing fur, washing animal, clipping nails</li> </ul>
		1.5	Use, clean and store PPE, tools and equipment safely	<ul style="list-style-type: none"> <li>□ <i>Health and safety</i>: safe use and storage of equipment and tools; PPE; cleaning surfaces and equipment;</li> </ul>
		1.6	Maintain the safety of self, others and animals during the operation	<ul style="list-style-type: none"> <li>□ <i>Safety</i>: safety of self, others and animals</li> </ul>
		1.7	State why personal protective equipment (PPE) needs to be worn	<ul style="list-style-type: none"> <li>□ <i>PPE</i>: e.g. overalls, hand protection; to maintain hygiene; to protect self</li> </ul>

## Information for tutors

---

### Delivery

Delivery of this unit is likely to be through a series of practical grooming activities, with a range of small animals, which can be taught, practised and assessed in an animal unit where grooming can be carried out safely.

Naturally occurring opportunities should be exploited to put learners in a realistic situation, for example moving dogs, cats and rabbits from the holding area to the grooming area. Learners will need to develop appropriate skills and knowledge during formative practical sessions and may practise on any small animal species with close supervision.

Assessment is likely to take place on a continuous basis during the unit, taking place when learners have developed the appropriate level of skill, but must involve grooming a dog, cat or rabbit. The particular species should be agreed with learners in advance but, where possible, similar species should be used for all learners to ensure fairness.

Learners can discuss with the tutor and peer group appropriate methods for grooming and restraining animals while ensuring the welfare of the animal. The standards and methods discussed and agreed can then be implemented during practical work, which will be an essential part of the delivery of this unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Discussions to highlight the reasons for grooming small animals and the appropriate techniques.
Discussions on maintaining animal welfare and common signs of stress.
Identification of grooming equipment and suitable methods of restraining small animals.
Demonstration of grooming and restraint techniques by tutor.
Identifying areas of risk during grooming and restraint of small animals and suitable methods of controlling risks.
Practical work on the animal unit to assist with catching and moving small animals from the holding area to the grooming facilities and demonstrating appropriate restraint methods.
Practical work on the animal unit demonstrating grooming techniques appropriate to specific small animals restrained by the supervisor (learning outcome 1).
Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For 1.1, learners need to give a reason for grooming a small animal. This is likely to be assessed through oral questions and answers with a written record of learner answers being maintained as evidence. This criterion could be assessed at the same time as 1.7.

For 1.2, learners need to recognise items of grooming equipment. A minimum of two items of equipment should be identified, which should be appropriate for the animal they are about to groom. This criterion could be assessed at the same time as 1.3, 1.4, and 1.5 and could be evidenced through observation records including photographs and/or video.

For 1.3, learners need to restrain a small animal for grooming. This can be assessed after periods of training and practise followed by formative feedback, and can be assessed at the same time and in a similar manner to 1.2. Clear instructions should be given to learners and these should be recorded in the observation records if video evidence is not used.

For 1.4, learners need to groom a small animal. This should follow the same process as for 1.3 and can be assessed at the same time as 1.2 and 1.3. During this assessment the animal can be restrained by the supervisor.

For 1.5, learners must use, clean and store PPE, tools and equipment safely. This should follow the same process as for 1.3 and can be assessed at the same time as 1.2, 1.3 and 1.4. Learners should also adhere to the protocols of the animal unit in which they are working.

For 1.6, learners must maintain the safety of self, others and animals during the operation. This should be evidenced through continual assessment during the periods of training and practise as well as during the final practical. Formative assessment should be given to help learners to improve and evidence could be in the form of observation records.

For 1.7, learners need to state why PPE should be worn. This is likely to be assessed in a similar manner to 1.1 and could be assessed at the same time.

## Indicative resource materials

### Textbooks

The textbooks listed below are indicative only. Centres are encouraged to use other resources that suit the needs of their learners.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Dallas S, North D and Angus J – *Grooming Manual for the Dog and Cat* (Blackwell Publishing Ltd, 2006) ISBN 9781405111836

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Taylor D – *Ultimate Dog* (Dorling Kindersley, 2005) ISBN 9780751333947

### Journals

*Cat World* (The Digital Farm)

*Dogs Monthly* (Pet Subjects Ltd)

*Pet Focus* (Vision Online Publishing)

### Websites

[www.bluecross.org.uk](http://www.bluecross.org.uk)

The Blue Cross

[www.defra.gov.uk](http://www.defra.gov.uk)

Department for Environment, Food and Rural Affairs

[www.dogstrust.org.uk](http://www.dogstrust.org.uk)

The Dogs Trust

[www.thekennelclub.org.uk](http://www.thekennelclub.org.uk)

The Kennel Club

[www.petcare.org.uk](http://www.petcare.org.uk)

The Pet Care Trust

[www.rspca.org.uk](http://www.rspca.org.uk)

The Royal Society for the Prevention of Cruelty to Animals

[www.thebrc.org](http://www.thebrc.org)

The British Rabbit Council

# **Unit 44: Horticulture: Introduction to Pruning Trees and Shrubs**

**Unit reference number:** K/505/1317

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## **Unit aim**

This unit introduces the learner to practical elements of the pruning process for trees and shrubs. Learners will undertake simple pruning tasks using a variety of tools needed for the relevant plant subjects.

## **Unit introduction**

This unit introduces learners to the tools and equipment used in pruning operations.

Emphasis is placed on the correct selection and safe use of the equipment used in pruning tasks.

Learners will be given the opportunity to practise pruning methods using a selection of appropriate tools within an acceptable timescale.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members by contributing to the pruning of plant material and keeping the working area safe and tidy.

## **Essential resources**

The minimum requirement needed to deliver this unit is an area of well-established planting containing a range of shrubs and trees. Each learner should have access to enough plant material so they can practise adequately to achieve the assessment standards. An area for storing and cleaning tools is also needed.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the basic equipment used for pruning trees and shrubs	1.1	Select appropriate personal protective equipment to be used for pruning trees and shrubs	<ul style="list-style-type: none"> <li>□ <i>PPE</i>: types and uses of e.g. overalls, gloves, safety boots, hard hat, safety glasses</li> </ul>
		1.2	Wear appropriate personal protective equipment used for pruning trees and shrubs	
		1.3	Identify and select relevant tools and equipment for pruning trees and shrubs	<ul style="list-style-type: none"> <li>□ <i>Tools</i>: types and uses of e.g. secateurs, pruning saws, bow saws, loppers, long arm pruner, waste bag and wheelbarrow</li> </ul>
		1.4	Identify the tree or shrub to be pruned	<ul style="list-style-type: none"> <li>□ <i>Identify area and subject</i>: location and identification of the tree or shrub to be pruned</li> </ul>
2	Be able to prune trees and shrubs safely	2.1	remove correct plant material as instructed	<ul style="list-style-type: none"> <li>□ <i>Prune</i>: methods of pruning and cutting trees and shrubs cleanly</li> </ul>
		2.2	Demonstrate safe use of equipment for pruning trees and shrubs	<ul style="list-style-type: none"> <li>□ <i>Safety</i>: simple risk assessment forms; reasons for and methods of using sharp tools safely; reasons for and methods of keeping work area free of potential hazards which could cause injuries to the group or others; current, relevant legislation; PPE</li> </ul>
		2.3	Remove cut material from immediate area and stack ready for disposal	<ul style="list-style-type: none"> <li>□ <i>Remove and stack material</i>: reasons for removing material from immediate working area; correct stacking methods for easy processing</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to tidy work area with the consideration of safety	3.1	Clean and tidy work area with due regard to the health and safety of self and others	<ul style="list-style-type: none"> <li>□ <i>Tidy work area:</i> reasons for clearing the work area once job is completed</li> <li>□ <i>Work safely:</i> methods of safe working in line with relevant health and safety legislation; reasons for working safely in group situations</li> </ul>
		3.2	Clean and store tools appropriately	<ul style="list-style-type: none"> <li>□ <i>Clean and store tools:</i> e.g. secateurs, pruning saws, bow saws, loppers, long arm pruner; reasons for safe storage of tools and materials</li> </ul>
		3.3	Dispose of cut material appropriately	<ul style="list-style-type: none"> <li>□ <i>Disposal of plant material:</i> methods of processing material e.g. chipping, burning, composting; reasons for creating habitat piles with larger cut material</li> </ul>

## Information for tutors

---

### Delivery

This unit is intended to give learners their first experience of the basic pruning skills needed to keep trees and shrubs at full flowering potential and indicative shape, together with the background knowledge required to underpin practical skills. Learners must have opportunities to develop their knowledge and pruning skills through supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

The unit has been designed to provide the basic knowledge and skills needed to prune trees and shrubs in order to keep the specimens in good health. Emphasis must be placed on safe and effective working practices in all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working in a team should help learners improve their social and problem-solving skills.

The use of all tools listed in the *Unit content* should be encouraged. However, long arm loppers and bow saws have limited use, so opportunities should be found to use these if the need does not arise naturally.

Tutors should demonstrate the various techniques and skills needed to prune trees and shrubs. Learners must practise all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with pruning various tree and shrub material.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Know the basic equipment used for pruning trees and shrubs

Learners shown the tools, equipment and PPE. Tutor-led discussion on uses and safety of all relevant tools and equipment. Learners work individually on tool and equipment identification sheets.

Tutor-led discussion on how to simply identify the difference between trees and shrubs. A walk and talk showing learners the plants to be used for pruning practice and assessment.

## Topic and suggested assignments/activities

Know the basic equipment used for pruning trees and shrubs

*Assessment:* Identification test with tools and equipment laid out and numbered. Learners to have a sheet with pictures/names of tools on it and match number to picture/name. Or learners could, as individuals, compile a presentation showing their understanding and identifying pruning tools and equipment.

Be able to prune trees and shrubs safely

Tutor could verbally explain and demonstrate correct practice across a variety of plant material, including stacking and clearing. This could be followed by learners practising. The tutor should monitor learners as they develop new skills and provide guidance, correction and praise, as appropriate. Videos or presentations can be shown on relevant health and safety. Learners can contribute to a group risk assessment or fill out simple risk assessment sheets individually. Learners to be shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to compost organic waste where possible or build log piles to encourage wildlife.

Be able to prune trees and shrubs safely

*Assessment:* This can be evidenced by photographs of learners undertaking pruning tasks. Or learners could keep a diary of tasks they have carried out, this can take the form of pictures with notes or as mind-maps. To accompany this, the tutor should complete a marking sheet that shows the specific outcomes achieved.

Be able to tidy work area with the consideration of safety

Tutor-led discussion on why the working area must be kept free from hazards during and after the task. Learners to be shown the difference between organic and inorganic waste materials. Tutor-led discussion on why it is important to clean and store tools, equipment and PPE correctly and safely.

Be able to tidy work area with the consideration of safety

*Assessment:* This assessment should be integrated with the pruning tasks and logged within the diary of tasks and tutor marking sheet.

Assessment feedback, review and evaluation of unit.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Many criteria will need to be assessed directly by the tutor during practical pruning activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. However, some of the criteria may be assessed by the correct completion of forms or paperwork. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one hour.

To achieve 1.1, learners must select at least two pieces of PPE relating to pruning activities.

To achieve 1.2, learners must wear at least two pieces of PPE relating to pruning activities.

To achieve 1.3, learners must be able to identify and correctly select at least two tools or pieces of equipment related to pruning operations.

To achieve 1.4, learners must be able to individually identify at least one tree or shrub that requires pruning.

To achieve 2.1, learners must demonstrate the ability to prune at least one tree or one shrub. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.2, learners must show the ability to work safely with all the tools needed for pruning trees and shrubs. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.3, learners must stack material correctly at a safe distance from the working area. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.4, learners must dispose of waste correctly, either by chipping, burning or composting. Learners must also be able to describe how to build a wildlife habitat. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 2.5, learners must clear the area of all debris. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.1, learners must keep the work area tidy and free from hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

To achieve 3.2, learners must clean and correctly store tools used for pruning tasks.

To achieve 3.3, learners must work safely with others, showing due care and attention to site hazards. This may be evidenced by a witness statement or added to the assessment sheet and signed by the tutor.

## Indicative resource materials

### Textbooks

There are no specific textbooks about plant maintenance and pruning aimed at Entry 3 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)  
ISBN 9781405322270

Brickell C and Joyce D – *RHS Pruning and Training* (Dorling Kindersley, 2006)  
ISBN 9781405315265

## Websites

[www.rhs.org.uk/advice](http://www.rhs.org.uk/advice)

Royal Horticultural Society

This website is updated and changed on a monthly basis and contains varying amounts of useful information

# Unit 45: Decorating Household Goods

**Unit reference number:** T/502/3682

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

This unit introduces learners to the hand tools and materials used to decorate household goods and provides opportunities to develop the practical skills needed to decorate household goods.

## Unit introduction

In this unit emphasis is placed on the correct selection and safe use of hand tools and materials and the development of the skills needed to decorate household goods.

Learners will be given the opportunity to practise the techniques used to decorate household goods, and to use these techniques to perform a variety of practical tasks safely.

Learners will learn that they must always wear the personal protective equipment (PPE) provided and follow all instructions given, including guidance on the Control of Substances Hazardous to Health (COSHH) Regulations, when they carry out practical decorating tasks.

Although learners will work independently while decorating household goods, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workplace, by working responsibly with others, and by seeking and responding to guidance from colleagues and teachers.

## Essential resources

Learners require access to hand tools, PPE and materials of a nature and standard typical of those used to decorate household goods to an acceptable standard. The tasks must be undertaken in a safe place of work with sufficient space, adequate ventilation and access to both washing and first aid facilities. Learners also require access to a technical library with current textbooks and reference material on decorating household goods. Internet access will give learners the opportunity to develop skills in e-learning but this will need careful management by the tutor.

There is an obvious requirement for a wide range of different household goods to be decorated. Old furniture, in need of some refurbishment, would be ideal. It would be useful, but must not, of course, be made mandatory if the goods were provided by learners so that they could use and enjoy the finished objects at home.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used to decorate household goods	1.1	Select hand tools to be used to decorate household goods	<ul style="list-style-type: none"> <li>□ <i>Hand tools:</i> for stripping, e.g. blowtorch or heat gun, sanding block, abrasive paper, scraper, steel wool; for painting, e.g. scrapers, paint brushes, paint kettles; for stencilling, e.g. pens, stencils, masking tape, knife, cutting board, stencil brushes; for sponging, e.g. sponges, paint kettle, palette</li> <li>□ <i>Household goods:</i> e.g. furniture, storage chests and boxes, trays, shelving, frames, mirrors</li> </ul>
2	Know the materials used to decorate household goods	2.1	Select materials to be used to decorate household goods	<ul style="list-style-type: none"> <li>□ <i>Materials:</i> for stripping, e.g. chemical paint strippers; for painting, e.g. wood primer, undercoat, eggshell and gloss finish paints; for stencilling, e.g. paints, solvents; for sponging, e.g. glazes, washes, stainers, solvents</li> </ul>
3	Be able to decorate household goods and apply safe working practices	3.1	Use appropriate PPE when decorating different household goods	<ul style="list-style-type: none"> <li>□ <i>Safe working practices:</i> use of PPE provided; compliance with instructions and COSHH Regulations</li> </ul>
		3.2	Use hand tools safely to decorate different household goods	<ul style="list-style-type: none"> <li>□ <i>Safety:</i> safe use of tools and equipment</li> </ul>
		3.3	Use materials according to instructions	<ul style="list-style-type: none"> <li>□ <i>Decorative techniques:</i> initial preparation, e.g. rubbing down, cleaning; stripping paint, e.g. chemical paint stripper, sanding, application of heat; painting, stencilling, sponging</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work responsibly with others and seek and respond to guidance when working as part of a team	4.1	Maintain a clean and tidy workplace	□ <i>Clean and tidy workplace</i> : tidying 'as you go'; putting things away in correct place; storing tools and materials correctly
		4.2	Work responsibly with others	□ <i>Behaviour</i> : responsibility; cooperation; enthusiasm
		4.3	Follow instructions when working with others	□ <i>Following instructions</i> : listening to instructions; asking questions when unsure; confirming understanding; following instructions accurately; confirming instructions have been carried out
		4.4	Communicate appropriately with others	□ <i>Communication</i> : verbal communication e.g. speaking clearly, politely, asking questions, checking when unsure; non-verbal communication, e.g. body language

## Information for tutors

---

### Delivery

This unit will give learners their first experience of the practical skills associated with decorating household goods, together with the knowledge required to underpin the practical skills. Learners must be given opportunities to develop their practical skills through supervised practical workshop activities, group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it provides an opportunity to experience the type of work involved in decorating household goods. The learner will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task, and use them to perform the specified tasks.

A wide range of different household goods in need of decoration must be provided. Old furniture would be ideal. If the furniture was provided by learners, they could then enjoy the finished objects at home.

Health and safety is, of course, paramount. The risks associated with decorating household goods are generally not high, but learners must be instructed carefully in the use of blowtorches and heat guns, and should be closely supervised while using such equipment. Tutors must produce COSHH risk assessments for the use of chemical paint strippers and organic solvents. Learners must be familiar with these risk assessments and should be supervised closely when using both strippers and solvents.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Know the hand tools used to decorate household goods.

The tools to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any tools that they will not be using.

Whole-class, tutor-led discussion about tools. Individual work on tool identification sheets. Evidence of either selection or de selection required. This can be achieved using in-house requisition forms (learning outcome 1).

Know the materials used to decorate household goods.

The materials to be used will depend on the type of decoration chosen. There is no requirement for the learner to know about any materials that they will not be using. The resources are clearly implied by the tasks and are too numerous to mention here. Assessment as for hand tools above (learning outcome 2).

## Topic and suggested assignments/activities

Practise using safe working practices to decorate household goods.

Practical demonstration of how to keep individual work areas tidy. The skills associated with decorating household goods are best taught by the tutor demonstrating the skills required, followed by learners practising the skills. The tutor should monitor learners as they practise and provide guidance, advice, correction or praise, as appropriate.

Be able to decorate household goods and apply safe working practices.

Assessment. Two hours to demonstrate knowledge of the tools and materials to be used in practical assessment tasks. Ten hours for learners to demonstrate the use of safe working practices to decorate different household goods. The appropriate PPE must be made available, must be properly maintained and must be worn at all times. Assessors must suspend assessment if and when learners do not wear the PPE provided or fail to comply with COSHH Regulations (learning outcome 3).

Be able to work responsibly with others and seek and respond to guidance when working as part of a team.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of importance of behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical sessions. Question and answer sessions to monitor and promote enthusiasm for learning. Other than the video/DVD/discussion session, this requires no formal allocation of time (learning outcome 4).

Assessment feedback, review and evaluation of unit.

## Assessment

Achievement of the assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks designed with the assessment criteria in mind. The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes. The single assessment instrument would therefore comprise 1.1, 2.1, 3.1, 4.1, 4.2, 4.3 and 4.4.

For 1.1, the learner must select commonly used hand tools to decorate household goods. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, the learner must select the correct materials to be used to decorate household goods. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, 3.2 and 3.3, the learner must use the selected tools and materials, and the PPE provided, to decorate two household goods to an acceptable standard. It is anticipated that learners will be given reasonable guidance.

For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by following the instructions received. They should communicate appropriately with tutors and other learners at all times. They should 'tidy as they go' when performing their chosen decorative tasks. Evidence could take the form of a witness statement.

## Indicative resource materials

### Textbooks

Better Homes and Gardens – *Painted Furniture: Decorating Ideas and Projects* (Meredith Books, 2001) ISBN 9780696211980

Innes J – *Paint Magic* (Frances Lincoln Ltd, 2003) ISBN 9780711222724

McGraw S – *Painting and Decorating Furniture* (Firefly Books, 2001) ISBN 9781552093801

Wagstaff L – *Furniture Facelifts* (Quadrille, 2006) ISBN 9781844002771

### Websites

[www.artsparx.com/paintingfurniture.asp](http://www.artsparx.com/paintingfurniture.asp)

artSparx painted furniture techniques

[www.doityourself.com/stry/qnapaintfurniture](http://www.doityourself.com/stry/qnapaintfurniture)

Answers to furniture painting and finishes questions

# **Unit 46: Introduction to Creative and Leisure Activities for Children and Adults**

**Unit reference number:** A/501/7219

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## **Unit aim**

The aim of this unit is to introduce learners to creative and leisure activities for children and adults. Learners will have the opportunity to participate in an activity and develop their work-related skills.

## **Unit introduction**

In this unit learners will develop the skills required for working with children and adults. Learners will have the opportunity to find out about different types of creative and leisure activities that children and adults may experience in health and social care settings.

The learner will be introduced to a range of activities and experiences suitable for children and adults. Throughout the unit the learner will be given the opportunity to develop the work-related skills essential for working with children and adults including self-management, communication skills and working safely.

## **Essential resources**

A range of different resources are required for this unit; for example, painting materials, materials for modelling, different types of table-top games. If equipment is not available the learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and adults.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative, play and leisure activities for children and adults	1.1	List creative and play activities for children	<ul style="list-style-type: none"> <li>□ <i>Creative activities for children 3-11 years:</i> painting e.g. bubble painting, splatter painting; printing; modelling e.g. junk, play dough; collage; drama</li> <li>□ <i>Play activities for children 3-11 years:</i> language activities e.g. books, rhymes; music e.g. singing, dancing; indoor games, e.g. board, computer; role play; sand; water; outdoor play; climbing; ball games; outings</li> </ul>
		1.2	List creative and leisure activities for adults	<ul style="list-style-type: none"> <li>□ <i>Creative activities for adults:</i> painting, e.g. oil, water colour; drawing e.g. charcoal, pastel, inks; photography; drama; pottery/clay modelling</li> <li>□ <i>Leisure activities for adults:</i> reading, e.g. books, newspapers, large print books and newspapers, hearing books; exercise, e.g. exercise classes, walking; gardening/growing; outings, e.g. to museums, galleries, gardens; games, e.g. word games, puzzles, quizzes, computer</li> </ul>
2	Be able to use work-related skills required to provide children's and adults' creative, play and leisure activities	2.1	Participate in an activity appropriate for creative play or leisure and demonstrate: <ul style="list-style-type: none"> <li>□ self-management</li> <li>□ communication skills</li> <li>□ the ability to work safely</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Self-management skills:</i> accepting responsibility, e.g. agreeing own tasks, following instructions; assertiveness, e.g. asking for help; self-starting, e.g. do not need to be reminded to start tasks; time management, e.g. complete tasks on time</li> <li>□ <i>Communication skills:</i> e.g. listening; asking questions; reading to, talking to children/adults</li> <li>□ <i>Working safely:</i> personal safety, safety of others</li> </ul>

## Information for tutors

---

### Delivery

This unit is a practical unit. By combining the learning outcomes, centres should be able to cover all the learning outcomes through practical activities.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to children and adults.

Learners should experience creative and leisure activities and also set up different activities for adults and children.

Throughout the unit learners should also be assessed on their work-related skills. Where possible, each session should give learners the opportunity to demonstrate their self-management and communication skills. Health and safety is a key element in health and social care and learners should be fully aware of health and safety when discussing suitable activities for adults and children. Learners could complete a checklist at the end of each session to record the work-related skills they demonstrated.

Painting and printing for children could be covered in the first session by encouraging learners to make up different types of paints and mix colours. Learners should be encouraged to set up, experience and clear away different painting and printing materials (namely, bubble painting, splatter painting, potato printing, leaf printing). Collage and modelling activities could be covered in the second session.

Story reading is an activity which children enjoy. Learners could be given the opportunity to visit the local library and choose a suitable book for a child. They should then read the story to the other learners. Group feedback following this activity could contribute to the assessment of work-related skills.

Learners could experience a range of different types of games for children. They may be able to bring in games that children they know have at home to share with the other learners.

Learners may be able to visit early years settings or watch videos to observe children playing outdoors and in sand and water activities.

Painting and drawing for adults could be covered by learners preparing, experiencing and completing oil and watercolour painting, charcoal and pastel drawing.

Modelling with clay is an activity enjoyed by many adults. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Learners could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games.

Learners could work in groups to research exercise activities for different groups of adults and provide a handout for reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Throughout this unit the learner may keep a record of the different types of activities they have experienced or observed. This record may be used to provide evidence for 1.1 and 1.2.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Practical – sessions to experience a range of creative and play activities suitable for children aged 3–11.

Assessment – record practical sessions undertaken, for example, scrapbook of completed activities with notes.

Tutor-led discussion – identify work skills needed for participation in practical sessions.

Practical – checklist of work skills.

Activity – individual recording of own work skills used in practical sessions against checklist (learning outcomes 1 and 2).

Practical – sessions to experience a range of creative and leisure activities suitable for adults.

Assessment – record practical sessions undertaken, for example, scrapbook of completed activities with notes.

Tutor-led discussion – identify work skills needed for participation in practical sessions.

Practical – checklist of work skills.

Activity – individual recording of own work skills used in practical sessions; against checklist (learning outcomes 1 and 2).

Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit.

Assessment feedback, review and evaluation of unit.

## Assessment

For 1.1, learners need to list at least two different creative activities for children and at least two different play experiences for children.

For 1.2, learners need to list at least two different creative activities for adults and at least two different leisure activities for adults.

2.1 can be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the content. It may be helpful for the learner to complete a checklist of their progress in developing their work related skills at the end of each session.

## Indicative resource materials

### Textbooks

Frankel J and Hobert C – *A Practical Guide to Activities for Young Children* (Nelson Thornes, 2009) ISBN 9781408504864

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Journals

*Child Education*

*Nursery World*

*Play Today*

*Play Words*

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

### Websites

<a href="http://www.abcteach.com">www.abcteach.com</a>	Source of free printable worksheets
<a href="http://www.bigeyedowl.co.uk">www.bigeyedowl.co.uk</a>	Guide to information and resources for children's activities
<a href="http://www.child-central.com">www.child-central.com</a>	Website dedicated to child development and learning
<a href="http://www.communityinsight.com">www.communityinsight.com</a>	Resources for professional development for working with children
<a href="http://www.pitara.com/activities">www.pitara.com/activities</a>	Sources for activities for children
<a href="http://www.underfives.co.uk">www.underfives.co.uk</a>	Pre-school education and learning information and resources

# Unit 47: Taking Part in Sport

**Unit reference number:** Y/501/7244

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is for learners to participate in a range of different types of sports so that they can gain experience in the necessary skills and requirements.

## Unit introduction

Learners who are interested in working in the sports industry need to understand the wide range of team and individual sports that may be available in the different sports industries in which they would like to work. Learners may aspire to work as sports leaders, for which they will need to know the rules of the sport, the appropriate clothing, the equipment required to participate in the sport, and the skills and techniques necessary to play the sport.

This unit has been designed to help the learner gain these skills and knowledge through active participation in a range of team and individual sports.

Having experienced different team and individual sports, learners will be encouraged to reflect on their own performance. They will be encouraged to identify what they were good at and what areas they could improve.

Learners could participate in different sporting activities at their centre or as part of their community involvement. These may be sports that they excel at or about which they have a particular interest in finding out more.

## Essential resources

Learners need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to take part in team sports	1.1	Take part in team sports by: <ul style="list-style-type: none"> <li>□ dressing appropriately for the team sport</li> <li>□ being a team player</li> <li>□ following the rules of the team sport</li> <li>□ using skills and techniques in different team sports</li> <li>□ using sports equipment in different team sports</li> <li>□ demonstrating safe practice</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Team sports:</i> different team sport, e.g. football, rugby, basketball, volleyball, cricket, hockey</li> <li>□ <i>Team player:</i> supporting other members of the team; respecting others</li> <li>□ <i>Appropriate clothing:</i> clothing, e.g. high visibility, protective padding, supportive footwear, suitable for weather</li> <li>□ <i>Skills and techniques:</i> skills and techniques, e.g. kicking, throwing, dribbling, shooting, striking, starting, bowling</li> <li>□ <i>Rules:</i> rules; scoring systems; regulations; safety</li> <li>□ <i>Equipment:</i> types of equipment, e.g. balls, bats, sticks</li> </ul>
2	Be able to take part in individual sports	2.1	Take part in individual sports by: <ul style="list-style-type: none"> <li>□ dressing appropriately for the individual sport</li> <li>□ following the rules of the individual sport</li> <li>□ using skills and techniques in different individual sports</li> <li>□ using sports equipment in different individual sports</li> <li>□ demonstrating safe practice</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Individual sports:</i> different individual sports, e.g. tennis, badminton, squash, athletics, swimming, gymnastics, golf, mountain biking</li> <li>□ <i>Appropriate clothing:</i> e.g. high visibility, protective padding, supportive footwear, suitable for weather</li> <li>□ <i>Rules:</i> rules; scoring systems; regulations; safety</li> <li>□ <i>Skills and techniques:</i> skills and techniques, e.g. kicking, throwing, hitting, running, strokes, swing</li> <li>□ <i>Equipment:</i> types of equipment, e.g. clubs, balls, bats, racquets, nets, bicycle</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review own performance	3.1	Identify own strengths when participating in sport	□ <i>Strengths:</i> specific skills; techniques; team player; individual player
		3.2	Identify areas for improvement	□ <i>Areas for further practice:</i> specific skills; techniques

## Information for tutors

---

### Delivery

This unit has been designed specifically as a practical unit and it is anticipated that each class will focus on either a team or individual sport. Learners should be given the opportunity to experience a range of different team and individual sports. These experiences may be gained through provision offered by the centre or by learners participating in community activities. It is not anticipated that learners will experience every sport mentioned in the unit content. However, it is anticipated that they should experience at least two team sports and two individual sports.

Whilst participating in the team or individual sport, the learner will begin to understand the rules of the sport. They will also begin to develop the skills and techniques necessary for active participation. Learners are not expected to demonstrate a high level of skill or technique. They should, however, be able to participate as fully as possible according to their individual abilities.

In order to enhance the learner's knowledge of different sports, they could observe events either 'live' or on television. This will help learners understand the rules and the skills and techniques required. They will also be able to identify the dress code and equipment used.

The unit has been designed to give learners experience of developing their own practical skills and techniques in sporting activities. Tutors could introduce learners to skills and techniques through simple practices and drills, which show progression through to the game and/or competitive situation.

Learners should be encouraged to continually reflect on their performance and, at the end of each session, to reflect on their performance in and knowledge of each sport that they participated in. Learners should identify strengths and areas for improvement for each session.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit content and programme of learning.

Individual tutorial to discuss with tutor individual sports that learners will participate in during the unit (this could be a sport in which they are already participating).  
Discussion of how this will be assessed, e.g. by checklist, witness statement.

Individual tutorials will be held throughout the unit to check how learners are progressing in their performance.

'Team games' quiz covering:

- rules
- winners
- losers
- dates
- players.

Group game (any sport).

Task – learners research an inspiring team member.

Team players – small group task/discussion sharing reasons for choice of inspiring team member.

Learners rank good team player attributes.

Practical – learners take turns to be a team captain in a sports activity.

Clothing:

Task – learners list protective clothing including:

- what area of the body it protects
- why it is required.

Practical – team game.

Home study task – learners research rules of football.\*

Football\* theory.

Football practical (skills and techniques).

Home study task – learners review own performance.

Rugby\* theory.

Rugby practical (skills and techniques).

Home study task – learners review own performance.

Volleyball\* theory.

Volleyball practical (skills and techniques).

Home study task – learners review own performance.

Topic and suggested assignments/activities
Assessment: learner is observed taking part in team sports, dressing appropriately, contributing to team, following rules, using skills, techniques and equipment, and demonstrating safe practice. (Learning outcome 1)
Badminton* theory. Badminton practical (skills and techniques). Home study task – learners review own performance.
Athletics* theory. Athletics practical (skills and techniques). Home study task – learners review own performance.
Swimming* theory. Swimming practical (skills and techniques). Home study task – learners review own performance.
Assessment: learner is observed taking part in individual sports, dressing appropriately, following rules, using skills and techniques and equipment, and demonstrating safe practice. (Learning outcome 2)
Assessment: ongoing one-to-one discussions with tutor to identify strengths and areas for improvement. (Learning outcome 3)
Assessment feedback, review and evaluation of unit.

\* the sports could vary according to resources available.

## Assessment

To achieve 1.1, the learner must participate in at least two different team sports. A checklist may be used to assess this criterion. This would be completed and signed by the tutor for each team sport the learner participates in as an observation record of performance.

To achieve 2.1, the learner must participate in at least two individual sports. A checklist may be used to assess this criterion.

Learners could achieve 3.1 and 3.2 through a one-to-one discussion with their tutor. Written evidence of this discussion must be retained for internal and external verification. Alternatively, the learner could record their review in written format, as a video diary or a checklist of skills and techniques.

A learner may wish to use evidence from experience they have gained from participating in local community sports and a witness statement may be provided as evidence. Any documentation used as part of the assessment process must be retained for internal and external verification purposes.

## Indicative resource materials

### Textbooks

Harris et al – *BTEC Introduction to Sport and Active Leisure* (Heinemann, 2005)  
ISBN 0435460005

### Websites

[www.skillsactive.com](http://www.skillsactive.com)

SkillsActive, the Sector Skills Council for  
the active leisure sector

# Unit 48: Taking Part in Exercise and Fitness Activities

**Unit reference number:** A/504/9152

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

This unit gives learners the opportunity to take part in a range of different types of exercise and fitness activities to improve their own fitness.

## Unit introduction

The health and fitness sector employs many people with an interest and ability in sport and exercise. There are a huge range of different types of fitness classes and methods that people can undertake to improve their fitness levels, and it is important that learners are aware of some of these activities to prepare them for work in this industry.

This unit will introduce learners to a range of exercise and fitness classes and the ways in which a person can improve their fitness. The main aim of the unit is for learners to actively participate in these exercise and fitness sessions so that they understand what each type of activity entails.

Whilst undertaking a range of exercise and fitness activities, the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions, and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with, which may also lead learners to consider taking exercise instructor qualifications in the future to allow them to work as exercise instructors for specific types of activities.

## Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different exercise and fitness activities	1.1	Identify different indoor exercise and fitness activities	<ul style="list-style-type: none"> <li>□ <i>Indoor activities:</i> types of indoor activity, e.g. aerobic classes, yoga, pilates, spinning, gym, swimming, trampolining, bowling, skating, Zumba®, step</li> <li>□ <i>Gathering information:</i> e.g. local papers, Yellow Pages™, internet, posters, visits to local health and exercise facilities</li> </ul>
		1.2	Identify different outdoor exercise and fitness activities	<ul style="list-style-type: none"> <li>□ <i>Outdoor activities:</i> types of outdoor activity, e.g. walking, hiking, running, skiing, football, cricket, bootcamp, outdoor circuits, cycling</li> </ul>
2	Be able to demonstrate work skills through participation in exercise and fitness activities	2.1	Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> <li>□ time-management skills</li> <li>□ appropriate dress for the activity</li> <li>□ following instructions provided by the activity leader</li> <li>□ following health and safety guidelines before, during and after activities</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Active participation:</i> enthusiastic; motivated; willing to try; body language; positive attitude</li> <li>□ <i>Time management:</i> arrive on time and ready to begin</li> <li>□ <i>Dress code:</i> wearing appropriate clothing and footwear</li> <li>□ <i>Safety issues:</i> following instructions; health and safety, e.g. safe environment, clothing, use of equipment</li> </ul>
3	Be able to review own performance	3.1	Identify own strengths and areas for improvement in exercise and fitness activities	<ul style="list-style-type: none"> <li>□ <i>Review:</i> types of feedback, e.g. self-assessment, peer assessment, supervisor report, video recordings, questionnaires</li> </ul>

## Information for tutors

---

### Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes available. The tutor could supply a range of materials such as local papers, Yellow Pages and access to the internet.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off-site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners should have the opportunity to demonstrate work skills throughout learning outcome 2, for example they should arrive on time and ready to begin, participate with enthusiasm and follow instructions. Peer-group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Learners could discuss how they keep fit at present, what motivates or demotivates them, what equipment they need, how much it costs.</p> <p>Working in small groups, learners list where information may be obtained about exercise and fitness in their own area. Each group can then design a poster/leaflet showing activities in their area.</p> <p>Group task – learners discuss possible barriers to exercise.</p>
<p>Learners go on a trip to a health and fitness centre, see a timetable of the different types of exercise classes available and participate in one of these classes.</p> <p>Learners take part in different types of indoor exercise class.</p> <p>Assessment: in one-to-one discussion with tutor, learner identifies different exercise and fitness activities (learning outcome 1).</p>
<p>Type of exercise and fitness classes that are held outdoors- discussion and learner research.</p> <p>Learners go on a trip to an outdoor circuit or take part in an outdoor fitness activity.</p> <p>Working in small groups, learners list where information can be obtained about outdoors exercise and fitness in their own area. Each group can then design a poster/leaflet showing outdoor activities in their area.</p> <p>Assessment: in one-to-one discussion with tutor, the learner identifies different exercise and fitness activities that are held outdoors (learning outcome 1).</p>

Topic and suggested assignments/activities
<p>Health and safety considerations.</p> <p>Group discussion on importance of dress code, importance of time keeping, e.g. missing warm-ups.</p>
<p>Tutor-led discussion – methods of reviewing own performance.</p> <p>Practise the methods, relating them to the practical class.</p>
<p>Practical classes to provide experiences of activities to improve fitness. As part of the preparation for each class the following topics should be covered:</p> <ul style="list-style-type: none"> <li>• suitable clothing</li> <li>• health and safety issues</li> <li>• following instructions.</li> </ul> <p>Learners can then review these issues after the class.</p>
<p>Assessment: learner is observed participating in exercise and fitness activities and demonstrating time management, appropriate dress, following instructions and health and safety guidelines (learning outcome 2).</p>
<p>Assessment: in one-to-one discussions with the tutor, the learner identifies strengths and areas for improvement (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

To achieve 1.1 and 1.2, learners need to identify different fitness classes and what each entails. Learners must identify at least two indoor and two outdoor activities. This can be evidenced through group discussion or one-to-one discussion with the tutor.

Assessment criterion 2.1 requires learners to actively take part in two different exercise and two different fitness classes/sessions, for example, a high-impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

Assessment criterion 3.1 requires learners to review their performance in the two exercise and fitness classes/sessions, and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced by an observation record.

## Indicative resource materials

### Textbooks

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)  
ISBN 9780736056144

## Websites

<a href="http://www.bases.org.uk">www.bases.org.uk</a>	British Association of Sport and Exercise Sciences
<a href="http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx">www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</a>	National Health Service – advice on healthy eating
<a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>	British Nutrition Foundation
<a href="http://www.skillsactive.com">www.skillsactive.com</a>	Website of SkillsActive, SSC for the sport and active leisure sector
<a href="http://www.topendsports.com">www.topendsports.com</a>	Top End Sports – provides advice on different aspects of sport, including nutrition

# Unit 49: Planning for and Taking Part in a Visit

**Unit reference number:** J/502/3699

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 30

---

## Unit aim

The aim of this unit is to enable learners to carry out research to select a destination for a visit, to prepare for and participate in the visit, and to assess their contribution to the success of the visit. The unit will enable them to practise their personal skills in time management, personal preparation and behaviour.

## Unit introduction

In this unit, learners will plan for and participate in a day visit. The unit will give learners the opportunity to research a suitable tourist destination for a day visit and to prepare for and participate in their visit with their group.

Learners will develop research skills by finding out about the destination. They will also develop their planning and teamwork skills, for example when planning the cost of the visit. They will develop their time management and personal preparation skills, for example when checking timetables and opening times. They will consider health and safety, their personal and group behaviour and their own personal care needs and how these may be affected if the weather changes or there is an accident.

The unit will develop learners' skills in assessing the visit to identify good and bad points and assessing their own contribution to the success of the visit.

## Essential resources

Learners will need access to library and research facilities, such as the internet and travel publications. Learners may also need access to a phone if they need to communicate with the organisation they plan to visit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to carry out research to find out about a chosen destination	1.1	Carry out research to find out about a chosen destination	<ul style="list-style-type: none"> <li>□ <i>Destination</i>: e.g. coastal resort, seaside resort, historical town or city, national park, countryside area; suitability, i.e. distance to travel, opening hours, health and safety implications; cost; availability; activities available</li> <li>□ <i>Research</i>: location; distance to travel; transport method; suitable route to travel; restrictions to access; appropriate opening hours; health and safety implications; cost; activities available</li> <li>□ <i>Research methods</i>: types of research method, e.g. internet, holiday brochures, tourist leaflets, maps, atlases, tourist information centres, questioning people who have visited destination</li> </ul>
2	Be able to plan a visit to a chosen travel and tourism destination	2.1	Plan a visit to a travel and tourism destination	<ul style="list-style-type: none"> <li>□ <i>Plan</i>: date; timings; transport; activities/things to see and do; food/meals</li> <li>□ <i>Preparation</i>: personal preparation, e.g. spare clothing, completed health and safety forms to attend trip, personal money, journey method to departure point, food and drink arrangements; teamwork</li> </ul>
		2.2	Plan the cost of the visit	<ul style="list-style-type: none"> <li>□ <i>Costs</i>: entrance fee; food; transport and travel costs, e.g. parking fee</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use personal skills to take part in a visit	3.1	Wear appropriate clothing	<ul style="list-style-type: none"> <li>□ <i>Appropriate clothing</i>: comfortable; suitable for weather conditions; appropriate for activity e.g. walking; suitable footwear</li> </ul>
		3.2	Keep to time	<ul style="list-style-type: none"> <li>□ <i>Time management</i>: punctuality; journey method to departure point; food and drink arrangements; money</li> </ul>
		3.3	Carry out health and safety preparations	<ul style="list-style-type: none"> <li>□ <i>Health and safety</i>: completed health and safety forms to attend trip</li> </ul>
		3.4	Behave appropriately	<ul style="list-style-type: none"> <li>□ <i>Behaviour</i>: <i>general behaviour</i>; <i>group behaviour</i></li> </ul>
4	Know how own actions contributed to the success of the visit	4.1	Describe how own actions contributed to the success of the visit	<ul style="list-style-type: none"> <li>□ <i>Actions</i>: timekeeping; preparation; behaviour, e.g. cooperating, being polite, asking questions when necessary</li> <li>□ <i>Success of visit</i>: what went well; what could be improved; how this could be achieved</li> </ul>

## Information for tutors

---

### Delivery

This unit is designed to develop learners' research and organisational skills, and to give them the opportunity to participate in a day visit to a tourist attraction.

For learning outcome 1, learners need to be able to use different research methods to find information and select a suitable destination for a day visit. They will need access to the internet, holiday brochures and tourist leaflets. They should identify a suitable travel and tourism destination, distance to travel, transport method, accessibility, appropriate opening hours, cost and activities available.

Many destinations provide promotional videos or e-brochures demonstrating their products and services and it would be useful for learners to have access to them.

Learners will need to be able to practise planning, this could be carried out through learners completing given scenarios.

In the planning stages for learning outcome 2, the tutor will need to encourage learners and develop the different stages that need to be included in the plan, such as type of transport, time of travel, opening times, food, clothing, activities and costs. Learners could be issued with a template to record their plans and costs, and they may benefit from seeing examples of completed plans. Case studies and discussions could be used to identify health and safety considerations for the visit.

When planning the cost of the visit, learners should take into account the cost of transport, entrance fees, food, any clothing which needs to be specially bought or hired, and additional costs such as rides. Ideally, this should not exceed £100, to fit with the Entry 2 Functional Skill in Mathematics.

Learning outcome 3 must be completed by taking part in a group outing. Practical activities should be designed to enable learners to consider the steps they need to take in terms of personal preparation for the visit and to establish some ground rules for time management and behaviour. However, learners will need to be responsible for their own preparation such as turning up on time, arrangements for food and drink and own behaviour with the group. In taking part, learners need to show their organisational skills such as turning up on time for transport, knowledge of opening times, having enough money to cover costs, making sure there is food and drink, making arrangements for different types of weather. Discussion of personal skills can take place during tutorials.

Evaluation skills need to be developed so that learners can identify what went well and what did not go so well. A simple log could be provided for learners to record their skills and actions, how they contributed to the day, what went well and how improvements could be made. Learners should concentrate on their organisational skills in taking part in the visit rather than on how much they enjoyed it. Feedback from the tutor's observation could help.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – factors to think of when deciding a destination for a day trip and where to find the necessary information.

Practical – interview friends, family and other learners about destinations they would recommend for a visit.

Small-group research – different destinations. Present findings and select destination.

Assessment – using the prepared checklist provide evidence of research on chosen destination (learning outcome 1).

Tutor-led discussion – what factors do you need to consider when planning a visit?

Practical activities – plan a group visit using same pro formas.

Case studies and group discussion to identify health and safety considerations for a day trip. Produce poster listing considerations.

Assessment – plan visit using tutor-prepared pro forma; plan cost of visit using tutor-prepared pro forma for list of costs; learners will complete simple calculations for the total cost (learning outcome 2) [Functional Skills: Entry 3 Mathematics].

Practical – plan a group visit using same pro formas used for learning outcome 2.

Tutor-led discussion – ‘How to take part in a visit.’ resulting in ground rules, including assessment criteria.

Practical – visit to decided location.

Assessment – evidence of appropriate personal skills shown during a visit (learning outcome 4).

Group discussion – evaluation of the visit. Complete logbooks.

Assessment – one-to-one with tutor – respond to straightforward questions on how their actions contributed to the outcome of the visit (learning outcome 4) [Functional Skills Entry 3 Speaking and Listening].

Assessment evaluation, unit review and feedback.

## Assessment

For assessment criterion 1.1, learners need to be able to carry out research about a destination they have chosen to visit. This could be carried out using the internet, journals, leaflets, etc. Learners need to be able to present this information to the tutor in a suitable format. Evidence could be in written form, orally as a question and answer discussion or in small groups as a presentation where the tutor could complete a witness testimony for learners.

For assessment criterion 2.1, learners must present a plan for a day visit to the tutor in a suitable format. The plan should include the date, timings, transport, proposed activities, arrangements for meals and costs. Evidence could be in written form using a pro forma or as a presentation in small groups where the tutor could ask questions and complete an observation record for individual learners. Evidence for assessment criterion 2.2 could be presented as a spreadsheet or as a written document. Learners need to be encouraged to provide accurate costing so evidence of workings out may be beneficial.

Assessment criterion 3.1 could be documented in a logbook to provide a simple record of their actions, supported by other evidence such as photographs, observation records, witness statements and minutes of meetings.

For assessment criterion 4.1, learners could discuss how their own behaviour and actions contributed to the success of the visit with the tutor, or the tutor could hold question and answer sessions. A completed observation record or witness statement, or a written script from learners could be presented as evidence. Indicative resource materials

## Books

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Edexcel, 2010) ISBN 9781846907494

## Journals

*Travel Trade Gazette* (CMP Information Ltd)

*Travel Weekly* (Reed Business Information Ltd)

## Websites

All regions and destinations have websites to provide information to tourists. This list includes examples of destination websites.

<a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>	English Heritage
<a href="http://www.historic-scotland.gov.uk">www.historic-scotland.gov.uk</a>	Historic Scotland
<a href="http://www.lakedistrict.gov.uk">www.lakedistrict.gov.uk</a>	Tourist information for Lake District
<a href="http://www.nationaltrust.org.uk">www.nationaltrust.org.uk</a>	The National Trust
<a href="http://www.nationalrail.co.uk/">www.nationalrail.co.uk/</a>	National Rail enquiries
<a href="http://www.nts.org.uk">www.nts.org.uk</a>	National Trust for Scotland
<a href="http://www.nationalexpress.com">www.nationalexpress.com</a>	National Express – information on coach and rail travel in UK
<a href="http://www.skegness-resort.co.uk">www.skegness-resort.co.uk</a>	Tourist information for Skegness
<a href="http://www.stratford-upon-avon.co.uk">www.stratford-upon-avon.co.uk</a>	Tourist information for Stratford-upon-Avon
<a href="http://www.visitblackpool.com">www.visitblackpool.com</a>	Tourist information for Blackpool

[www.visitbritain.com](http://www.visitbritain.com)

VisitBritain – provides information for tourists about Britain including attractions and accommodation

[www.visityork.org](http://www.visityork.org)

Tourist information for York

**Other useful information**

Car hire leaflets and brochures

National Express timetables and fares manuals

Tour operators' brochures

Train operators' timetables and fares manuals



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to research a tourist destination	1.1	Identify a tourist destination to research	<ul style="list-style-type: none"> <li>□ <i>Tourist destinations</i>: types of destinations, e.g. coastal resorts, seaside resorts, area of natural beauty, towns and cities, national parks, countryside areas, areas of specific interest; location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation</li> <li>□ <i>Sources of information</i>: e.g. internet, holiday brochures, tourist leaflets, maps, atlases, tourist information centres, questioning people who have visited destination</li> </ul>
		1.2	Identify different methods of transport in the area and different places to stay	<ul style="list-style-type: none"> <li>□ <i>Methods of transport to chosen destination</i>: methods of transport, e.g. by road, rail, air, boat</li> <li>□ <i>Places to stay</i>: types of accommodation, e.g. hotels, guest houses, bed and breakfast, caravan sites, campsites</li> </ul>
		1.3	Identify areas of interest, attractions and facilities of the chosen tourist destination	<ul style="list-style-type: none"> <li>□ <i>Areas of interest</i>: e.g. countryside areas and national parks, towns and cities, seaside resorts</li> <li>□ <i>Attractions</i>: e.g. amusement parks, castles, museums, theme parks, parks, beaches, caves, rivers, forests</li> <li>□ <i>Facilities</i>: e.g. restaurants, shops, nightlife, car/coach parks, toilets, tourist information centres, sport and leisure facilities</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify the advantages and disadvantages of the tourist destination	<ul style="list-style-type: none"> <li>□ <i>Advantages/disadvantages</i>: location; choice of transport; ease of transport; places to stay; nearness to facilities; suitability for different people, e.g. amusement parks or seaside resorts for families with young children; towns with shops, restaurants and night life for young adults, historic sites for those with special interests; area of natural beauty</li> </ul>
		1.5	Provide evidence of the research methods used to collect information on the chosen destination	<ul style="list-style-type: none"> <li>□ <i>Research methods</i>: types of research methods, e.g. internet; holiday brochures; tourist literature; maps; atlases; tourist information centres; questioning people who have visited location; travel agencies; travel dictionaries; leaflets</li> </ul>
2	Be able to respond to straightforward questions about a chosen destination	2.1	Present information on a tourist destination using visual aids	<ul style="list-style-type: none"> <li>□ <i>Presentation method</i>: types of presentation method, e.g. poster, PowerPoint, leaflet</li> <li>□ <i>Communication skills</i>: types of communication, e.g. verbal, speaking clearly, written, listening skills, ability to ask/receive questions</li> </ul>
		2.2	Answer straightforward questions about the chosen destination	<ul style="list-style-type: none"> <li>□ <i>Answering questions</i>: types of question, e.g. about location, how to get there, where to stay, opening times; responding to questions; expanded responses</li> </ul>
3	Be able to ask questions about the destinations researched by other learners	3.1	Ask questions about other learners' presentations	<ul style="list-style-type: none"> <li>□ <i>Asking questions</i>: straightforward questions, e.g. about location, how to get there, where to stay, what to do, about local area, opening times, attractions; asking questions clearly</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivery of this unit by finding out where learners have visited. Some learners may have their own experiences of a particular destination and they should be encouraged to share them with the group. The tutor could introduce a range of possible destinations to act as a stimulus to help learners select a destination that interests them. The destination could be in the UK or overseas. Ideally the destination selected should be one that the learner has visited, or will have the opportunity to visit, to support learning in other units being studied.

Tutors can use a wide range of techniques, including presentations, trips outside the centre and guest speakers, to stimulate learners' interest and to generate ideas. Tutors could stimulate discussion as to the different types of attractions that tourist destinations offer for different types of tourists.

For learning outcome 1, learners will need access to relevant research materials such as the internet, leaflets and holiday brochures. Practical activities should be designed to enable learners to carry out research using different sources. Some companies and tourist boards provide videos and YouTube entries on destinations which may be useful to show to the class as a whole. Travel destination TV programmes also provide up-to-date information on destinations. A visit to a Tourist Information Centre would be an excellent way of finding out what visitors look for in a destination and provide a question and answer opportunity.

Visits to different destinations to gather first-hand information will be useful to focus on the particular types of information to be researched. Learners could research their local area as a tourist destination. This would facilitate discussions after the visit to identify advantages and disadvantages of the destination for different types of visitors.

Guest speakers, for example, such as holiday and company representatives, may be happy to discuss the destination with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they can be encouraged to discuss it.

Learners should be given tutor-directed time to research their selected destination. They could be provided with pro formas to complete, giving key headings to help them to find out about what is available for the tourist. They could even complete this on their local area as a tourist destination. They will need to provide evidence of research methods, so the information included should be cross-referenced to websites, leaflets, brochures, interviews and any other sources of information.

For learning outcome 2, learners need to develop the information from learning outcome 1 and create a presentation, leaflet or poster, supported by PowerPoint slides or cue cards in order to help the presentation and respond to questions. In readiness for their presentation, learners could be encouraged to stand up in class and present information. They could carry this out in small groups and then as individuals in order to remove some of the fear of completing a presentation in front of the class. This could be developed to support learning outcome 3, by encouraging learners to think of suitable questions to ask others; this may also help prepare them in answering questions on their own presentation

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led activity – who has been where? Create map of destinations visited.

Tutor-led discussion – ‘What are tourist destinations?’ Factors to think of when deciding a tourist destination and where to find the necessary information.

Practical – game to match tourist destinations with resort names, for example seaside resort – Blackpool, National Park – Lake District.

Tutor-led discussion – factors to think of when deciding a tourist destination and where to find the necessary information. Introduction to holiday brochures, leaflets, websites etc as a source of information.

Thoughtshower on what destinations offer: accommodation, attractions, facilities, transport with tutor-led, follow-up discussion.

Practical activities using different sources of information.

Video – TV travel programmes about several tourist destinations and complete tutor-prepared pro forma.

Guest speaker – give presentation, with visual aids, to promote a tourist destination.

Local research or visit Tourist Information Centre. Discuss findings.

Small group research – research a tourist destination.

Assessment – present research on chosen destination, for example, leaflets, printouts, notes, transcripts of interviews (learning outcome 1).

Advantages and disadvantages of destinations – game to identify pros and cons of destinations for different types of visitors.

Practical – prepare information about chosen destination to present to others for example, PowerPoint, leaflet, poster.

Assessment – present information on chosen destination, including visual aid (learning outcome 2).

Assessment – ask and respond to straightforward questions on destination and other learners’ destinations (learning outcome 2, learning outcome 3)  
[Functional Skills Entry 3: Speaking and Listening].

Assessment evaluation, unit review and feedback.

## Assessment

Assessment criteria 1.1–1.5 could be evidenced as one assignment. Learners need to identify a suitable tourist destination to research, and then to complete research on that destination. The information researched should include the name of destination and its location, and identify at least:

- the name of destination and its location
- two methods of transport to the destination
- two places to stay in the destination
- two attractions in the destination

- two facilities offered by the destination
- two advantages of the area to the tourist
- two disadvantages of the area to the tourist.

Evidence of research methods should be included, for example websites and brochures used.

For assessment criteria 2.1 and 2.2, learners will need to present information on their chosen destination and to answer questions. Evidence can be presented in a variety of ways, for example a PowerPoint presentation, poster or leaflet. Verbal presentations can be evidenced through an observation record and supporting slides, poster, notes etc. If written materials, for example a leaflet, have been selected, learners should introduce their destination and circulate the written materials to other members of the group.

For 3.1, learners must ask at least two straightforward questions about others' presentations and note down their questions and the responses received.

Learners should communicate their information to small groups and the tutor should complete observation records to show questions asked by learners for 3.1.

### Indicative resource materials

#### Textbooks

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Edexcel, 2010) ISBN 9781846907494

#### Journals

*Travel Trade Gazette* (CMP Information Ltd)

*Travel Weekly* (Reed Business Information Ltd)

#### Websites

<a href="http://www.easyjet.com">www.easyjet.com</a>	easyJet – low-cost airline
<a href="http://www.ryanair.com">www.ryanair.com</a>	Ryanair – low-cost airline
<a href="http://www.thomascook.com">www.thomascook.com</a>	Thomas Cook Holidays
<a href="http://www.thomson.co.uk">www.thomson.co.uk</a>	Thomson Holidays
<a href="http://www.visitbritain.com">www.visitbritain.com</a>	British Tourist Authority



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the use of different media techniques and technology	1.1	Identify different types of media techniques and technology	<ul style="list-style-type: none"> <li>□ <i>Different types of media:</i> radio; television; film; newspapers; magazines; advertisements; internet e.g. interactive web pages</li> </ul>
		1.2	Outline the uses of different media techniques and technology	<ul style="list-style-type: none"> <li>□ <i>Uses:</i> entertainment; educational; informative</li> </ul>
2	Be able to plan producing a media product as a team member	2.1	Identify key stages of planning	<ul style="list-style-type: none"> <li>□ <i>Key stages:</i> pre-production eg gathering equipment needed, agreeing schedule, agreeing script or storyboard; production – producing recording; post-production – editing</li> </ul>
		2.2	Develop an action plan for producing a simple media product	<ul style="list-style-type: none"> <li>□ <i>Identify and choose:</i> media product to record; appropriate media techniques and technologies</li> <li>□ <i>Action plan:</i> including details of the media product to be recorded; the content of the product; the media techniques and technologies to be used; how the work will be presented; how long each stage will take; who will be involved; the cost of recording; agreeing roles eg camera operator, director</li> </ul>
		2.3	Contribute positively to the planning process	<ul style="list-style-type: none"> <li>□ <i>Contribute to planning process:</i> agreeing actions making suggestions; type of product; purpose; target audience; resources needed; timescales</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce and present a media product as a team member	3.1	Contribute positively as a team member when producing and presenting a media product	<ul style="list-style-type: none"> <li>□ <i>Contribute</i>: carrying out actions according to plan; listening to others; asking questions; asking for help when necessary; offering help when needed</li> <li>□ <i>Produce</i>: a media product eg of news item, advertisement; following plan and script or storyboard; record; edit</li> <li>□ <i>Present</i>: showing work to others</li> </ul>
4	Be able to comment on own work	4.1	Identify what went well	<ul style="list-style-type: none"> <li>□ <i>Comment on work</i>: comments on what went well; what went less well, changes that could be made to the media product; what others said about the media product</li> </ul>
		4.2	Identify what could have been improved	

## Information for tutors

---

### Delivery

The learning experiences involved in this unit are:

- exploring media techniques and technology
- developing ideas
- action planning
- producing the product
- presenting the product to an audience
- evaluating work and recording feedback.

The first part of the unit is designed to help learners understand what the media sector is and how it is used. This part of the unit can be delivered without media technology. Learners should know about different types of media techniques and technology, including radio, television, newspapers and advertising and can discuss their own experiences of different types of media.

The second part of the unit focuses on planning, developing ideas for, and recording a media product (for example, a news item or an advertisement). Learners should develop skills in planning to make a recording of a media product. The media techniques and technology used will depend on the centre's resources.

At this level, learners will require supervisory guidance with regular review of progress identifying knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

The production of a media product will require teams to work together. However, learners must be encouraged to develop their own ideas, plans and reviews of their work. They may well use other members of their group as crew members when undertaking production. Learners should produce their own work that has involved post-production activities.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion on different types of media techniques and technology and their uses.

In small groups learners discuss which media techniques and technology they use or interact with and why.

Learners name different types of media techniques and technology and outline the uses of different media techniques and technology, either through discussion or through completing a worksheet.

(Learning outcome 1)

Tutor-led delivery – introduction to an assignment; for example, produce a recording about a news item with vox pops/interviews.

Tutor-led discussion on how to use media techniques and technology.

Learners identify an appropriate media product.

Workshop and assignment work – planning a production.

Workshop and assignment work – production of a media product

Workshop and assignment work – post production of a media product.

Learners screen/present work to group. (Learning outcomes 2 and 3)

Learners analyse feedback from others on their media products. Learners review their planning and media products in light of the views of others and complete an evaluation of their own work. (Learning outcome 4)

Assessment feedback, review and evaluation of unit.

## Assessment

For assessment criteria 1.1 and 1.2, learners need to name at least two different types of media techniques and technology and at least two uses for each. This could be evidenced through a group discussion or the completion of a worksheet or proforma supported by a group discussion or a discussion with the tutor.

To achieve assessment criterion 2.1, learners must identify the stages of pre-production. To achieve assessment criterion 2.2, an action plan must be produced identifying the type of media product to be made, resources needed and timescales. To achieve assessment criterion 2.3 learners must be observed contributing to the production of a media product. Evidence for this can take the form of a signed observation report or witness statement. Learners must also complete a checklist noting their production work.

For assessment criterion 3.1 learners should be observed contributing positively as team members when producing and presenting the media product and this must be assessed through witness statements and completed checklists showing the tasks that the learner has completed. Learners must present their media product to an audience.

Assessment criteria 4.1 and 4.2 must be assessed through evidence presented by the learner of a review of their work. This can be confirmed through small-group discussions or through a one-to-one discussion with the tutor with a signed witness statement. Learners must comment on activities that went well, and activities that went less well and make at least one suggestion of what could be improved.

The following types of evidence are appropriate: observation sheets showing evidence of each member's contribution, completed task lists, records of discussions with assessors, written material, video material or computer-produced materials.

## Indicative resource materials

### Textbooks

The following texts are not designed specifically for learners at Entry level but can be adapted for their use by tutors.

The following texts are not designed specifically for learners at Entry level but they can be adapted for their use by tutors.

Branston G and Stafford R – *The Media Student's Book* (Routledge, 2006)  
ISBN 978-0415371438

Kindem G and Musburger R – *Introduction to Media Production: The Path to Digital Media Production* (Focal Press, 2009) ISBN 978-0240810829

Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007) ISBN 000723497X

### Websites

[www.theory.org.uk/student-tips.htm](http://www.theory.org.uk/student-tips.htm) Website offering online resources and links for media students

## **Unit 52: Producing a Product**

**Unit reference number: R/503/2826**

**Level: Entry 3**

**Credit value: 1**

**Guided learning hours: 10**

---

### **Unit aim**

This unit looks at how to make a product or item safely. Learners will assess the skills needed to complete the product as well as assessing the finished product.

### **Unit introduction**

Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale.

In this unit learners will learn to understand simple production processes, work safely, describe practical skills in the use of tools and equipment and evaluate their product or item.

### **Essential resources**

Learners need to access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials including wood, metal, soft cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and audio and video recordings are to be used as evidence, appropriate equipment will be needed.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to make a product or item	1.1	List the steps needed to make the product or item	<ul style="list-style-type: none"> <li>□ <i>Steps needed to make the product or item:</i> choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment, e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment</li> </ul>
2	Be able to identify the skills required to make the product or item	2.1	Identify the skills required to make the product or item	<ul style="list-style-type: none"> <li>□ <i>Skills required:</i> operate piece of machinery, know certain techniques e.g. painting, baking, welding, creative skills, problem-solving skills</li> </ul>
3	Be able to produce the product or item safely	3.1	Demonstrate appropriate levels of safety when making the product or item	<ul style="list-style-type: none"> <li>□ <i>Appropriate levels of safety in making product or item:</i> use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe product or item</li> </ul>
4	Know how to examine the finished product or item	4.1	List qualities and any faults of the finished product or item	<ul style="list-style-type: none"> <li>□ <i>Qualities and faults of the product or item:</i> quality of the item or product; quality of materials used</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. Whilst producing their product or item, learners will need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if learners could visit a production line to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the steps needed to make a product or item. Learners should be asked to list the steps needed to make a product or item they are familiar with; such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will enable learners to develop their skills in assessing the quality of the finished product.

Learners will need regular support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that they have developed as well as areas of knowledge, understanding and skills that need improvement

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry 3. The unit focuses on developing the skills needed to make a product or item under supervision.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion on making a product or item.

In small groups, learners suggest items to make, with resources or materials needed.

Group discussion on skills needed to make product or item.

Assessment – learners list steps to make their product or item and the skills needed, in one-to-one discussion with the tutor, or on a pro forma. (learning outcome 1).

Tutor-led discussion on safety in the workshop.

Workshops to make item or product.

Assessment – learners observed making item or product safely (learning outcome 2).

Group discussion on examining products or items, qualities and faults.

Assessment – learners list qualities and any faults of product or item, either in a one-to-one discussion with the tutor, or on a pro forma (learning outcome 3).

## Assessment

This unit can be assessed through a series of structured tasks or activities. Photographs and video or audio recordings could be used to record the evidence.

For 1.1, it is permissible for the learner to receive support from the tutor, for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a discussion with an individual as a witness statement, or a brief presentation witnessed by the tutor could be used.

For 2.1, the learner must identify at least two skills needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of discussions with the learner may be used.

To achieve 3.1, tutor observation of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item.

For 4.1, a description of the qualities and faults of the final product or item may be written by the learner, or the tutor could record a discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

## Indicative resource materials

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust –advice on enterprise education for tutors and learners
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Enterprise UK –advice for entrepreneurs
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4schools –programmes for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding out –support for entrepreneurs
<a href="http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation">www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation</a>	Teachernet Enterprise Education for Schools – provides guidance for implementing enterprise education in schools

# **Unit 53: Planning an Enterprise Activity**

**Unit reference number: J/503/2824**

**Level: Entry 3**

**Credit value: 1**

**Guided learning hours: 10**

---

## **Unit aim**

This unit looks at how to plan an enterprise activity. Learners will select an enterprise activity and cost and promote their enterprise product or service.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. In this unit learners will be introduced to the main aspects and skills needed in selecting and setting up an enterprise activity. Learners will consider the potential customers for their enterprise activity and ways of promoting it. They will also investigate the costs involved in producing the product or service.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the key requirements of an enterprise activity	1.1	List suggestions of products or services to sell	<ul style="list-style-type: none"> <li>□ <i>Possible products or services:</i> products and services, e.g. greetings cards, handmade jewellery, dog-walking service, carpet cleaning service</li> </ul>
		1.2	Give reasons for choice of one product or service	<ul style="list-style-type: none"> <li>□ <i>Reasons:</i> e.g. skills and resources available, types of customer, customer preferences</li> </ul>
		1.3	List customers who might buy the product or service	<ul style="list-style-type: none"> <li>□ <i>Potential customers:</i> e.g. friends, colleagues, neighbours, local shopkeepers, dog owners, tenants, landlords or homeowners</li> </ul>
2	Know the costs of producing the chosen product or service	2.1	List the costs involved in producing the product or service	<ul style="list-style-type: none"> <li>□ <i>Production costs:</i> e.g. ingredients, materials, components, equipment, facilities, advertising, paying for skills or training</li> </ul>
		2.2	List the start-up costs for producing product or service	<ul style="list-style-type: none"> <li>□ <i>Production start-up costs:</i> e.g. ingredients, materials, components, equipment, facilities, advertising, paying for skills or training</li> </ul>
3	Know how to promote and sell the chosen product or service	3.1	List ways of promoting a product or service	<ul style="list-style-type: none"> <li>□ <i>Promoting a product:</i> e.g. posters, leaflets, fliers</li> </ul>
		3.2	Identify skills needed to sell the product or service	<ul style="list-style-type: none"> <li>□ <i>Skills needed to sell the product or service:</i> knowledge of product or service; understanding customer needs; presentation skills; questioning skills, face-to-face communication</li> </ul>
4	Be able to promote and sell the chosen product or service	4.1	Use one basic promotional method to advertise the product or service	<ul style="list-style-type: none"> <li>□ <i>Promotional methods:</i> choosing the relevant promotional method for the chosen product or service, e.g. poster, leaflet, flyer; knowing what information to include on promotional material, e.g. logo, branding, price, location, availability, contact details, information on how to purchase or order</li> </ul>



## Information for tutors

---

### Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product for example greeting cards or gift wrap, or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding possible products or services. It is important to emphasise that the activity must be possible within the learner's current skills. Ideas could be explored individually or through group activity.

A question and answer session could determine suggestions of products or services to sell and who might want to buy the product or service.

In order to understand selling skills, it would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers, magazines and the internet. Point-of-sale advertising could be a useful resource. Skills can be gained from a range of services including books, the internet, media articles or television documentaries.

It is important that learners understand the link between promoting and selling a product or service. Learners could be encouraged to develop selling skills through role play or through viewing market traders and other salespeople.

To complete this unit, learners could, with support, research costs on their selected idea and produce promotional material. This information should include the name of the product or service, price, availability and/or contact information.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion on the requirements of an enterprise activity:

- the product or service to sell
- who will buy it.

Group discussion on how to promote the activity. In small groups, learners prepare ideas for posters or flyers to promote the activity.

Tutor-led discussion on possible costs in carrying out the enterprise activity.

Tutor-led discussion on the skills needed to sell the product or service.

In groups, learners list the skills needed and produce a checklist of skills for selling the product or service.

Role-play activities for learners to practise selling the product or service.

Assessment – in one-to-one discussion with the tutor or through completing a pro forma, learners list:

- suggestions of products or services to sell
- customers who might buy the product or service
- ways of promoting the product or service
- costs involved in producing the product or service
- skills needed to sell the product or service.

Learners produce promotional material such as a poster or flyer to promote the enterprise activity (learning outcomes 1, 2, 3 and 4).

Assessment feedback, review and evaluation of unit.

## Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, 1.2 and 1.3, the learner should be given the opportunity to discuss possible ideas for an enterprise activity. This could be part of a group discussion with a tutor or as an individual activity. The learner needs to choose the idea to pursue further in this unit. The learner needs to list at least two types of customer likely to buy their product or service.

To achieve 2.1 and 2.2, the learner needs to identify at least two costs involved in setting up their activity and producing the item or product, and at least two start-up costs. This could be presented as a brief poster presentation.

To achieve 3.1, the learner must identify at least two general ways of promoting products or services. They do not need to compare methods

For 3.2, tutor observation of the learner in role play, demonstrating selling skills, could be used as evidence. Alternatively, the learner would need to identify key sales skills in discussion with the tutor or via a poster or other appropriate document.

For 4.1, the learner must produce some basic promotional material for their product or service, such as a flyer or promotional poster, which contains key information.

### **Indicative resource materials**

#### **Websites**

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – advice on enterprise education for tutors and learners
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Enterprise UK – advice for entrepreneurs
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4schools – programmes for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding out – support for entrepreneurs

# **Unit 54: Running an Enterprise Activity**

**Unit reference number: L/503/2825**

**Level: Entry 3**

**Credit value: 1**

**Guided learning hours: 10**

---

## **Unit aim**

The aim of this unit is to give learners the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. Learners will keep accurate records, recording the profit or loss of the enterprise activity.

## **Unit introduction**

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. This unit will help learners to put their ideas into action as they demonstrate selling a product or service and gain an understanding of the importance of keeping accurate, but basic, financial records relating to sales, costs, profit and loss.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the reasons that would make an enterprise activity successful	1.1	List ideas or methods that will lead to the success of an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Ideas or methods that lead to success:</i> e.g. identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately</li> </ul>
2	Be able to carry out an enterprise activity	2.1	Choose a product or service for selling	<ul style="list-style-type: none"> <li>□ <i>Selling a product or service:</i> suitable products or services prepared and ready for sale; necessary components obtained; promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; appropriate sales skills used</li> </ul>
		2.2	Choose an appropriate price	
		2.3	Choose an appropriate venue for carrying out the enterprise	
		2.4	Demonstrate sales skills when selling a product or service	
3	Know how to keep accurate records to identify profit and loss	3.1	List the number of sales and costs	<ul style="list-style-type: none"> <li>□ <i>Records:</i> have appropriate record keeping system; indicate cost in producing service or product; show numbers sold; show calculation of profits/losses</li> </ul>
		3.2	List the profit or loss made	

## Information for tutors

---

### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product for example greeting cards, baking biscuits, making sweets, jewellery or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 53: Planning an Enterprise Activity* and *Unit 52: Producing a Product*.

Learner activities should require them to carry out some simple multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate basic planning and preparation skills. Additionally, learners will need the opportunity to show basic competency in organisational skills, and basic skills in reviewing the financial success of the enterprise activity. The level of financial calculations required should reflect the Functional Skills Mathematics standards for learners at this level.

Learners will need support in carrying out and reviewing their enterprise activity. The tutor might wish to give learners a form or standard record sheet to record the sales, costs and profit/loss information required for this unit.

Regular feedback from tutors (and peers where appropriate) will promote steady progress in the learner's development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills that they have developed.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small-group activity or an individual enterprise activity.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion on what makes an enterprise activity successful.

In groups, learners identify possible customers, and tasks and timescales for the activity, and allocate tasks and roles to appropriate people.

Assessment – learners complete pro forma to list ideas or methods that will lead to the success of the enterprise activity (learning outcome 1).

Tutor-led discussion on keeping financial records.

Learners practise completing financial records according to scenarios provided by the tutor.

Learners carry out enterprise activity.

Assessment – learners are observed selling product or service (learning outcome 2).

Assessment – learners complete financial records including number of sales, costs and profit and loss made during the enterprise activity (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment of this unit focuses on the undertaking of an enterprise activity.

To achieve 1.1, the learner must identify at least two key ideas or methods that will help an enterprise activity to be successful. This could be provided, for example in a written report, a brief poster presentation, video evidence or completion of a log or record sheet.

To achieve 2.1-2.4, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been adequately prepared, the price and nature of the product or service made clear, and adequate sales skills demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1 and 3.2, some simple records should be provided showing costs and sales with a calculation of the profit or loss made. Record sheets provided by the tutor may be used for this purpose.

## Indicative resource materials

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust – advice on enterprise education for tutors and learners
<a href="http://www.enterpriseuk.org">www.enterpriseuk.org</a>	Enterprise UK – advice for entrepreneurs
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy4schools – programmes for enterprise education
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding out – support for entrepreneurs

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 13 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A

### Progression opportunities

These are examples of progression opportunities to other Pearson BTEC and Edexcel qualifications.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
3			Pearson BTEC Level 3 Award/Certificate in WorkSkills  Pearson BTEC Level 3 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment	
2			Pearson BTEC Level 2 Award/Extended Certificate/Diploma in WorkSkills  Pearson BTEC Level 2 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment  Pearson Edexcel Level 2 Award/Certificate/Diploma in Personal and Social Development	

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
1			<p>Pearson BTEC Level 1 Award/Certificate/Diplomas in different vocational sectors</p> <p>Pearson BTEC Level 1 Award/Certificate/Diploma in Vocational Studies</p> <p>Pearson BTEC Level 1 Award/Certificate/Diploma in WorkSkills</p> <p>Pearson Edexcel Level 1 Award/Certificate/Diploma in Personal and Social Development</p>	
Entry			<p>Pearson BTEC Entry Level Awards in different vocational sectors</p> <p>Pearson BTEC Entry Level Award/Certificate/Diploma in Vocational Studies (Entry 3)</p> <p>Pearson BTEC Entry Level Award/Certificate/Diploma in WorkSkills (Entry 3)</p> <p>Pearson Edexcel Entry Award/Certificate/Diploma in Personal and Social Development (Entry 3)</p> <p>Pearson Edexcel Entry Award/Certificate/Diploma in Personal and Social Development (Entry 2)</p>	

**August 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**