

SEG Awards Certa Entry Level – Level 1 Award, Certificate and Diploma in Skills for Further Learning and Employment

Qualification Guidance

Entry Level 3 Award – 600/8479/0

Entry Level 3 Certificate – 600/8670/1

Entry Level 3 Diploma – 600/8671/3

Level 1 Award – 600/8480/7

Level 1 Certificate – 600/8669/5

Level 1 Diploma – 600/8672/5

About Us

At the Skills and Education Group Awards (Certa Awards) [1] we continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Certa has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a link on our website.

Sources of Additional Information

The Certa website www.certa.org.uk provides access to a wide variety of information.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

Certa Skills for Further Learning and Employment qualifications are nationally recognised, which will help learners overcome barriers to work by re-engaging in learning or training. They enable learners to try out subjects in a flexible course that can be tailored to their needs.

Aims

Certa Entry Level Skills for Further Learning and Employment qualifications are for learners who need a varied set of knowledge, understanding and skills to help them progress. Learners who would benefit include those who:

- are ready re-engage with learning and prepare for work within the same course of study
- are ready for study at Level 1
- need careful approaches to learning, perhaps because of poor or disrupted experiences at school, or because they are returning to study after some time away
- may previously have been reluctant learners, who are at risk of dropping out of education or training
- who need more confidence before entering or re-entering the job market
- who have been unemployed for a while and who need to develop personal skills as well as some vocational knowledge and skills
- need to explore future career options and try out some vocational areas

In addition, Certa Level 1 Skills for Further Learning and Employment qualifications are for learners who are ready for study at Level 1.

Content Overview

- a substantial portion of the learning will focus on developing skills, being work ready and knowledge so that all learners are effectively prepared for work
- the units enable learners to develop skills in one or more vocational areas, and appropriate IT skills
- there is sufficient flexibility in the units available to meet the diverse needs of the target group of learners

Progression Opportunities

Certa Skills for Further Learning and Employment qualifications are designed to re-engage people in learning and prepare for employment. They will enable learners to progress to further learning and may help some learners to progress to jobs in a range of sectors.

The qualifications are not part of an apprenticeship and do not lead directly to employment. However, they will support learners who want to develop personal skills that are useful in work, and some vocational skills. This may increase their chances of gaining employment in the future.

Learners may go on to train for jobs in a range of vocational areas such as retail, hospitality, customer service, food preparation, beauty therapy, health and care.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification and Pathways	
<p>Certa Entry Level Award in Skills for Further Learning and Employment (Entry 3) Certa Entry Level Certificate in Skills for Further Learning and Employment (Entry 3) Certa Entry Level Diploma in Skills for Further Learning and Employment (Entry 3) Certa Level 1 Award in Skills for Further Learning and Employment Certa Level 1 Certificate in Skills for Further Learning and Employment Certa Level 1 Diploma in Skills for Further Learning and Employment</p>	
Qualification Number	600/8479/0 600/8670/1 600/8671/3 600/8480/7 600/8669/5 600/8672/5
Regulated	The qualification, identified above, is regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation.
Grading	Pass
Operational Start Date	1 st April 2003
Ofqual Review Date	31 st July 2021
Operational End Date	
Certificate End Date	
Certa Sector	SFFLE – Skills for Further Learning and Employment
Ofqual SSA Sector	14.1 Foundations for Learning and Life
Stakeholder Support	
Contact	See the Certa website for Centre Support Officer responsible for this qualification.

Certa Entry Level Award in Skills for Further Learning and Employment (Entry 3)

Rules of Combination:

To achieve this qualification learners must achieve 3 credits from the table of optional units found on page 25. There are no mandatory units in this qualification.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements	There are no specific requirements to study this qualification.							
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	30							
Recommended TQT	30							
Credit Value	3							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Certa Entry Level Certificate in Skills for Further Learning and Employment (Entry 3)

Rules of Combination:

To achieve this qualification learners must achieve 15 credits. See table of units starting on page 16.

- A minimum of 9 credits must be achieved at Entry Level 3 and a maximum of 6 credits must be achieved at Level 1.
- A maximum of 6 credits must be achieved from the 'IT for Users' units in the IT Group which includes units at Entry Level 3 and Level 1.
- 3 credits must be achieved from the Core Skills Group at Entry Level 3 or Level 1.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements	There are no specific requirements to study this qualification.							
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	150							
Recommended TQT	150							
Credit Value	15							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Entry Level Diploma in Skills for Further Learning and Employment (Entry 3)

Rules of Combination:

To achieve this qualification learners must achieve 37 credits. See table of units starting on page 15.

- A minimum of 25 credits must be achieved at Entry 3 with a maximum of 12 credits being achieved at Level 1.
- 6 credits must be achieved from the Core Group at either Entry 3 or Level 1.
- A maximum of 6 credits may be used from the 'IT for Users' units in the IT Group, which includes units at Entry 3 and Level 1.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements	There are no specific requirements to study this qualification.							
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	370							
Recommended TQT	370							
Credit Value	37							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Certa Level 1 Award in Skills for Further Learning and Employment

Rules of Combination:

To achieve this qualification learners must achieve 6 credits from the table of optional units starting on page 15.

- A maximum of 3 credits can be taken from the IT Group. However, all 6 credits can be from any Level 1 unit.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements								
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	54							
Recommended TQT	60							
Credit Value	6							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Level 1 Certificate in Skills for Further Learning and Employment

Rules of Combination:

To achieve this qualification learners must achieve 21 credits from the table of units starting on page 15.

- A minimum of 15 credits must be achieved at Level 1 with a maximum of 6 credits being achieved at either Entry 3 and/or Level 2.
- 6 credits must be achieved from the Core Group at Entry 3, Level 1 or Level 2.
- A maximum of 6 credits may be used from the 'IT for Users' units in the IT Group, which includes units at Entry 3 or Level 1.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements	There are no specific requirements to study this qualification.							
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	183							
Recommended TQT	210							
Credit Value	21							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Certa Level 1 Diploma in Skills for Further Learning and Employment

Rules of Combination:

To achieve this qualification learners must achieve 39 credits from the table of units starting on page 15.

- A minimum of 30 credits at Level 1. The remaining credits may be achieved at either Entry 3 and/or Level 2.
- 9 credits must be achieved from the Core Group at Entry 3, Level 1 or Level 2.
- A maximum of 6 credits may be used from the 'IT for Users' units in the IT Group, which includes units at Entry 3 or Level 1.

Qualification Purpose	This qualification will help learners overcome barriers to work by re-engaging in learning or training. It will enable learners to try out subjects in a flexible course that can be tailored to their needs.							
Entry Requirements	There are no specific requirements to study this qualification.							
Age Range	Pre 16	✓	16 - 18	✓	18+	✓	19+	✓
Recommended GLH	342							
Recommended TQT	390							
Credit Value	39							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							
Type of Funding Available	See Learning Aim Reference Service (LARS) website							
Qualification Fee / Unit Fee	See Certa website for current fees and charges.							
Additional Information	See Certa website for resources available for this qualification.							

Assessment Overview

Summary

The qualification will be awarded to learners who successfully achieve the mandatory units within the qualification plus the optional units in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria must not be changed in any way.

Who can assess this qualification?

- We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.
- Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Unit Details

Units from the Core Groups

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Accessing Public Transport	E3	L/504/9592	14.1	R	R	R		R	R
Alcohol and Drug Misuse Awareness	E3	H/504/7475	14.1	R	R	R		R	R
Alcohol Awareness for the Individual	L1	R/505/1229	14.1		R	R	R	R	R
	L2	Y/505/1247	14.1					R	R
Aspects of Citizenship	E3	L/504/0858	14.1	R	R	R		R	R
	L1	R/504/8511	14.1		R	R	R	R	R
Assertive Living	L1	K/505/3987	14.1		R	R	R	R	R
Assertiveness and Decision Making	L1	K/504/8269	14.1		R	R	R	R	R
Assertiveness and Decision Making Skills	E3	Y/504/8283	14.1	R	R	R		R	R
Banking and Other Financial Organisations	L1	R/504/7486	14.1		R	R	R	R	R
Behaviour in Conflict	L1	R/504/8718	14.1		R	R	R	R	R
	L2	Y/504/8719	14.1					R	
Budgeting	E3	K/504/7493	14.1	R	R	R		R	R
Building a Personal Career Portfolio	L1	M/504/7494	14.1		R	R	R	R	R
	L2	J/505/8825	14.2					R	R
Career Planning	L1	M/504/8645	14.2		R	R	R	R	R
Check that a Small Animal is Healthy	E3	H/507/9889	14.2	R	R	R		R	R
College Induction	E3	Y/507/9890	14.1	R	R	R		R	R
	L1	D/507/9891	14.1		R	R	R	R	R
Customer Service	L1	T/504/8727	14.2		R	R	R	R	R
	L2	F/504/8729	14.2					R	R
Data Calculations	L1	K/503/3044	14.1		R	R	R	R	R
Demonstrating Speaking and Listening Skills	L1	F/507/9902	14.1		R	R	R	R	R
Developing a Personal Learning Programme	L1	M/504/8287	14.1		R	R	R	R	R
Developing own Interpersonal Skills	L1	D/504/8429	14.1		R	R	R	R	R
Developing Personal Confidence and Self-Awareness	L1	D/504/8432	14.1		R	R	R	R	R
	L2	D/504/8527	14.1					R	R
Developing Personal Hygiene Skills for Oral Health	E3	L/504/8524	1.3	R	R	R		R	R
Developing Skills for a Healthy Lifestyle	E3	J/504/8490	14.1	R	R	R		R	R
Diversity in Society	E3	T/504/8565	14.1	R	R	R		R	R
Drug Awareness	L2	J/506/0588	14.1					R	R
Engage in Discussion	E3	F/503/3048	14.1	R	R	R		R	R
Family Relationships	L1	M/504/8225	14.1		R	R	R	R	R
	L2	T/504/8808	14.1					R	R
Food Safety and Storage	E3	H/600/6211	14.1	R	R	R		R	R
Food Safety in the home and community	L1	H/502/3094	14.1		R	R	R	R	R
Grammar and Punctuation in Practical Use	E3	T/505/4012	14.1	R	R	R		R	R
Grammar Skills	E3	A/503/3050	14.1	R	R	R		R	R
Group and Teamwork Communication Skills	E3	K/505/0393	14.1	R	R	R		R	R

Certa Entry Level – Level 1 ACD in Skills for Further Learning and Employment

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
	L1	K/506/0664	14.1		R	R	R	R	R
	L2	R/505/8925	14.1					R	R
Health and Hygiene	E3	R/504/8220	14.1	R	R	R		R	R
Health and Safety Awareness in the Workplace	E3	R/504/8489	14.1	R	R	R		R	R
Health and Safety in a Practical Environment	L1	Y/600/3239	14.2		R	R	R	R	R
Healthy Living	L2	Y/504/8266	14.1					R	R
Healthy, Safety and First Aid at Work	L1	F/504/8858	14.2		R	R	R	R	R
Improving Own Learning and Performance	L1	M/504/3705	14.1		R	R	R	R	R
	L2	A/504/8275	14.1					R	R
Improving Own Spelling	E3	F/503/3051	14.1	R	R	R		R	R
Independent Skills for Living in the Community	L1	D/505/3999	14.1		R	R	R	R	R
Individual rights and responsibilities	E3	A/502/0458	14.1	R	R	R		R	R
Induction to Study	L1	R/504/8279	14.1		R	R	R	R	R
Interpersonal Skills	L2	H/504/7783	14.1					R	R
Interview Skills	E3	Y/505/3189	14.2	R	R	R		R	R
	L1	H/505/3065	14.2		R	R	R	R	R
Introduction to Building and Construction	E3	L/504/9883	14.2	R	R	R		R	R
Introduction to Building and Construction	L1	M/504/9892	5.2		R	R	R	R	R
Introduction to Business Administration	E3	K/504/9874	14.2	R	R	R		R	R
Introduction to Business and Administration	L1	A/504/9894	14.2		R	R	R	R	R
Introduction to Career Preparation	E3	M/504/8497	14.1	R	R	R		R	R
Introduction to Catering	L1	D/504/9886	14.2		R	R	R	R	R
Introduction to Catering	E3	T/504/9876	7.4	R	R	R		R	R
Introduction to Customer Service Skills	E3	F/505/3655	14.2	R	R	R		R	R
Introduction to Developing a Personal Learning Programme	E3	T/504/8498	14.1	R	R	R		R	R
Introduction to Drug Awareness for the Individual	L1	H/506/1215	14.1		R	R	R	R	R
Introduction to Engineering	L1	K/504/9888	14.2		R	R	R	R	R
Introduction to Engineering	E3	F/504/9878	4.1	R	R	R		R	R
Introduction to Food, Drink and Cooking	E3	Y/504/8509	14.1	R	R	R		R	R
Introduction to General Skills for Independent Living	E3	L/504/2884	14.1	R	R	R		R	R
Introduction to Hairdressing and Beauty	E3	R/505/6379	14.2	R	R	R		R	R
	L1	L/504/9897	14.2		R	R	R	R	R
Introduction to Health and Social Care	E3	F/504/9881	14.2	R	R	R		R	R
	L1	M/504/9889	14.2		R	R	R	R	R
Introduction to Hospitality	L1	K/504/9891	14.2		R	R	R	R	R
Introduction to Hospitality	E3	R/504/9884	14.2	R	R	R		R	R
Introduction to Land Based Industries	L1	T/504/9893	14.2		R	R	R	R	R
Introduction to Land-Based Industries	E3	A/504/9880	14.2	R	R	R		R	R
Introduction to Making and Using Story Sacks for Family Learning	E3	J/505/8548	14.1	R	R	R		R	R
Introduction to Retail	L1	F/504/9895	14.2		R	R	R	R	R

Certa Entry Level – Level 1 ACD in Skills for Further Learning and Employment

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Introduction to Retail	E3	J/504/9882	14.2	R	R	R		R	R
Introduction to Road Safety	E3	F/505/8712	14.1	R	R	R		R	R
Introduction to the Information and Communication Technology Sector	E3	M/504/9875	14.2	R	R	R		R	R
	L1	H/504/9887	14.2		R	R	R	R	R
Introduction to the Leisure Sector	E3	R/506/0691	8.1	R	R	R		R	R
	L1	Y/506/2362	8.1		R	R	R	R	R
Introduction to Travel and Tourism	L1	H/504/9890	14.2		R	R	R	R	R
Introduction to Understanding Self and Others	E3	A/507/9932	14.1	R	R	R		R	R
Job Seeking Skills	L1	R/504/8573	14.2		R	R	R	R	R
Living in the Community	E3	H/504/8576	14.1	R	R	R		R	R
Making and Using Story Sacks for Family Learning	L1	R/505/8553	14.1		R	R	R	R	R
Making Choices In Pursuit Of Personal Goals	E3	J/506/0574	14.1	R	R	R		R	R
	L1	J/505/4080	14.1		R	R	R	R	R
Managing Personal Relationships	L1	K/504/8627	14.1		R	R		R	
	L2	H/504/8626	14.1					R	
Managing Social Relationships	E3	T/502/0457	14.1	R	R	R		R	R
Measure: Time and Temperature	L1	D/505/4022	14.1		R	R	R	R	R
Mentoring Practice	L2	A/505/1287	14.1					R	R
Mentoring Skills	L2	J/505/1289	14.1					R	R
Participating in a Vocational Taster	L1	R/600/3241	14.2		R	R	R	R	R
	L2	A/600/3251	14.2					R	R
Participating in Leisure Activities	E3	D/505/1315	8.1	R	R	R		R	R
	L1	R/504/2885	8.1		R	R	R	R	R
Peer Mediation	L1	R/504/8816	14.1		R	R		R	
Personal and Interpersonal Conflict	L1	A/504/8826	14.1		R	R	R	R	R
Personal Awareness	L1	K/504/8837	14.1		R	R	R	R	R
Personal Body Hygiene Awareness	E3	K/505/8543	14.1	R	R	R		R	R
Personal Budgeting and Managing Money	E3	R/506/0786	14.1	R	R	R		R	R
	L2	L/504/7843	14.2					R	R
Personal Budgeting and Money Management	L1	L/508/0003	14.1		R	R	R	R	R
Personal Development	E3	D/504/8690	14.1	R	R	R		R	R
	L1	J/504/7792	14.1		R	R	R	R	R
Personal Development Skills	L1	K/505/4069	14.1		R	R	R	R	R
	L2	H/505/5057	14.1					R	R
Personal Learning Goals	E3	M/504/8564	14.1	R	R	R		R	R
Personal Learning Skills	L1	D/504/7796	14.1		R	R	R	R	R
Personal Study Skills	E3	A/504/8289	14.1	R	R	R		R	R
Prejudice and Discrimination	L1	T/504/8842	14.1		R	R	R	R	R
Prejudice and Discrimination	L2	A/504/8843	14.1					R	R
Preparation for a Recruitment Interview	L2	M/504/8662	14.2					R	R
Preparation for Work Experience	E3	F/602/2206	14.2	R	R	R		R	R
Preparing for Work	E3	R/506/7124	14.1	R	R	R		R	R
	L1	K/505/4444	14.1		R	R	R	R	R
	L2	L/506/0740	14.2					R	R

Certa Entry Level – Level 1 ACD in Skills for Further Learning and Employment

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Punctuation and Grammar Skills	L1	L/503/3392	14.1		R	R	R	R	R
Reading Comprehension	E3	D/503/3154	14.1	R	R	R		R	R
Reading Grammar and Punctuation	E3	H/503/3155	14.1	R	R	R		R	R
Reading Key Personal Words	E3	K/503/3156	14.1	R	R	R		R	R
Recognise types and parts of the body of small animals	E3	K/508/0008	14.2	R	R	R		R	R
Recognising Employment Opportunities	E3	K/504/8529	14.2	R	R	R		R	R
	L1	R/504/8685	14.2		R	R	R	R	R
Rights and Responsibilities of Citizenship	E3	J/504/8537	14.1	R	R	R		R	R
	L1	J/504/8845	14.1		R	R	R	R	R
Sex and Relationship Education	L1	K/504/8692	14.1		R	R	R	R	R
Sex and Relationships Education	L2	Y/504/2886	14.1					R	R
Skills for Employability	E3	M/505/3666	14.1	R	R	R		R	R
Skills for Independent Life	L1	M/505/4073	14.1		R	R	R	R	R
Skills for Shopping	E3	A/504/8695	14.1	R	R	R		R	R
Skills Used in Reading for Meaning	L1	T/503/3158	14.1		R	R	R	R	R
Speak to Communicate	E3	K/505/6128	14.1	R	R	R		R	R
Speaking and Listening Skills	L2	Y/503/3377	14.1					R	R
Spelling and Handwriting Skills	E3	A/503/3159	14.1	R	R	R		R	R
Spelling in Practice	E3	A/503/3162	14.1	R	R	R		R	R
Spelling Rules and Strategies in Practical Use	L1	F/503/3163	14.1		R	R	R	R	R
Spelling Skills	L1	F/503/3390	14.1		R	R	R	R	R
Stress and Stress Management Techniques	L1	Y/504/8817	14.1		R	R	R	R	R
Take Part in an Activity	E3	T/504/8713	14.1	R	R	R		R	R
	L1	A/504/8714	14.1		R	R	R	R	R
	L2	K/505/9174	14.1					R	
Teamwork Skills	E3	K/504/8532	14.1	R	R	R		R	R
	L1	J/504/8876	14.1		R	R	R	R	R
	L2	L/504/8877	14.1					R	R
The Angling Environment	L1	D/506/4713	8.1		R	R	R	R	R
The Peer Mediation Process	L1	T/504/8856	14.1		R	R		R	
Time	E3	J/504/8716	14.1	R	R	R		R	R
Time Management	L1	L/504/8717	14.2		R	R	R	R	R
Understanding A Work Experience Placement	E3	J/506/0798	14.2	R	R	R		R	R
Understanding and Using Decimals	L1	R/503/3278	14.1		R	R	R	R	R
Understanding and Using Fractions	L1	Y/503/3170	14.1		R	R	R	R	R
Understanding and Using Percentages	L1	D/503/3252	14.1		R	R	R	R	R
Understanding Diversity within Society	L1	M/504/8483	14.1		R	R	R	R	R
Understanding Equal Opportunities	L1	M/506/0634	14.1		R	R	R	R	R
Understanding Length, Weight and Capacity	L1	L/503/3277	14.1		R	R	R	R	R
Understanding Numbers	L1	R/503/3166	14.1		R	R	R	R	R
Understanding Self in Conflict	L1	Y/504/8851	14.1		R	R		R	
Understanding the Importance of a Balanced Diet and Regular Exercise	L1	Y/506/0613	14.1		R	R	R	R	R
Understanding Young People, Law	L1	R/505/4101	14.1		R	R	R	R	R

Certa Entry Level – Level 1 ACD in Skills for Further Learning and Employment

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
and Order									
Undertaking an Enterprise Project	E3	F/504/8570	14.2	R	R	R		R	R
	L1	L/500/5317	14.2		R	R	R	R	R
Using Addition and Subtraction	E3	F/503/3275	14.1	R	R	R		R	R
Using an Ordnance Survey Map	L1	M/504/8869	14.1		R	R	R	R	R
Using Calculations: Addition and Subtraction of Whole Numbers	L1	J/503/3259	14.1		R	R	R	R	R
Using Calculations: Multiplication and Division of Whole Numbers	L1	F/503/3356	14.1		R	R	R	R	R
Using Cooking Skills in the Domestic Kitchen	L1	F/505/4336	14.1		R	R	R	R	R
Using Listening and Responding Skills	E3	T/503/3287	14.1		R	R		R	R
Using Punctuation	E3	F/503/3289	14.1	R	R	R		R	R
Volunteering	E3	K/600/6520	14.1	R	R	R		R	R
	L1	A/504/8860	14.1		R	R	R	R	R
Volunteering Opportunities	L1	D/506/0726	14.1		R	R	R	R	R
Work Experience	L2	J/505/5830	14.2					R	R
Work Experience	L1	K/500/5423	14.2		R	R	R	R	R
Work, Review and Plan	L1	L/505/8616	14.1		R	R	R	R	R
Work-Based Placement	L1	H/504/3541	14.2		R	R	R	R	R
Writing Composition Skills	E3	Y/505/4021	14.1	R	R	R		R	R
Writing for Meaning	E3	T/506/4653	14.1	R	R	R		R	R
Writing for Meaning Skills	L1	D/503/3302	14.1		R	R	R	R	R
	L2	J/503/3391	14.1					R	R
Young Parenthood	E3	K/504/8899	14.1	R	R	R		R	R
	L1	K/504/8904	14.1		R	R	R	R	R
Young People, Law and Order	E3	K/505/3679	14.1	R	R	R		R	R
	L2	R/505/5121	14.1					R	R

Units from the IT Group

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Audio and video software	E3	H/502/0177	6.2	R	R	R		R	R
Data Management Software	E3	H/505/6368	6.2		R	R		R	
Database Software	E3	K/505/6369	6.2	R	R	R		R	R
	L1	M/505/6387	6.2	R	R	R	R	R	R
Design and imaging software	E3	L/502/0173	6.2	R	R	R		R	R
Desktop Publishing Software	L1	Y/502/4565	6.2		R	R	R	R	R
Desktop Publishing Software Skills	E3	F/505/1663	6.2	R	R	R		R	R
Digital Lifestyle	E3	K/505/1673	6.2		R	R		R	
Introduction to Using ICT Systems	E3	M/504/4191	6.2		R	R		R	R
IT Communication Fundamentals	L1	Y/502/4291	6.2		R	R	R	R	R
	L2	D/502/4292	6.2					R	
IT User Fundamentals	E3	T/502/0166	6.2	R	R	R		R	R
Personal Digital Photograph Processing	E3	F/505/1677	6.2	R	R	R		R	R
Personal Information Management Software	E3	F/505/6376	6.2		R	R		R	
Presentation Software	L1	K/502/4621	6.2		R	R	R	R	R
	L2	M/502/4622	6.2					R	R
Presentation Software Skills	E3	M/505/1691	6.2	R	R	R		R	R
Spreadsheet Software	E3	L/505/3223	6.2	R	R	R		R	R
	L1	A/502/4624	6.2		R	R	R	R	R
Using Email	E3	Y/505/3225	6.2	R	R	R		R	R
Using Mobile IT Devices	E3	L/505/6378	6.2	R	R	R		R	R
Using the Internet	E3	F/502/0171	6.2	R	R	R		R	R
Word Processing Software	E3	M/505/3229	6.2	R	R	R		R	R
	L1	L/502/4627	6.2		R	R	R	R	R

Units from the Optional Group

Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Acoustic Recording Techniques	L1	H/504/7122	9.1		R	R	R	R	R
Angling Skills	E3	Y/505/0423	8.1		R	R		R	
Assist with maintaining the health and wellbeing of animals	L1	H/502/5119	3.1		R	R	R	R	R
Assisting at a Sport or Active Leisure Event	E3	T/505/8593	8.1		R	R		R	
Audio and video software	E3	H/502/0177	6.2	R	R	R		R	R
Backstage Theatre Skills	L1	Y/504/7974	9.1		R	R	R	R	R
Basic Cooking	E3	Y/507/9887	7.4	R	R	R		R	R
Basic food preparation	E3	D/507/9888	7.4	R	R	R		R	R
Basic Performance Skills	E3	D/505/1007	9.1	R	R	R		R	R
Bricklaying Tools, Equipment and Materials	L1	F/505/0741	5.2		R	R	R	R	R
Budgeting	E3	K/504/7493	14.1	R	R	R		R	R
Business Communication	L1	H/504/9369	15.3		R	R	R	R	R
Career Planning	L1	M/504/8645	14.2		R	R	R	R	R
Careers in the Hair and Beauty Sector	E3	L/504/9348	7.3	R	R	R		R	R
Carpentry Hand Skills	L1	R/505/0310	5.2		R	R	R	R	R
Checking and Maintaining Fluid Levels on a Car	E3	L/505/0094	4.3	R	R	R		R	R
Child Development 0-3 Years	L1	L/505/1570	1.5		R	R	R	R	R
Clothing Design	E3	D/504/9967	9.2		R	R		R	
Constructing a Half Brick Wall using Bricklaying Skills	L1	F/504/8522	5.2		R	R	R	R	R
Craft Activities with Children and Young People	L1	M/505/1576	1.5		R	R	R	R	R
Craft Skills	E3	D/505/3596	9.2	R	R	R		R	R
Creative Writing Skills	L1	M/505/0881	9.1		R	R	R	R	R
Cultivating Herbs	L1	Y/504/9241	3.2		R	R	R	R	R
Cultivating Plant Cuttings	E3	M/504/9276	3.2	R	R	R		R	R
Customer Service	L1	T/504/8727	14.2		R	R	R	R	R
Customer Service in the Hospitality Industry	L1	A/507/9901	7.4		R	R	R	R	R
Database Software	E3	K/505/6369	6.2	R	R	R		R	R
Design and imaging software	E3	L/502/0173	6.2	R	R	R		R	R
Desktop Publishing Software Skills	E3	F/505/1663	14.2	R	R	R		R	R
Developing Angling Skills	E3	A/505/8594	8.1		R	R		R	
Developing Language and Communication Skills in Children	L1	T/505/1577	1.5		R	R	R	R	R
Developing Performance Improvisation Techniques	L1	H/504/4950	9.1		R	R	R	R	R
Developing Personal Hygiene Skills for Oral Health	E3	L/504/8524	1.3	R	R	R		R	R
Developing Plumbing Skills	L1	K/502/3694	5.2		R	R	R	R	R
Developing Skills for a Healthy Lifestyle	E3	J/504/8490	14.1	R	R	R		R	R
Developing Skills for Using and Maintaining Garden Tools	E3	D/505/6465	3.2	R	R	R		R	R
Developing Skills in Caring for Young Children	L1	M/504/8516	1.5		R	R	R	R	R
Developing Skills in Electronic Assembly	L1	H/601/0095	4.1		R	R	R	R	R

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Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Developing Skills in Garden Horticulture	L1	T/504/2880	3.2		℞	℞	℞	℞	℞
Discover Local History	E3	D/505/1072	10.1	℞	℞	℞		℞	℞
DJing Skills	L1	M/504/8032	9.1		℞	℞	℞	℞	℞
Food Service	L1	K/502/4957	7.4		℞	℞	℞	℞	℞
Garden Horticulture Skills	E3	T/504/9277	3.2	℞	℞	℞		℞	℞
Hair Plaiting	E3	R/507/9922	7.3	℞	℞	℞		℞	℞
Hairdressing: Introduction to Assisting a Stylist	E3	T/504/9344	7.3	℞	℞	℞		℞	℞
Hairdressing: Introduction to Health and Safety	E3	A/504/9345	7.3	℞	℞	℞		℞	℞
Hairdressing: Introduction to Working Relationships	E3	F/504/9346	7.3	℞	℞	℞		℞	℞
Health and Fitness	E3	A/501/5194	8.1	℞	℞	℞		℞	℞
Health and Hygiene	E3	R/504/8220	14.1	℞	℞	℞		℞	℞
Health and Safety in Construction	E3	K/505/0569	5.2	℞	℞	℞		℞	℞
How the Body Works	E3	M/505/0430	8.1	℞	℞	℞		℞	℞
	L1	R/505/1313	8.1		℞	℞	℞	℞	℞
Identification of Basic External and Internal Car Parts	E3	R/505/3188	4.3	℞	℞	℞		℞	℞
	L1	L/505/3061	4.3		℞	℞	℞	℞	℞
Improving Own Fitness	E3	L/505/8549	8.1	℞	℞	℞		℞	℞
Introduction to Carpentry and Joinery	E3	Y/505/3192	5.2	℞	℞	℞		℞	℞
Introduction to Catering	L1	D/504/9886	14.2		℞	℞	℞	℞	℞
Introduction to Composing Music	L1	T/504/4953	9.1		℞	℞	℞	℞	℞
Introduction to Curtain Making	E3	T/505/8710	9.2		℞	℞		℞	
Introduction to Developing a Personal Learning Programme	E3	T/504/8498	14.1	℞	℞	℞		℞	℞
Introduction to Food and Nutrition for Children and Young People	E3	R/505/3210	1.5	℞	℞	℞		℞	℞
Introduction to General Skills for Independent Living	E3	L/504/2884	14.1	℞	℞	℞		℞	℞
Introduction to Health and Social Care	L1	M/504/9889	14.2		℞	℞	℞	℞	℞
Introduction to Propagation of Plants	E3	Y/505/3211	3.2	℞	℞	℞		℞	℞
Introduction to the Hospitality Industry	E3	A/502/4834	7.4	℞	℞	℞		℞	℞
	L1	T/507/9931	7.4		℞	℞	℞	℞	℞
IT Communication Fundamentals	L1	Y/502/4291	6.2		℞	℞	℞	℞	℞
IT User Fundamentals	E3	T/502/0166	6.2	℞	℞	℞		℞	℞
Mentoring Practice	L2	A/505/1287	14.1					℞	℞
Mentoring Skills	L2	J/505/1289	14.1					℞	℞
Musical Ensemble Skills	L1	K/505/3990	9.1		℞	℞	℞	℞	℞
Musical Theatre	L1	K/504/8045	9.1		℞	℞	℞	℞	℞
Needle/Textile Crafts	E3	R/504/8959	9.2	℞	℞	℞		℞	℞
Oral Storytelling Skills for Performance	L1	J/505/8565	9.1		℞	℞	℞	℞	℞
Painting Skills	E3	A/505/1368	5.2	℞	℞	℞		℞	℞
Participating in a Vocational Taster	L2	A/600/3251	14.2					℞	℞
Participating in Leisure Activities	E3	D/505/1315	8.1	℞	℞	℞		℞	℞
	L1	J/507/9996	8.1		℞	℞			
Personal Body Hygiene Awareness	E3	K/505/8543	14.1	℞	℞	℞		℞	℞
Personal Digital Photograph	E3	F/505/1677	6.2	℞	℞	℞		℞	℞

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Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Processing									
Personal Information Management Software	E3	F/505/6376	6.2		℞	℞		℞	
Personal Learning Goals	E3	M/504/8564	14.1	℞	℞	℞		℞	℞
Planning A Trip To A Visitor Attraction	L1	J/506/0946	8.1		℞	℞	℞	℞	℞
Planning own fitness programme	L1	A/504/7675	8.1		℞	℞		℞	℞
Planning Walks	E3	F/505/1324	8.1	℞	℞	℞		℞	℞
Planting in a Container	E3	F/504/9279	3.2	℞	℞	℞		℞	℞
Preparing and Serving Drinks	L1	H/508/0010	7.4		℞	℞	℞	℞	℞
Presentation Software Skills	E3	M/505/1691	14.1	℞	℞	℞		℞	℞
Rehearsing for a Production	L1	F/504/8052	9.1		℞	℞	℞	℞	℞
Respecting Children	E3	H/508/0007	14.2	℞	℞	℞		℞	℞
Routine Motorcycle Checks	E3	K/505/0149	4.3		℞	℞		℞	
Routine Motorcycle Maintenance	L1	K/505/0152	4.3		℞	℞	℞	℞	℞
Routine Vehicle Checks	E3	T/505/0154	4.3	℞	℞	℞		℞	℞
Serving Food and Drink	E3	R/508/0004	7.4	℞	℞	℞		℞	℞
Song Writing Skills In Popular Music	L1	F/506/0847	9.1		℞	℞	℞	℞	℞
Sound and Audio Production Skills	L1	L/505/0998	9.1		℞	℞	℞	℞	℞
Sowing and Growing Plants	E3	D/504/9256	3.2	℞	℞	℞		℞	℞
Speaking and Listening Skills	L2	Y/503/3377	14.1					℞	℞
Spelling and Handwriting Skills	E3	A/503/3159	14.1	℞	℞	℞		℞	℞
Spreadsheet Software	E3	L/505/3223	6.2	℞	℞	℞		℞	℞
Styling Men’s Hair	L1	A/502/3795	14.1		℞	℞	℞	℞	℞
Styling Women’s Hair	L1	F/502/3796	14.1		℞	℞	℞	℞	℞
Taking Part in Exercise and Fitness	L1	A/505/7221	8.1		℞	℞	℞	℞	℞
Taking Part in Sport	E3	Y/501/7244	8.1	℞	℞	℞		℞	℞
	L1	R/505/1330	8.1		℞	℞	℞	℞	℞
Teamwork Skills	E3	K/504/8532	14.1	℞	℞	℞		℞	℞
Technical Skills for Performance	L1	T/505/0994	9.1		℞	℞	℞	℞	℞
The Role of Young People as Peer Mentors	L1	A/504/9085	1.3		℞	℞	℞	℞	℞
Time	E3	J/504/8716	14.1	℞	℞	℞		℞	℞
Tools, Equipment and Materials for Vehicle Maintenance	L1	K/505/8669	4.3		℞	℞	℞	℞	℞
Understanding Human Growth and Development	E3	L/505/1620	1.5	℞	℞	℞		℞	℞
Understanding Nutrition, Performance and Healthy Eating	L1	R/505/3269	1.3		℞	℞	℞	℞	℞
Understanding Play	L1	Y/504/9613	1.3		℞	℞	℞	℞	℞
Understanding Play for Early Learning	L1	F/503/8167	1.5		℞	℞	℞	℞	℞
Use and Maintain Woodworking Tools	L1	A/505/8725	5.2		℞	℞	℞	℞	℞
Using Aural Skills in Music	L1	L/505/1004	9.1		℞	℞		℞	
Using Craft Skills with Natural Materials	L1	T/505/8609	8.1		℞	℞	℞	℞	℞
Using Digital Sampling Techniques for Composing	L1	F/505/4501	9.1		℞	℞	℞	℞	℞
Using Email	E3	Y/505/3225	6.2	℞	℞	℞		℞	℞
Using kitchen equipment	L1	T/502/5075	14.1		℞	℞	℞	℞	℞
Using Mixed Media in 2D	E3	L/504/9981	9.2	℞	℞	℞		℞	℞

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Unit Name	Level	RITS ID	Sector	E3A	E3C	E3D	L1A	L1C	L1D
Using Mobile IT Devices	E3	L/505/6378	6.2	℞	℞	℞		℞	℞
Using the Internet	E3	F/502/0171	6.2	℞	℞	℞		℞	℞
Using the Internet as a Medium for Music	L1	R/504/7178	9.1		℞	℞	℞	℞	℞
Valeting a Car Interior	E3	K/504/2889	4.3	℞	℞	℞		℞	℞
Volunteering Opportunities	L1	D/506/0726	14.1		℞	℞	℞	℞	℞
Washing a Car Exterior	E3	J/505/0160	4.3	℞	℞	℞		℞	℞
Wax and Polish a Car Exterior	E3	L/505/0161	4.3	℞	℞	℞		℞	℞
Word Processing Software	E3	M/505/3229	6.2	℞	℞	℞		℞	℞
Writing for Meaning Skills	L2	J/503/3391	14.1					℞	℞

Supporting Unit Information

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please see the unit booklet which is available on request.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

All evidence must be clearly signposted and made available for the external moderator upon request

All internal assessments must be accompanied by a signed Declaration of Authenticity.

Additional Information

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa website.

Appendices

Recognition of Prior Learning, Exemption and Credit Transfer

Certa's policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment 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 do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Certa qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Certa qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Certa.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Certa may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units / Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s)

specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Certa encourages its centres to recognise the previous achievements of learners through RPL, Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities.

Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Certa website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Certa's policies and procedures are available on the Certa website.

Glossary of Terms

Guided Learning Hours (GLH)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GLH is calculated at the unit/component level and added up at the qualification level.

- Examples of guided learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the GLH plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.