

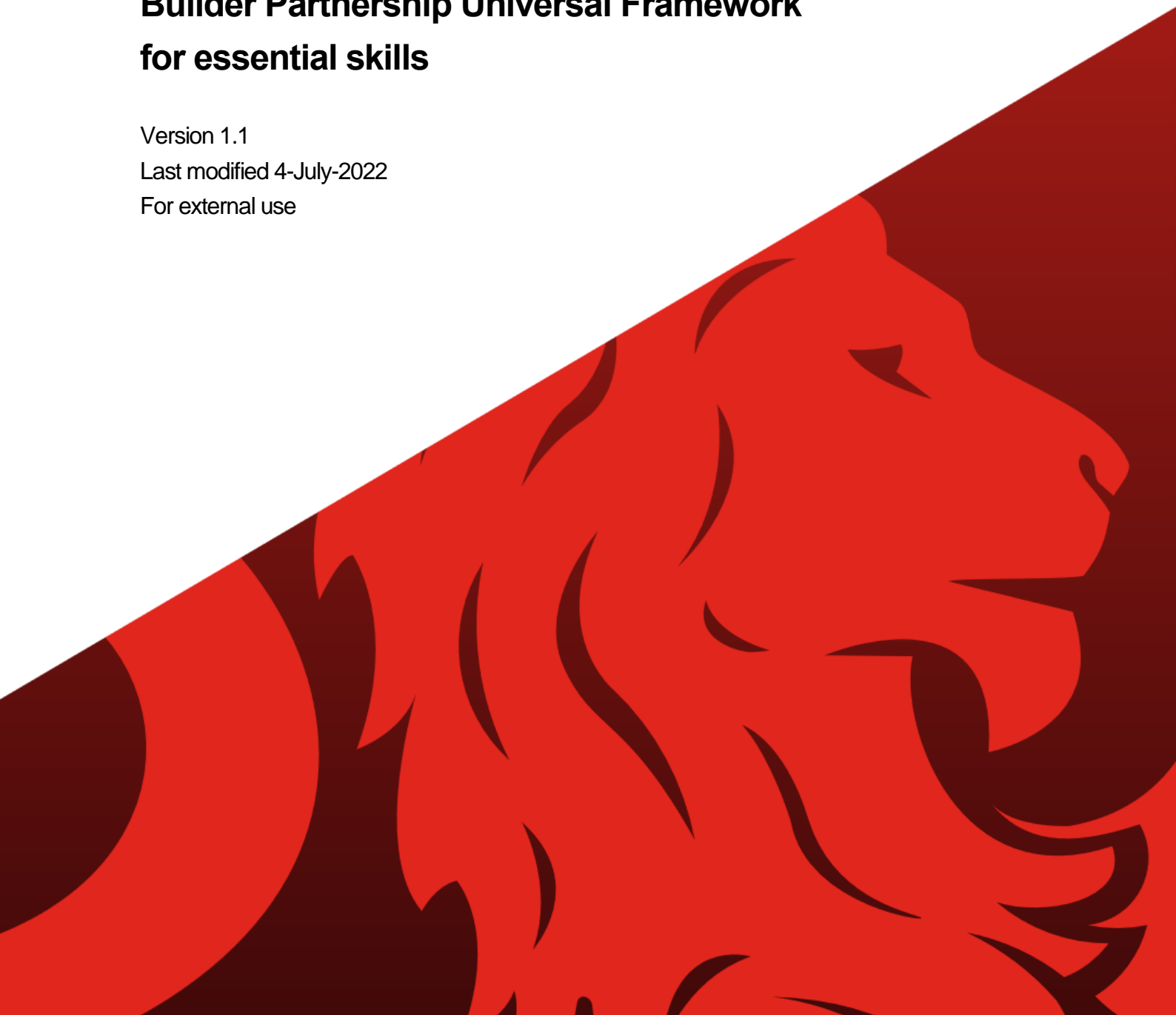
Explainer Guide

How City & Guilds Employability Skills (5546) level 1 units map to the Skills Builder Partnership Universal Framework for essential skills

Version 1.1

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For external use



Document revision history

Version	Changed by	Summary of change	Date
1.0	Products & Services	Document created	7 June 2022
1.1	Products & Services	Detailed mapping for each unit included	4 July 2022

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1. City & Guilds Employability Skills (5546)

City & Guilds' Employability Skills qualifications are designed to support an individual to successfully gain a job, progress in a chosen field or onto further study, as well as strengthen underpinning skills required for successful independent living.

These qualifications are aimed at anyone who wants to progress in education, employment and life.

The qualifications have been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches the skills and attributes valued by today's employment market.

2. Skills Builder Partnership

The Skills Builder Partnership is a UK-based global best practice network of over 750 non-profit organisations, employers, schools and colleges, working towards a shared mission: that one day everyone will be able to build the essential skills to succeed.

The work of the Skills Builder Partnership is underpinned by the Skills Builder Universal Framework, which shows how to build essential skills at every stage of life. These eight skills are: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.



The Framework was developed in collaboration with the CBI, CIPD, Careers and Enterprise Company and Gatsby Foundation as well as leading businesses, educators and academics with two-way validation to ensure it is both relevant and comprehensive. It breaks down the eight essential skills into 16 measurable, teachable, learnable components, from Step 0 to Step 15. Individuals indicate their ability against a Likert scale for each step, which produces a “skill score” from 1 to 15 for each of the eight essential skills.

It breaks down the eight essential skills into 16 steps, from Step 0 to Step 15, which can be learnt and measured. Using the digital [Skills Builder Benchmark](#) tool, individuals indicate their ability for each step of the Universal Framework. After completing the assessment, the tool produces a “skill score” from -1 (working towards Step 0) up to 15 (achieving mastery in all steps) for each of the eight essential skills.

This supports all individuals to better understand and own their essential skills, and track progress and development over time.

3. Working in partnership

We know a growing number of schools, colleges and employers are adopting the Skills Builder Universal Framework for essential skills, so City & Guilds and the Skills Builder Partnership have worked collaboratively to map some key units from our level 1 qualifications to the Skills Builder Universal Framework.

We hope this will support any providers who offer City & Guilds Employability Skills qualifications, and who may also use the Skills Builder Universal Framework to recognise and benchmark learners' skills, and also to see how the two knit together.

Each qualification has been aligned to the corresponding skill and step outcomes on the Skills Builder Universal Framework (as outlined in the appendix below). However, this does not automatically lead learners registered on City & Guilds' Employability Skills (5546) qualifications to recognition from the Skills Builder Partnership, nor does it lead to a City & Guilds Employability Skills (5546) qualification for a learner who is using the Skills Builder Universal Framework to recognise their skills.

If you want to learn more about approval to deliver Employability qualifications, please contact centresupport@cityandguilds.com. If you want to find out more about the Skills Builder Partnership and its range of free tools and resources, visit www.skillsbuilder.org

4. Employability Skills units mapped to the Skills Builder Universal Framework

We have selected 22 commonly used units at level 1.

Unit number	Unit title	Level
401	Planning for progression	1
403	Work-based experience	1
404	Effective communication	1
405	Career planning and making applications	1
407	Interview Skills	1
409	Career progression	1
414	Preparing for work	1
415	Building working relationships in the workplace	1
420	Undertaking work placement	1
422	Self assessment and development	1
425	Effective skills, qualities and attitudes for learning and work	1
428	Business and customer awareness	1
429	Alternatives to paid work	1
431	Developing personal confidence	1
432	Understanding assertive behaviour	1
434	Interpersonal relationships	1
448	Awareness of stress and stress management	1
449	Understanding conflict at work	1
475	Behaviour in a business administration environment	1

476	Create a positive impression on customers	1
477	The customer service experience	1
486	Introduction to customer service	1

We show connections between the learning outcomes in each unit to the essential skills and steps within the Universal Framework in this guide.

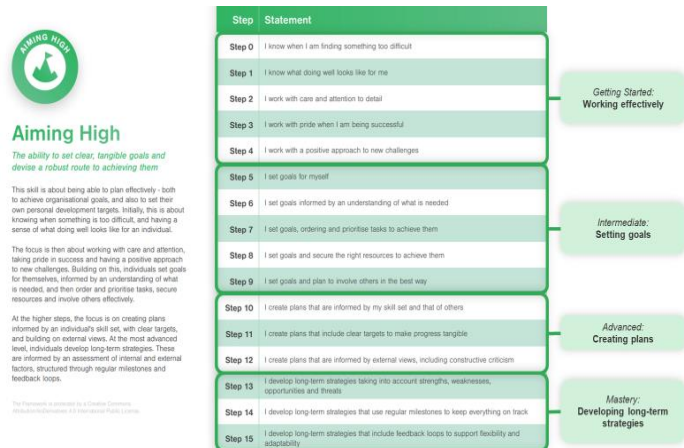
Please also refer to the Level 1 Unit Handbook for further information on each unit.

[Awards, Certificates and Diplomas in Employability \(5546\) \(cityandguilds.com\)](https://www.cityandguilds.com)

5. The Skills Builder Universal Framework of essential skills

The [Universal Framework](#) provides a clear and structured 'roadmap' for progression over time. By getting started at Step 0, the Framework steps increase in complexity up to Step 15 through four stages:

- Getting started
- Intermediate
- Advanced
- Mastery



The

example of Listening is given below:



Listening

The receiving, retaining and processing of information or ideas

This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely.

Initially, the skill steps concentrate on being able to listen effectively to others - including remembering short instructions, understanding why others are communicating and recording important information.

Individuals then focus on how they demonstrate that they are listening effectively, thinking about body language, open questioning and summarising and rephrasing.

Beyond that, the focus is on being aware of how they might be being influenced by a speaker, through tone and language.

The final steps are about critical listening - comparing perspectives, identifying biases, evaluating ideas and being objective.

The Framework is protected by a Creative Commons Attribution-NonCommercial 4.0 International Public License.

7 / Skills Builder Universal Framework - Education
skillsbuilder.org



The Level 1 Units on this course span across all eight skills and predominantly cover Steps across the Getting started and Intermediate. Some Units include outcomes mapped to the Advanced stage of the Universal Framework.

6. What the skills outcome mapping shows

In each unit we have looked at the learning outcomes and the assessment criteria. Each assessment criteria has been matched to the relevant essential skill step which is being developed and could be recognised through the Skills Builder Universal Framework.

How can the skills outcome mapping support your learners?

- Educators may find it helpful to identify units which focus on the essential skills and steps you would like your learners to target. If you are unsure which skill or step to focus on, you can use one of the free assessment tools shared below in 'Support'.

For example, where Aiming High is a target area for learners, Units 401 or 422 offer the opportunity to develop and demonstrate several steps from the Aiming High Framework.

- Educators may wish to share the additional learning outcomes your learners are gaining through your chosen units. Learners may wish to use these insights to pursue independent learning in these skills to progress further or address any gaps.

There are many different ways of delivering the units and learners will have wide-ranging learning experiences according to the programme they are on. We also encourage each learner's evidence to be unique to that learning experience. As a result, there may possibly be other connections you could make. Learners will have the opportunity to demonstrate an even broader range of essential skills, depending on the evidence they choose to provide and the method of learning. However, we have assigned what we feel are good matches for each unit and provide a starting point for developing essential skills.

7. Support

If you need any further information or support about building essential skills into your practice, please contact info@skillsbuilder.org.

To evaluate learners' essential skills, there are two free tools available:



Skills Builder
BENCHMARK

[Skills Builder Benchmark](#) is an online self-assessment tool that individuals can use to reflect on their skills, and generate useful insights about their strengths and areas for development.



















Skills Builder
LAUNCHPAD

[Skills Builder Launchpad](#) supports learners to explore and build their essential skills step-by-step with key information, activities, and space for reflection.

8. Appendix of Units Mapped to the Universal Framework Steps




8.1. Mapping of Universal Framework essential skills stages within each unit

Unit #	Unit title								
401	Planning for progression			<u>3</u>		<u>4</u>	<u>1, 3, 4, 5, 6, 10, 12</u>		<u>1, 3</u>
403	Work-based experience	<u>1</u>	<u>2, 6</u>	<u>0, 3</u>			<u>1, 3, 5, 6</u>		<u>1, 2, 3</u>
404	Effective communication	<u>6</u>	<u>5, 6</u>				<u>4</u>	<u>2</u>	<u>0, 1, 4</u>
405	Career planning and making applications	<u>6</u>	<u>3, 5</u>	<u>3, 5</u>			<u>1, 2, 4, 6</u>		
407	Interview Skills	<u>3, 7, 8</u>	<u>2, 6, 7</u>	<u>3, 4</u>	<u>3</u>	<u>4</u>	<u>0, 1</u>		<u>1</u>
409	Career progression			<u>3</u>			<u>1, 5, 6, 7</u>		
414	Preparing for work			<u>3, 5, 7</u>			<u>1, 6</u>		
415	Building working relationships in the workplace	<u>4</u>	<u>6</u>	<u>1, 3, 5</u>			<u>2, 6, 7</u>		<u>0, 5</u>
420	Undertaking work placement	<u>5</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>0, 2</u>	<u>0, 1, 3, 4, 6</u>		<u>0, 1</u>
422	Self assessment and development				<u>2</u>	<u>9</u>	<u>0, 1, 4, 5, 6, 7, 8, 9, 11</u>		
425	Effective skills, qualities and attitudes for learning and work						<u>0, 1, 2, 4, 6</u>		<u>1</u>

Unit #	Unit title								
428	Business and customer awareness			<u>3</u>	<u>2</u>		<u>1</u>		
429	Alternatives to paid work		<u>7</u>	<u>3</u>					
431	Developing personal confidence		<u>3</u>	<u>3</u>		<u>0</u>	<u>1, 3, 6</u>		
432	Understanding assertive behaviour			<u>3</u>					<u>1</u>
434	Interpersonal relationships			<u>3</u>				<u>2</u>	<u>0, 1, 5, 6</u>
448	Awareness of stress and stress management			<u>3, 7</u>		<u>1</u>			
449	Understanding conflict at work		<u>7</u>						<u>1, 9</u>
475	Behaviour in a business administration environment		<u>3, 5, 6</u>	<u>7, 8</u>	<u>10</u>				<u>1</u>
476	Create a positive impression on customers	<u>6</u>	<u>5, 7</u>	<u>3, 7</u>					<u>1</u>
477	The customer service experience	<u>4, 6</u>	<u>3, 6</u>	<u>3</u>	<u>1</u>		<u>2</u>	<u>2</u>	<u>4</u>
486	Introduction to customer service	<u>6</u>	<u>5, 6</u>	<u>3</u>	<u>1</u>				<u>1</u>

8.2. Mapping – Which units cover each essential skill

Skills Builder essential skill <i>(click icon for definition or visit skillsbuilder.org/framework)</i>	Skills Builder Universal Framework Stage(s)	List of Units covering this skill	
 <hr style="width: 100px; margin-left: 0;"/>	<p style="text-align: center;">Listening to others</p> <p style="text-align: center;">Demonstrating listening</p>	<ul style="list-style-type: none"> ● 403 ● 404 ● 405 ● 407 ● 415 	<ul style="list-style-type: none"> ● 420 ● 476 ● 477 ● 486
 <hr style="width: 100px; margin-left: 0;"/>	<p style="text-align: center;">Speaking clearly and effectively</p> <p style="text-align: center;">Speaking engagingly</p> <p style="text-align: center;">Speaking adaptively</p>	<ul style="list-style-type: none"> ● 403 ● 404 ● 405 ● 407 ● 415 ● 420 ● 429 	<ul style="list-style-type: none"> ● 431 ● 449 ● 475 ● 476 ● 477 ● 486
 <hr style="width: 100px; margin-left: 0;"/>	<p style="text-align: center;">Completing tasks</p> <p style="text-align: center;">Exploring problems</p>	<ul style="list-style-type: none"> ● 403 ● 405 ● 407 ● 409 ● 414 ● 415 ● 420 ● 428 ● 429 	<ul style="list-style-type: none"> ● 431 ● 432 ● 434 ● 448 ● 475 ● 476 ● 477 ● 486
 <hr style="width: 100px; margin-left: 0;"/>	<p style="text-align: center;">Imagining and generating ideas</p> <p style="text-align: center;">Using creativity and developing ideas</p>	<ul style="list-style-type: none"> ● 407 ● 420 ● 422 	<ul style="list-style-type: none"> ● 475 ● 477 ● 486
 <hr style="width: 100px; margin-left: 0;"/>	<p style="text-align: center;">Keeping trying</p> <p style="text-align: center;">Finding opportunities</p>	<ul style="list-style-type: none"> ● 401 ● 407 ● 420 	<ul style="list-style-type: none"> ● 422 ● 431 ● 448

 <hr data-bbox="288 465 448 472"/>	<p>Working effectively</p> <p>Setting goals</p> <p>Creating plans</p>	<ul style="list-style-type: none"> ● 401 ● 403 ● 404 ● 405 ● 407 ● 409 ● 414 	<ul style="list-style-type: none"> ● 415 ● 420 ● 422 ● 425 ● 428 ● 431 ● 477
 <hr data-bbox="288 712 448 719"/>	<p>Understanding emotions</p>	<ul style="list-style-type: none"> ● 404 ● 434 ● 477 	
 <hr data-bbox="288 958 448 965"/>	<p>Working well with others</p> <p>Contributing to a group</p> <p>Improving a team</p>	<ul style="list-style-type: none"> ● 401 ● 403 ● 404 ● 407 ● 415 ● 420 ● 425 	<ul style="list-style-type: none"> ● 432 ● 434 ● 449 ● 475 ● 476 ● 486

8.3. Detailed mapping of Essential Skills and Universal Framework stages to Learning Outcomes and Assessment Criteria for 5546 Employability Skills units

8.3.1. Unit 401 - Planning for Progression



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. Understand own study or training programme	1.1 define what he/she aims to achieve by the end of the study or training programme	Aiming High	Step 5 - I set goals for myself
	1.2 describe what he/she needs to do in order to follow the programme	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	1.3 The learner needs to identify the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook and induction pack but a handbook or induction pack without annotation or further evidence will not be sufficient.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
3. Recognise personal strengths needed for learning and work	3.1 Identify positive qualities and attitudes needed for study and work	Staying Positive	Step 4 - I keep trying when something goes wrong, and think about what happened
		Aiming High	Step 4 - I work with a positive approach to new challenges
		Teamwork	Step 1 - I work well with others by behaving appropriately
		Teamwork	Step 3 - I work well with others by taking responsibility for completing my tasks
	3.2 outline his/her own personal strengths	Aiming High	Step 1 - I know what doing well looks like for me
	3.3 give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing.	Aiming High	Step 3 - I work with pride when I am being successful
4. action plan for self improvement	4.1 identify areas for improvement	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	4.2 identify realistic targets		
	4.3 prepare an action plan or contract to meet targets	Aiming High	Step 10 - I create plans that are informed by my skill set and that of others
	4.4 identify arrangements for reviewing progress.	Aiming High	Step 12 - I create plans that are informed by external views, including constructive criticism

8.3.2. Unit 403 -Work-based experience



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step	
1. be able to prepare for his/her work experience	1.2 Apply or prepare for work experience	Speaking	Step 2 - I speak clearly to individuals and small groups I do not know	
	1.3 state how this work experience relates to his/her employment and/or learning goals.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed	
2. be able to plan a journey to work	2.1 find out relevant bus or train times (or the times of another type of public transport) 2.2 decide which bus or train (or other public transport) to catch 2.3 work out the time he/she needs to leave home in order to arrive at a suitable time.	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
3. be able to follow requirements during the work experience	3.1 attend suitable work experience for a minimum of fifteen hours	Teamwork	Step 2 - I work well with others by being on time and reliable	
	3.2 dress appropriately	Teamwork	Step 1 - I work well with others by behaving appropriately	
	3.3 follow safe working practice		Teamwork	Step 3 - I work well with others by taking responsibility for completing my tasks
			Listening	Step 1 - I listen to others and can remember short instructions
			Problem Solving	Step 0 - I complete tasks by following instructions
	3.4 follow instructions to complete tasks		Problem Solving	Step 0 - I complete tasks by following instructions
			Listening	Step - I listen to others and can remember short instructions
3.5 speak to other people in a suitable manner.	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture		
4. be able to complete a work experience review	4.1 identify what went well	Aiming High	Step 1 - I know what doing well looks like for me	
	4.2 describe what he/she has learned about himself/herself	Aiming High	Step 3 - I work with pride when I am being successful	
	4.3 explain how he/she is going to build on this experience.	Aiming High	Step 5 - I set goals for myself	

8.3.3. Unit 404 - Effective Communication



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. understand why effective communication is important	1.1 state the importance of effective verbal communication	Speaking	Step 5 - I speak effectively by using appropriate language
	1.2 give examples of appropriate and inappropriate verbal communication	Speaking	Step 5 - I speak effectively by using appropriate language
		Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
	1.3 state the importance of effective non-verbal communication	Listening	Step 6 - I show I am listening by how I use eye contact and body language
	1.4 give examples of appropriate and inappropriate non-verbal communication	Listening	Step 6 - I show I am listening by how I use eye contact and body language
		Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
2. understand the importance of positive and appropriate behaviour	2.1 give examples of positive and appropriate behaviour	Aiming High	Step 4 - I work with a positive approach to new challenges
		Teamwork	Step 0 - I work with others in a positive way
		Teamwork	Step 1 - I work well with others by behaving appropriately
	2.2 give examples of situations when positive and appropriate behaviour are important.	Leadership	Step 2 - I know how to recognise others' feelings about something
		Teamwork	Step 1 - I work well with others by behaving appropriately
3. understand the importance of feedback	3.1 give an example of using positive feedback	Teamwork	Step 4 - I work well with others by supporting them if I can do so
	3.2 give an example of using negative feedback	Teamwork	Step 4 - I work well with others by supporting them if I can do so

8.3.4. Unit 405 - Career planning and making applications



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to choose a suitable career pathway	1.1 list sources of careers advice and guidance	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 research career options	Problem Solving	Step 5 - I explore problems by thinking about the pros and cons of possible solutions
	1.3 agree a suitable career pathway.	Aiming High	Step 1 - I know what doing well looks like for me
		Aiming High	Step 2 - I work with care and attention to detail
2. be able to identify a suitable job, training programme or course	2.1 list sources of information for job vacancies, training programmes or courses	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 find a suitable job vacancy, training programme or course.	Aiming High	Step 4 - I work with a positive approach to new challenges
3. understand how to prepare a Curriculum Vitae	3.1 identify own skills, qualities, experience and qualifications	Aiming High	Step 1 - I know what doing well looks like for me
	3.2 draft a Curriculum Vitae.	Aiming High	Step 2 - I work with care and attention to detail
4. understand how candidates are selected for interview	4.1 describe how candidates are selected for an interview for a job, training programme or course.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Speaking	Step 3 - I speak effectively by making points in a logical order
5. be able to apply for a job, training placement or course	5.1 obtain an application form and/or job details	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	5.2 complete the application.	Aiming High	Step 2 - I work with care and attention to detail
		Speaking	Step 5 - I speak effectively by using appropriate language
6. understand the interview process	6.1 list what needs to be considered in preparation for the interview	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	6.2 observe or take part in a real or simulated interview	Listening	Step 6 - I show I am listening by how I use eye contact and body language
	6.3 give examples of effective and ineffective interview practice	Aiming High	Step 2 - I work with care and attention to detail

8.3.5. Unit 407 - Interview Skills



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. Know how to prepare for an interview	1.1 The Learner will research: a. the company b. its values c. its impact on the community d. the job role	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 Prepare answers to a given set of questions that are likely to be asked in the interview	Creativity	Step 3 - I generate ideas when I've been given a clear brief
	1.3 Prepare questions to ask in the interview based on research	Creativity	Step 3 - I generate ideas when I've been given a clear brief
		Listening	Step 7 - I show I am listening by using open questions to deepen my understanding
	1.4 Describe different interview techniques	Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
	1.5 Describe how to seek clarity from the interviewer about questions asked	Listening	Step 8 - I show I am listening by summarising or rephrasing what I have heard
	1.6 Collate any documents that may be asked for at interview	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. The learner will be able to present and perform well at an interview	2.1 Dress appropriately and display good personal hygiene for the interview	Teamwork	Step 1 - I work well with others by behaving appropriately
	2.2 Use appropriate means of non-verbal communication such as body language and facial expressions during the interview	Listening	Step 3 - I speak effectively by making points in a logical order
	2.3 take part in a group interview activity	Teamwork	Step 1 - I work well with others by behaving appropriately
	2.4 give clear, straightforward answers to the questions asked	Speaking	Step 2 - I speak clearly to individuals and small groups I do not know
		Speaking	Step 6 - I show I am listening by how I use eye contact and body language
	2.5 prepare a short presentation for use at an interview	Speaking	Step 7 - I speak engagingly by using facts and examples to support my points

3. The learner will be able to review own performance at an interview	3.1 describe aspects of the interview that went well	Aiming High	Step 1 - I know what doing well looks like for me
	3.2 describe one aspect of the interview that did not go well	Aiming High	Step 0 - I know when I am finding something too difficult
	3.3 plan actions to improve performance at future interviews.	Problem Solving	Step 4 - I explore problems by creating different possible solutions
		Staying Positive	Step 4 - I keep trying when something goes wrong, and think about what happened

8.3.6. Unit 409 - Career Progression



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. understand the importance of career progression	1.1 explain the importance of career progression.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. understand information, advice and guidance available for career progression	2.1 identify sources of career progression information, advice and guidance	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 identify different career, course and training options from available sources of information, advice and guidance.		
3. understand skills and qualities needed to progress a career	3.1 list transferable skills, qualities and experience required to develop a career	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	3.2 review own transferable skills, qualities and experience	Aiming High	Step 1 - I know what doing well looks like for me
	3.3 identify areas of work or study that might be best suited to own transferable skills, qualities or experience.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
4. be able to plan for career progression	4.1 identify short-term goals that will help with career progression	Aiming High	Step 5 - I set goals for myself
	4.2 develop a career progression plan.	Aiming High	Step 7 - I set goals, ordering and prioritise tasks to achieve them

**8.3.7. Unit 414 -
Preparing for Work**



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1.1 describe personal skills, qualities and achievements	1.1 the learner must describe personal skills, qualities and achievement eg driving, languages, coaching, honesty, adaptability, trustworthy, hard working, organised, qualifications, First Aid, voluntary work, Duke of Edinburgh Awards, Princes Trust, communication, team working, IT skills, problem solving, enthusiasm, quick learner, flexibility. Evidence may be a written or verbal learner statement.	Aiming High	Step 1 - I know what doing well looks like for me
1.2 describe personal skills and qualities which employers may look for	1.2 the learner must describe personal skills and qualities which employers may look for eg trustworthy, punctual, honest, polite, positive attitude, commitment, good team player, good leader, IT skills, enthusiasm, quick learner, determination, flexibility, adaptability. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded. Evidence may be a written or verbal learner statement.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2.1 Identify where to look for potential jobs	2.1 the learner must identify where to look for potential jobs eg Job Centre Plus, newsagents, websites, High Street, noticeboards, professional magazines, friends, colleagues, employers, recruitment agencies, Human Resources department. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2.2 Select a potential job	2.2 the learner must select a potential job eg part time, full time, seasonal, temporary, contract. Evidence may be a written or verbal learner statement.	Problem Solving	Step 5 - I explore problems by thinking about the pros and cons of possible solutions

3.1 identify personal skills and qualities to be developed in preparation for a potential job.	3.1 the learner must identify personal skills and qualities to be developed in preparation for a potential job eg passing driving test, lifeguard qualifications, First Aid, Food Hygiene certificate, punctuality, personal presentation, reliability, attention to detail, additional qualifications, work experience. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram, table of personal skills and qualities.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
4.1 Identify information needed for work	4.1 the learner must identify information needed for work eg. up to date CV, application form, references, certificates, visa, work permit, national insurance number, bank account details, DBS check (formerly CRB). Evidence may be a written or verbal learner statement, an assessor record, spider diagram, list of information needed.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Problem Solving	Step 7 - I explore complex problems by building my understanding through research

8.3.8. Unit 415 Building working relationships in the workplace



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. understand why it is important to interact positively with people in the workplace	1.1 give examples of different people an employee needs to interact positively with in the workplace	Teamwork	Step 0 - I work with others in a positive way
		Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 explain why an employee needs to interact positively with colleagues	Problem Solving	Step 5 - I explore problems by thinking about the pros and cons of possible solutions
		Teamwork	Step 0 - I work with others in a positive way
	1.3 explain why an employee needs to interact positively with visitors to the workplace.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 0 - I work with others in a positive way
2. understand the meaning of the term diversity	2.1 state what is meant by the term diversity.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 5 - I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
3. be able to interact productively with people in the workplace	3.1 use appropriate language and tone when communicating with people in the workplace	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
	3.2 perform own role to agreed expectations	Aiming High	Step 2 - I work with care and attention to detail
	3.3 seek help and guidance when appropriate	Problem Solving	Step 1 - I complete tasks by finding someone to help if I need them
	3.4 seek feedback	Listening	Step 4 - I listen to others and can tell why they are communicating with me
	3.5 develop a plan for improvement based on feedback received	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	3.6 implement improvement plan	Aiming High	Step 7 - I set goals, ordering and prioritise tasks to achieve them
	3.7 review improvement plan.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed

8.3.9. Unit 420 - Undertaking work placement



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to identify potential work placement opportunities	1.1 identify own skills and interests	Aiming High	Step 1 - I know what doing well looks like for me
	1.2 describe own skills and interests that match work placement opportunities	Aiming High	Step 1 - I know what doing well looks like for me
	1.3 research the work-placement company or organisation.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. know what is expected during the work placement	2.1 describe different responsibilities of the role	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 describe how the role fits within the work placement company or organisation	Teamwork	Step 0 - I work with others in a positive way
	2.3 describe appropriate behaviours and attitudes expected in the role	Teamwork	Step 1 - I work well with others by behaving appropriately
	2.4 identify the route and means of transport to take to attend the work placement on time	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.5 describe how to use sources of support during the work placement	Problem Solving	Step 1 - I complete tasks by finding someone to help if I need them
		Staying Positive	Step 2 - I keep trying when something goes wrong
	2.6 describe skills and experiences likely to be achieved from work placement	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
Creativity		Step 2 - I imagine different situations and can bring them to life in different ways	

3. be able to reflect on the experience of the work placement	3.1 produce evidence of tasks undertaken during work placement	Listening	Step 5 - I listen to others and record important information as I do
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
	3.2 describe positive experiences during the work placement	Aiming High	Step 3 - I work with pride when I am being successful
		Staying Positive	Step 0 - I can tell when I feel positive or negative
	3.3 describe negative experiences during the work placement	Staying Positive	Step 0 - I can tell when I feel positive or negative
		Aiming High	Step 0 - I know when I am finding something too difficult
	3.4 describe new skills and experiences gained from the work placement	Aiming High	Step 1 - I know what doing well looks like for me
		Aiming High	Step 4 - I work with a positive approach to new challenges
	3.5 reflect on how the work placement experience can inform career progression	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	3.6 set goals to build on the work placement experience.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed

8.3.10. Unit 422 - Self assessment and development



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to take an active role in self-assessment and self-development	1.1 review personal achievements	Aiming High	Step 1 - I know what doing well looks like for me
	1.2 describe personal strengths or abilities	Aiming High	Step 1 - I know what doing well looks like for me
	1.3 identify an area for self-development	Aiming High	Step 0 - I know when I am finding something too difficult
	1.4 explain why this area is important for self-development	Aiming High	Step 4 - I work with a positive approach to new challenges
	1.5 agree a self-development goal.	Aiming High	Step 5 - I set goals for myself
2. be able to develop a plan for self-development	2.1 prepare a plan for identified area of self-development	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	2.2 list activities, milestones and timelines for self-development plan	Aiming High	Step 7 - I set goals, ordering and prioritise tasks to achieve them
	2.3 identify the support and resources needed to help work towards the agreed goal	Aiming High	Step 8 - I set goals and secure the right resources to achieve them
	2.4 plan how to review progress towards achieving the agreed goal.	Aiming High	Step 9 - I set goals and plan to involve others in the best way
		Aiming High	Step 11 - I create plans that include clear targets to make progress tangible
		Staying Positive	Step 9 - I look for opportunities in difficult situations, and adapt plans to use these opportunities
3. be able to implement and review a plan for self-development	3.1 follow plan and review progress at regular intervals	Staying Positive	Step 9 - I look for opportunities in difficult situations, and adapt plans to use these opportunities
		Aiming High	Step 11 - I create plans that include clear targets to make progress tangible
	3.2 suggest improvements and amendments to the plan.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
		Staying Positive	Step 9 - I look for opportunities in difficult situations, and adapt plans to use these opportunities

4. be able to reflect on the effectiveness of the self-development plan	4.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal	Aiming High	Step 11 - I create plans that include clear targets to make progress tangible
	4.2 describe what went well and what did not go well	Aiming High	Step 1 - I know what doing well looks like for me
	4.3 explain how self-development will continue in the future.	Aiming High	Step 10 - I create plans that are informed by my skill set and that of others
		Creativity	Step 2 - I imagine different situations and can bring them to life in different ways

8.3.11. Unit 425 - Effective skills, qualities and attitudes for learning and work



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to recognise a range of positive qualities, attitudes and behaviours for learning and work	1.1 state the importance of positive and appropriate behaviour for learning and work	Teamwork	Step 1 - I work well with others by behaving appropriately
		Aiming High	Step 2 - I work with care and attention to detail
	1.2 give examples of positive and appropriate behaviour for learning and work	Teamwork	Step 1 - I work well with others by behaving appropriately
	1.3 state the importance of positive qualities and attitudes for learning and work	Teamwork	Step 1 - I work well with others by behaving appropriately
	1.4 give examples of positive qualities and attitudes for learning and work	Teamwork	Step 1 - I work well with others by behaving appropriately
		Aiming High	Step 4 - I work with a positive approach to new challenges
2. understand personal development needs	2.1 identify personal strengths	Aiming High	Step 1 - I know what doing well looks like for me
	2.2 identify personal weaknesses	Aiming High	Step 0 - I know when I am finding something too difficult
	2.3 produce an action plan to address personal weaknesses	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	2.4 review personal development action plan.	Aiming High	Step 6 - I set goals informed by an understanding of what is needed

8.3.12. Unit 428 - Business and Customer Awareness



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to recognise different types of employers	1.1 outline different types of local employers	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 outline different types of national employers.		
2. understand employer needs in the workplace	2.1 describe a range of transferable skills.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 identify own transferable skills		
	2.3 give examples of how transferable skills could be used in the workplace.	Aiming High	Step 1 - I know what doing well looks like for me
		Problem Solving	Step 3 - I complete tasks by finding information I need myself
	Creativity	Step 2 - I imagine different situations and can bring them to life in different ways	

8.3.13. Unit 429 - Alternatives to Paid Work



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. be able to recognise the different types of alternatives to paid work	1.1 identify alternatives to paid work.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. know how to access information about alternatives to paid work	2.1 list sources of information about alternatives to paid work	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 give examples of national organisations associated with alternatives to paid work	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.3 give examples of groups and services that are alternatives to paid work in the local area.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
3. understand that skills and qualities gained from alternatives to paid work may be used in other areas of life	3.1 outline the skills and qualities that could be gained from alternatives to paid work	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	3.2 state how skills and qualities gained from alternatives to paid work could help in other areas of life.	Speaking	Step 7 - I speak engagingly by using facts and examples to support my points

8.3.14. Unit 431 - Developing Personal Confidence



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. understand the meaning of personal confidence and self-awareness	1.1 define the meaning of personal confidence	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 define the meaning of self-awareness.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. know current levels of personal/self confidence	2.1 outline own levels of personal/self confidence in different situations	Aiming High	Step 1 - I know what doing well looks like for me
		Speaking	Step 3 - I speak effectively by making points in a logical order
	2.2 give examples of own personal/self confidence in different situations.	Staying Positive	Step 0 - I can tell when I feel positive or negative
		Aiming High	Step 1 - I know what doing well looks like for me
3. be able to develop personal confidence and self-awareness	3.1 identify a range of ways to develop personal confidence	Aiming High	Step 6 - I set goals informed by an understanding of what is needed
	3.2 state the benefits of improved self-confidence.	Aiming High	Step 3 - I work with pride when I am being successful

8.3.15. Unit 432 - Understanding Assertive Behaviour



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. understand the meaning of assertiveness	1.1 define the meaning of assertiveness	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.2 give examples of assertive behaviour.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
2. understand the effects of assertive behaviour	2.1 give examples of when assertive behaviour is appropriate	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 1 - I work well with others by behaving appropriately
	2.2 state the positive effects of assertive behaviour	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 1 - I work well with others by behaving appropriately
	2.3 state the negative effects of assertive behaviour	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 1 - I work well with others by behaving appropriately

8.3.16. Unit 434 - Interpersonal Relationships



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step	
1. understand interpersonal relationships	1.1 describe what is meant by the term interpersonal relationships	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Teamwork	Step 0 - I work with others in a positive way	
	1.2 explain the importance of developing positive interpersonal relationships	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Teamwork	Step 0 - I work with others in a positive way	
	1.3 describe the differences between interacting with individuals and interacting as part of a group	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Teamwork	Step 0 - I work with others in a positive way	
	1.4 describe qualities important in developing interpersonal relationships	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Leadership	Step 2 - I know how to recognise others' feelings about something	
		Teamwork	Step 5 - I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds	
	1.5 describe qualities important in developing group relationships.	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Leadership	Step 2 - I know how to recognise others' feelings about something	
		Teamwork	Step 5 - I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds	
	2. understand how to interact positively with others	2.1 describe the reasons for having boundaries when interacting with others	Teamwork	Step 1 - I work well with others by behaving appropriately
		2.2 give examples of boundaries in interpersonal relationships	Problem Solving	Step 3 - I complete tasks by finding information I need myself
			Teamwork	Step 1 - I work well with others by behaving appropriately
2.3 outline different ways of making decisions.	Teamwork	Step 6 - I contribute to group decision making		

8.3.17. Unit 448 - Stress and Management



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. The learner will understand and recognise the symptoms of stress.	1.1 State what is meant by stress	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
	1.2 List the symptoms of stress	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	1.3 Give examples of how stress changes behaviour	Staying Positive	Step 1 - I can tell when others feel positive or negative
2. The learner will understand the impact of stress on an individual.	2.1 Outline short-term effects of stress	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	2.2 Outline long-term effects of stress		
	2.3 Describe how causes of stress can vary between people.		
3. The learner will be able to recognise different stress management techniques	3.1 Outline a range of stress management techniques	Problem Solving	Step 3 - I complete tasks by finding information I need myself
	3.2 Identify support services available to help with stress management	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Problem Solving	Step 7 - I explore complex problems by building my understanding through research

8.3.18. Unit 449 - Understanding conflict at work



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. The learner will understand the cause and effect of conflict in the place of work.	1.1 define common causes of conflict between individuals	Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
	1.2 define common causes of conflict between groups/teams		
	1.3 state the effects of conflict on individuals		
	1.4 state the effects of conflict on a group/team.		
2. The learner will recognise types of behaviour that are unacceptable in a work situation	2.1 identify what is acceptable behaviour in the work place	Teamwork	Step 1 - I work well with others by behaving appropriately
	2.2 identify types of behaviour that are unacceptable in a work situation		
3. The learner will understand how conflict in a work situation can be prevented	3.1 explain methods that can be used in a work situation to prevent conflict	Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
	3.2 describe employer responsibilities with reference to conflict in the work place.	Teamwork	Step 9 - I improve the team by not creating unhelpful conflicts
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points

8.3.19. Unit 475 - Behaviour in Business Admin



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. The learner will understand how to communicate effectively in a business administration environment.	1.1 state the importance of effective communication in a business administration environment	Speaking	Step 3 - I speak effectively by making points in a logical order
	1.2 state the advantages of using appropriate language in a business administration environment	Speaking	Step 5 - I speak effectively by using appropriate language
	1.3 state the disadvantages of using inappropriate language in a business administration environment.	Creativity	Step 10 - I develop ideas by considering different perspectives
	1.3 state the disadvantages of using inappropriate language in a business administration environment.	Creativity	Step 10 - I develop ideas by considering different perspectives
2. The learner will be able to communicate effectively in a business administration environment.	2.1 demonstrate effective communication within a business administration environment	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
	2.2 demonstrate the use of appropriate language for a business administration environment.	Speaking	Step 5 - I speak effectively by using appropriate language
		Problem Solving	Step 8 - I explore complex problems by analysing the causes and effects
3. The learner will understand professional behaviour in a business administration environment.	3.1 outline the importance of workplace values	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
	3.2 state the advantages of appropriate behaviour in a business administration environment	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
		Teamwork	Step 1 - I work well with others by behaving appropriately
	3.3 state the disadvantages of inappropriate behaviour in a business administration environment	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
4. The learner will be able to display professional behaviour for a business administration environment.	4.1 demonstrate professional behaviour for a business administration environment.	Teamwork	Step 1 - I work well with others by behaving appropriately

5. The learner will understand how policies and procedures impact employees' behaviour within an organisation.	5.1 give examples of policies and procedures that impact on employee behaviour.	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points

8.3.20. Unit 476 - Creating a positive impression on customers



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step	
1. The learner will understand a range of dress codes for different job roles.	1.1 describe appropriate dress codes for different job roles	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Teamwork	Step 1 - I work well with others by behaving appropriately	
	1.2 describe inappropriate dress for different job roles	Problem Solving	Step 3 - I complete tasks by finding information I need myself	
		Teamwork	Step 1 - I work well with others by behaving appropriately	
	1.3 identify different dress codes in different industries.	Problem Solving	Step 7 - I explore complex problems by building my understanding through research	
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points	
2. The learner will understand the importance of creating a positive impression on customers.	2.1 describe the importance of making a positive impression on customers	Problem Solving	Step 7 - I explore complex problems by building my understanding through research	
		Teamwork	Step 1 - I work well with others by behaving appropriately	
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points	
	2.2 state reasons why personal appearance may cause different reactions from customers	Problem Solving	Step 7 - I explore complex problems by building my understanding through research	
	2.3 describe ways to present self to make a positive impression on customers.	Problem Solving	Step 7 - I explore complex problems by building my understanding through research	
		Teamwork	Step 1 - I work well with others by behaving appropriately	
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points	
	3. The learner will understand how to meet customer expectations.	3.1 describe methods of communicating with customers to establish expectations	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
			Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
3.2 describe appropriate methods of communication when dealing with customers		Problem Solving	Step 7 - I explore complex problems by building my understanding through research	
		Speaking	Step 5 - I speak effectively by using appropriate language	

		Listening	Step 6 - I show I am listening by using eye contact and body language
	3.3 describe what types of language should be avoided when dealing with customers	Problem Solving	Step 7 - I explore complex problems by building my understanding through research
		Speaking	Step 5 - I speak effectively by using appropriate language
		Speaking	Step 7 - I speak engagingly by using facts and examples to support my points
	3.4 describe ways to confirm customer expectations have been met.	Problem Solving	Step 7 - I explore complex problems by building my understanding through research

8.3.21. Unit 477 - The Customer Service Experience



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. Know about the customer service experience.	1.1 describe a range of customer service situations	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Creativity	Step 1 - I imagine different situations and can say what I imagine
	1.2 describe steps in a customer service process.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Speaking	Step 3 - I speak effectively by making points in a logical order
2. Know how customer satisfaction is achieved.	2.1 describe the link between customer expectations and customer satisfaction	Aiming High	Step 2 - I work with care and attention to detail
	2.2 describe customer service delivery that provides customer satisfaction.	Leadership	Step 2 - I know how to recognise others' feelings about something
3. Be able to build a rapport with customers.	3.1 recognise customer feelings to build a rapport with them	Leadership	Step 2 - I know how to recognise others' feelings about something
		Teamwork	Step 4 - I work well with others by supporting them if I can do so
		Listening	Step 4 - I listen to others and can tell why they are communicating with me
	3.2 speak clearly to customers to put them at their ease.	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
		Listening	Step 6 - I show I am listening by how I use eye contact and body language

8.3.22. Unit 486 - Introduction to Customer Service



Learning Outcome	Assessment Criteria	Essential Skill	Universal Framework Step
1. Understand why personal appearance is important in the workplace.	1.1 give examples of how personal appearance can create a positive impression	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 1 - I work well with others by behaving appropriately
	1.2 give reasons why following a dress code is important for work	Teamwork	Step 1 - I work well with others by behaving appropriately
	1.3 state why good personal hygiene is important for work.	Problem Solving	Step 3 - I complete tasks by finding information I need myself
		Teamwork	Step 1 - I work well with others by behaving appropriately
	2. Understand the difference between internal and external customers.	2.1 outline the differences between an internal customer and an external customer	Creativity
2.2 give examples of the needs of an internal customer		Problem Solving	Step 3 - I complete tasks by finding information I need myself
2.3 give examples of the needs of an external customer.		Problem Solving	Step 3 - I complete tasks by finding information I need myself
3. Understand the difference between formal and informal communication.	3.1 outline the differences between formal and informal communication	Speaking	Step 5 - I speak effectively by using appropriate language
	3.2 give examples of formal communication	Speaking	Step 5 - I speak effectively by using appropriate language
	3.3 give examples of informal communication.	Problem Solving	Step 5 - I speak effectively by using appropriate language
4. Be able to communicate with customers.	4.1 state how to greet customers in a positive way	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
	4.2 demonstrate the importance of speaking clearly when communicating with customers	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
	4.3 demonstrate the importance of positive body language when communicating with customers.	Speaking	Step 6 - I speak effectively by using appropriate tone, expression and gesture
		Listening	Step 6 - I show I am listening by how I use eye contact and body language

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