

# **City & Guilds Awards, Certificates and Diplomas in Employability Skills (5546)**

**Level 1 Unit handbook for centres**

**May 2024 Version 8.0**



## Qualification at a glance

<b>Subject area</b>	<b>Employability</b>
<b>City &amp; Guilds number</b>	5546
<b>Age group approved</b>	All
<b>Entry requirements</b>	No preconditions for entry
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Unit packs Unit log books
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.2 September 2014	Amended unit 435 3.1 assessment criteria	<b>Units</b>
3.0 December 2014	Units 448-461 added	<b>Units</b>
	Appendices 1, 2 and 3 added listing which level 2 units are available in the Employability suite of qualifications.	<b>Appendix</b>
4.0 February 2015	Unit 406 removed and replaced with unit 462	<b>Introduction Units</b>
4.1 March 2015	Guidance for 462 updated	<b>Units</b>
4.2 June 2015	Unit 506 removed from the barring information for unit 401	<b>Units</b>
4.3 September 2015	Barring for units 411, 422, 426, 430, 439, 442, 444, 452 updated	<b>Units</b>
5.0 December 2015	Unit 486 added	<b>Units</b>
	All references to QCF removed	<b>Throughout</b>
5.1	Outcome 2.3 removed from unit 456 (duplication of 2.1)	<b>Units</b>
6.0	Units 480, 475-477 added	<b>Units</b>
7.0	Unit 488 added	<b>Units</b>
8.0 May 2024	Removed units and pathways that have been withdrawn	<b>Throughout</b>



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# 1 Introduction

City & Guilds offers these Level 1 units as optional units in the following qualifications:

<b>Qualification title</b>	<b>City &amp; Guilds no.</b>	<b>Qualification accreditation number</b>
<b>Introductory Awards</b>		
City & Guilds Level 1 Introductory Award in Employability Skills	5546-01	601/3628/5
City & Guilds Level 1 Introductory Award in Personal and Social Skills	5546-31	601/3673/X
<b>Level 1 Awards</b>		
City & Guilds Level 1 Award in Employability Skills	5546-02	601/3629/7
City & Guilds Level 1 Award in Employability Skills – Preparing for Employment	5546-02	601/3629/7
City & Guilds Level 1 Award in Employability Skills – Volunteering	5546-02	601/3629/7
City & Guilds Level 1 Award in Personal and Social Skills	5546-32	601/3536/0
<b>Extended Awards</b>		
City & Guilds Entry Level Extended Award in Employability Skills (Entry 3)	5546-03	601/3627/3
City & Guilds Level 1 Extended Award in Employability Skills	5546-03	601/3630/3
<b>Certificates</b>		
City & Guilds Entry Level Certificate in Employability Skills (Entry 3)	5546-04	601/3641/8
City & Guilds Level 1 Certificate in Employability Skills	5546-04	601/3643/1
City & Guilds Level 2 Certificate in Employability Skills	5546-04	601/3645/5
City & Guilds Entry Level Certificate in Personal and Social Skills (Entry 3)	5546/34	601/3533/5
City & Guilds Level 1 Certificate in Personal and Social Skills	5546-34	601/3535/9
<b>Extended certificates</b>		
City & Guilds Entry Level Extended Certificate in Employability Skills (Entry 3)	5546-05	601/3642/X

City & Guilds Level 1 Extended Certificate in Employability Skills	5546-05	601/3644/3
City & Guilds Level 2 Extended Certificate in Employability Skills	5546-05	601/3646/7
<b>Diplomas</b>		
City & Guilds Entry Level Diploma in Employability Skills (Entry 3)	5546-06	601/3561/X
City & Guilds Level 1 Diploma in Employability Skills	5546-06	601/3559/1

**This unit handbook should be read in conjunction with the Awards, Certificates and Diplomas in Employability (5546) Qualification Handbook for Centres, which contains the following important information:**

- introduction to the qualifications
- centre requirements
- structure of the qualifications
- course design and delivery.

### **Guidance for centres**

The majority of the units also contain guidance to support centres. This guidance appears in the following sections:

- Outcome definitions – the learning outcomes are defined where this will add value.
- Explanation of criteria and examples of evidence – the assessment criteria are explained and, where they add value to the guidance, examples of evidence are provided.
- How can this unit be delivered? – this section provides guidance on how the unit can be delivered, including recommendations of resources such as web sites.

### **Barred combinations**

Units that have a significant overlap in content are 'barred combinations'. Learners can take units that are barred and they will appear on the learner's Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

For example, a learner taking the Entry 3 Certificate needs 15 credits from a choice of optional units. The Entry 3 Unit 306, Applying for a job, is barred with the Level 1 Unit 462, Applying for a job. If the learner takes both these units they will accrue only 2 credits from them towards their qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

**If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.**





## 2 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.



## Unit 401

## Planning for progression

<b>UAN:</b>	F/501/6878
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner to plan for progression by understanding their programme and the facilities and support available and by being able to recognise and build on personal strengths.
<b>Assessment:</b>	Learner portfolio
<b>Barring</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>201</b> Entry 2 Planning for progression</li><li>• <b>301</b> Entry 3 Planning for progression</li><li>• <b>501</b> Level 2 Career planning and making applications</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand own study or training programme
<b>Assessment criteria</b>
The learner can: 1.1 define what he/she aims to achieve by the end of the study or training programme 1.2 describe what he/she needs to do in order to follow the programme 1.3 identify the centre rules and regulations that affect him/her as a learner.

<b>Learning outcome</b>
The learner will: 2. know the facilities and services provided in the place of study or training
<b>Assessment criteria</b>
The learner can: 2.1 describe the facilities provided in the place of study or training 2.2 outline the support available for learners.

<b>Learning outcome</b>
The learner will: 3. recognise personal strengths (skills, qualities and attitudes) needed for learning and work
<b>Assessment criteria</b>
The learner can: 3.1 identify positive qualities and attitudes needed for study and work 3.2 outline his/her own personal strengths 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.

<b>Learning outcome</b>
The learner will: 4. Action plan for self improvement
<b>Assessment criteria</b>
The learner can: 4.1 identify areas for improvement 4.2 identify realistic targets 4.3 prepare an action plan or contract to meet targets 4.4 identify arrangements for reviewing progress.

#### Guidance and Evidence

For 1.1 the learner needs to **define** what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme eg attend timetabled sessions, complete set tasks. Evidence may include: a learner statement or annotated documents eg individual learning plan (ILP), training agreement, timetable, action plan.

For 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.

For 2.1 the learner needs to **describe** the facilities provided (eg library, IT, canteen, crèche).

For 2.2, the learner needs to **outline** the support available (eg internal support could be tutor guidance and student support services and external support could be Connexions and Information, Advice and Guidance (IAG) services).

Evidence for 2.1 and 2.2 may include a learner statement supported by annotated or highlighted documentation.

For 3.1 the learner needs to **identify** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). This relates to qualities and attitudes in general and is not specific to the individual learner. The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **outline** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she felt good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussion.

For 4.1 the learner needs to consider what he/she can currently do in order to **identify** areas where he/she needs to improve. Learners should select areas for their own individual self development (eg communication skills, punctuality, appropriate behaviour for the workplace/place of study).

For 4.2 the learner needs to **identify** realistic targets eg demonstrate effective listening skills, arrive on time for five days. Targets should be specific, measurable, achievable, realistic and time bound.

For 4.3 the learner needs to **prepare** an action plan or contract to meet the targets identified in 4.2. The learner should list suitable activities. For example, to develop listening skills activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising the skill with friends and family. Activities to improve punctuality could include using an alarm clock, checking bus/train timetables and planning ahead. An appropriate person should agree the plan. This could be the assessor, tutor, supervisor or other appropriate person.

For 4.4 the learner needs to **identify** arrangements for reviewing the plan. This is likely to include person, place, date and time.

Evidence for 4.1 to 4.4 is likely to be a detailed written action plan.

<b>UAN:</b>	T/506/2708
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of how to manage personal finance
<b>Assessment:</b>	Learner portfolio
<b>Barring</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>202</b> Entry 2 Personal finance</li> <li>• <b>302</b> Entry 3 Personal finance</li> <li>• <b>518</b> Level 2 Managing personal finance</li> </ul>

<b>Learning outcome</b>
The learner will: 1. understand sources of income and outgoings
<b>Assessment criteria</b>
The learner can: 1.1 identify <b>sources of income</b> 1.2 give examples of how <b>money</b> can be received 1.3 identify a range of <b>outgoings</b> 1.4 give examples of how <b>payments</b> can be made.

<b>Range</b>
1.1 <b>sources of income</b> include benefit payments, wages, grants, money from parents/carers. 1.2 <b>money</b> includes cash, cheques, BAC transfers. 1.3 <b>outgoings</b> include rent, telephone, clothing, fuel/travel, entertainment, food. 1.4 <b>payments</b> include purchases and regular outgoings.

<b>Learning outcome</b>
The learner will: 2. know how to reduce expenditure
<b>Assessment criteria</b>
The learner can: 2.1 identify the problems which may occur if expenditure is greater than <b>income</b> 2.2 describe ways of reducing <b>expenditure</b> .

<b>Range</b>
2.1 <b>income</b> is all monetary amounts received. 2.2 <b>expenditure</b> is all monetary amounts spent.

<b>Learning outcome</b>
The learner will: 3. understand how to plan a personal budget
<b>Assessment criteria</b>
The learner can: 3.1 list own sources of <b>income</b> 3.2 list own sources of <b>outgoings</b> 3.3 produce a personal <b>budget</b> plan 3.4 review personal <b>budget</b> plan.

<b>Range</b>
3.1 <b>income</b> is all monetary amounts received. 3.2 <b>outgoings</b> include rent, telephone, clothing, fuel/travel, entertainment, food. 3.3 and 3.4 <b>budget</b> is a record of all income and expenditure.

<b>Learning outcome</b>
The learner will: 4. be able to recognise the products provided by financial institutions
<b>Assessment criteria</b>
The learner can: 4.1 identify <b>financial institutions</b> 4.2 identify products offered by <b>financial institutions</b> .

<b>Range</b>
4.1 and 4.2 <b>financial institutions</b> are organisations that offer money to borrow or ways to save money.

<b>Learning outcome</b>
The learner will: 5. understand the advantages and disadvantages of borrowing money
<b>Assessment criteria</b>
The learner can: 5.1 describe the advantages of <b>borrowing</b> 5.2 describe the disadvantages of <b>borrowing</b> .

<b>Range</b>
5.1 and 5.2 <b>borrowing</b> includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans.

<b>Learning outcome</b>
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The learner will:
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6. understand how to obtain help with managing own money
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<b>Assessment criteria</b>
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The learner can:
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6.1 identify <b>organisations</b> that can help with money problems.
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<b>Range</b>
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6.1 <b>organisations</b> include local and national help.
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**Guidance and Evidence**

For 1.1 the learner must **identify** sources of income eg wages, investments, state benefits, money from parents/carers, grants and loans. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must **give examples** of how money can be received eg cash, cheque, bankers draft, internet banking transfer, Bankers Automated Clearing Service (BACS), vouchers, cash gift card. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 1.3 the learner must **identify** a range of outgoings eg utility bills, rent, mortgage, food, travel, fuel, entertainment, subscriptions, phone, clothing. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.4 the learner must **give examples** of how payments can be made eg standing orders, direct debit, BACS, pay-pal, cheque, credit/debit card, cash, post office, at the bank. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must **identify** the problems, which may occur if expenditure is greater than income eg get into debt, lose home, legal problems, stress, ill health. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must **describe** ways of reducing expenditure eg budgeting, prioritising spending, understanding the difference between essential and non-essential items, saving for large purchases, look for 0% finance. Evidence may be a written or verbal learner statement, an assessor record.

For 3.1 the learner must **list** own sources of income. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.2 the learner must **list** own sources of outgoings. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.3 the learner must **produce** a personal budget plan eg over a period of time with dates, description of income and expenditure, savings, sub totals and totals. Evidence must be a written learner statement/plan (can be written by someone else).



For 3.4 the learner must **review** a personal budget plan eg look at the plan on a regular basis to see if it is working and is being followed and could include making changes where necessary. Evidence may be a written or verbal learner statement, an assessor record, annotated plan.

For 4.1 the learner must **identify** financial institutions eg banks, building societies, post office, investment companies. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 4.2 the learner must **identify** products offered by financial institutions eg loans - mortgages, home improvements, cars, mopeds, insurance - for travel, life, home, mobile phones, pets, cash point, debit/credit cards, credit accounts, savings accounts, internet banking, competitive interest rates. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 5.1 the learner must **describe** the advantages of borrowing eg to start a business, to help purchase expensive/big items, to build a credit history, to fund longer-term lifestyle purchases – home, vehicle. Evidence may be a written or verbal learner statement, an assessor record.

For 5.2 the learner must **describe** the disadvantages of borrowing eg high interest rates, getting into debt, bankruptcy, bailiffs, impact on health, break down in family relationships, distraction from work. Evidence may be a written or verbal learner statement, an assessor record.

For 6.1 the learner must **identify** organisations that can help with money problems eg banks, building societies, credit unions, Citizens Advice Bureau (CAB), voluntary organisations, The Money Advice Service StepChange Debt Charity, National Debtline, Debt Advice Foundation, Christians Against Poverty, Civil Legal Advice, Shelter, Business Debtline, Debt Action NI, Housing Rights Service. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

## Unit 403

## Work-based experience

<b>UAN:</b>	K/501/6891
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Aim:</b>	The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to prepare for his/her work experience
<b>Assessment criteria</b>
The learner can: 1.1 suggest options for or agree suitable work experience 1.2 apply or prepare for work experience 1.3 state how this work experience relates to his/her employment and/or learning goals.

<b>Learning outcome</b>
The learner will: 2. be able to plan a journey to work
<b>Assessment criteria</b>
The learner can: 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.

**Learning outcome**

The learner will:

3. be able to follow requirements during the work experience

**Assessment criteria**

The learner can:

- 3.1 attend suitable work experience for a minimum of fifteen hours
- 3.2 dress appropriately
- 3.3 follow safe working practice
- 3.4 follow instructions to complete tasks
- 3.5 speak to other people in a suitable manner.

**Learning outcome**

The learner will:

4. be able to complete a work experience review

**Assessment criteria**

The learner can:

- 4.1 identify what went well
- 4.2 describe what he/she has learned about himself/herself
- 4.3 explain how he/she is going to build on this experience.

#### Guidance and Evidence

This unit focuses on the learner applying/preparing for and taking an active part in work-based experience.

For 1.1 the learner needs to **suggest** options for or agree suitable work experience. Work experience might include a placement or a current part time job. The placement could be found by the centre and agreed by the learner or the placement could be suggested by the learner. The learner is expected to attend a suitable work experience for a minimum of 15 hours. Evidence may be a learner statement or review record.

For 1.2 the learner needs to **apply** or **prepare for** work experience. The application can be by telephone, application form or interview depending on the requirements of the work placement. If the learner is given the placement without any application process (real or simulated) they should state how they prepare for the work experience eg research location, type of company. If they are already in employment they can use existing evidence, apply for a fictional position or state how they prepared for this work experience. Evidence may be an application form, letter, assessor observation, witness statement or audio recording.

For 1.3 the learner needs to **state** how this work experience relates to his/her employment and/or learning goals. This could be directly relevant eg intended employment area or indirectly relevant eg experience of a workplace. Evidence may be a learner statement.

For 2.1 the learner needs to **find out** relevant bus or train times (or the times of another type of public transport). This could be by reading a bus or train timetable or obtaining information via the internet or telephone. If the work experience does not require a journey on public transport this can be a simulated activity for another location.

For 2.2 the learner needs to **decide** which bus or train (or other public transport) to catch. This can be a simulated activity.

Evidence for 2.1 and 2.2 may be a highlighted timetable, print out or learner statement.

For 2.3 the learner needs to **work out** the time he/she needs to leave home in order to arrive at a suitable time. If the work experience does not require the learner to plan a journey this can be a simulated activity for another location. Evidence for 2.3 may be a learner statement.

For 3.1 the learner needs to **attend** a suitable work experience for a minimum of fifteen hours. Evidence may be a time sheet or witness statement.

For 3.2 the learner needs to **dress appropriately** for the workplace. This may include wearing protective clothing. Evidence may be a photograph, witness statement or assessor observation.

For 3.3 the learner needs to **follow** safe working practice. The tutor/work experience provider should ensure health and safety requirements are met. Evidence should be a witness statement or assessor observation.

For 3.4 the learner needs to **follow** instructions to complete tasks in the workplace. Instructions may be written or verbal. Evidence may be a witness statement or assessor observation.

For 3.5 the learner needs to **speak** to other people in the workplace in an appropriate manner. 'Speak' can include sign language where appropriate. Evidence may be a witness statement or assessor observation.

For 4.1 the learner needs to **identify** what went well. This can include tasks completed and skills, qualities or attitudes identified and/or improved eg getting to work on time.

For 4.2 the learner needs to **describe** what he/she has learned about himself/herself eg ability to communicate with people who are unfamiliar, does/doesn't like working in a particular setting.

For 4.3 the learner needs to **explain** how he/she is going to build on this experience eg improve particular skills, apply for similar jobs.

Evidence for 4.1 to 4.3 may be a learner statement or review record.

## Unit 404

## Effective communication

<b>UAN:</b>	R/506/2702
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the importance of effective communication and the role of feedback.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>304</b> Entry 3 Effective communication</li><li>• <b>315</b> Entry 3 Effective written communication for the workplace</li><li>• <b>322</b> Entry 3 Effective speaking for the workplace</li><li>• <b>504</b> Level 2 Communicating with others in the workplace</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand why effective communication is important
<b>Assessment criteria</b>
The learner can: 1.1 state the importance of effective verbal communication 1.2 give examples of <b>appropriate</b> and <b>inappropriate</b> verbal communication 1.3 state the importance of effective non-verbal communication 1.4 give examples of <b>appropriate</b> and <b>inappropriate</b> non-verbal communication.

<b>Range</b>
1.2 and 1.4 <b>appropriate</b> – suitable and acceptable. 1.2 and 1.4 <b>inappropriate</b> – unsuitable and unacceptable.

<b>Learning outcome</b>
The learner will: 2. understand the importance of positive and appropriate behaviour
<b>Assessment criteria</b>
The learner can: 2.1 give examples of positive and appropriate behaviour 2.2 give examples of situations when positive and appropriate behaviour are important.

<b>Learning outcome</b>
The learner will: 3. understand the importance of feedback
<b>Assessment criteria</b>
The learner can: 3.1 give an example of using positive feedback 3.2 give an example of using negative feedback 3.3 state the importance of <b>constructive</b> feedback.

<b>Range</b>
3.3 <b>constructive</b> - feedback that is positive and useful.

**Guidance and Evidence**

For 1.1 the learner must **state** the importance of effective verbal communication eg to avoid misunderstanding, to give accurate instructions, to avoid offence, to give an accurate account of something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **give examples** of appropriate and inappropriate verbal communication eg will depend on the situation but could include, appropriate – clear instructions, polite and respectful, use of language including level, pitch and tone, inoffensive, inappropriate – rude, swearing, use of slang, shouting, sexist or ageist comments, offensive language. Evidence may be a written or verbal learner statement, an assessor record, mind map or spider diagram.

For 1.3 the learner must **state** the importance of effective non-verbal communication eg reinforces what is said in words eg nodding head when saying 'yes', can convey an opposite meaning to what is said in words eg shrug of shoulders or sad impression, convey meaning about emotional state, define the relationship between people, change the flow of communication eg signalling to say finished or wish to say something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner must **give examples** of appropriate and inappropriate non-verbal communication eg will depend on the situation but could include, appropriate – smiling, nodding, hand up to ask a question, directions, a wave, inappropriate – rude hand gestures, quizzical look, no eye contact, sighing, distracted, disruptive. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must **give examples** of positive and appropriate behaviour eg should be in every situation, all the time eg work, study, home, leisure, social, personal. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must **give examples** of situations when positive and appropriate behaviour are important eg should be in every situation, all the time, eg work (polite), study (attentive), home (helpful), leisure (interested), social (friendly), personal (respectful). Evidence may be a written or verbal learner statement, an assessor record, mind map.



For 3.1 the learner must **give an example** of using positive feedback eg work – ‘well done for completing the work in record time and to a high standard’, study – ‘your coursework has been well thought out with some excellent research’, home – ‘thank you for putting the washing on it’s been a great help’. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must **give an example** of using negative feedback eg work – ‘your work is of a poor standard and is taking too long’, study – ‘your writing is messy and little thought has gone into this work’, home – ‘your room is a mess and you do nothing to help’. Evidence may be a written or verbal learner statement or an assessor record.

For 3.3 the learner must **state** the importance of constructive feedback eg. to be able to progress/develop/learn, to motivate or stay motivated, to raise self-esteem. Evidence may be a written or verbal learner statement or an assessor record.

## Unit 405

## Career planning and making applications

<b>UAN:</b>	A/501/6880
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>206</b> Entry 2 Applying for a job</li><li>• <b>306</b> Entry 3 Applying for a job</li><li>• <b>462</b> Level 1 Applying for a job</li><li>• <b>501</b> Level 2 Career planning and making applications</li><li>• <b>506</b> Level 2 Applying for a job</li></ul>

<b>Learning outcome</b>
The learner will: 1. be able to choose a suitable career pathway
<b>Assessment criteria</b>
The learner can: 1.1 list sources of careers advice and guidance 1.2 research career options 1.3 agree a suitable career pathway.

<b>Learning outcome</b>
The learner will: 2. be able to identify a suitable job, training programme or course
<b>Assessment criteria</b>
The learner can: 2.1 list sources of information for job vacancies, training programmes or courses 2.2 find a suitable job vacancy, training programme or course.

<b>Learning outcome</b>
The learner will: 3. understand how to prepare a Curriculum Vitae
<b>Assessment criteria</b>
The learner can: 3.1 identify own skills, qualities, experience and qualifications 3.2 draft a Curriculum Vitae.

<b>Learning outcome</b>
The learner will: 4. understand how learners are selected for interview
<b>Assessment criteria</b>
The learner can: 4.1 describe how learners are selected for an interview for a job, training programme or course.

<b>Learning outcome</b>
The learner will: 5. be able to apply for a job, training placement or course
<b>Assessment criteria</b>
The learner can: 5.1 obtain an application form and/or job details 5.2 complete the application.

<b>Learning outcome</b>
The learner will: 6. understand the interview process
<b>Assessment criteria</b>
The learner can: 6.1 list what needs to be considered in preparation for the interview 6.2 observe or take part in a real or simulated interview 6.3 give examples of effective and ineffective interview practice.

**Guidance and Evidence**

This unit focuses on the learner planning a career and preparing for an interview.

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers, such as Information, Advice and Guidance (IAG) professionals, could be invited to talk to the learners and discuss their individual plans. Employers could offer interview experience.

For 1.1 the learner needs to **list** sources of careers advice and guidance. These could include people, organisations and websites.

For 1.2 the learner needs to **research** at least two career options.

For 1.3 the learner needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.3 can be a learner statement signed by the assessor to confirm agreement.

For 2.1 the learner needs to **list** sources of information for job vacancies, training programmes or courses eg local media and job centre.

For 2.2 the learner needs to **find** a suitable job vacancy, training programme or course related to their chosen career pathway. For example, a part-time job may contribute to the learner's skills development. Information could be provided for the learner in a manageable form eg extracts from newspapers or websites, although the learner is expected to identify relevant information and state why their choice is a suitable one in relation to the career pathway identified in 1.3.

Evidence for 2.1 and 2.2 may be a learner statement.

For 3.1 the learner needs to **identify** own skills, qualities, experience and qualifications. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working. Evidence for 3.1 may be a learner statement.

For 3.2 the learner needs to **draft** a Curriculum Vitae (CV) but this can be typed up by someone else. Evidence for 3.2 should be the CV.

For 4.1 the learner needs to **describe** the selection process eg job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a learner statement.

For 5.1 the learner needs to **obtain** an application form and/or job details. This could be in writing, by telephone, via the internet or face-to-face. Evidence may be the application form, job details or learner statement.

For 5.2 the learner needs to **complete** the application. This may be a form or letter but it could be a telephone application. Evidence may be the completed form or letter of application or for a telephone application may be an assessor observation or an audio recording.

For 6.1 the learner needs to **list** what needs to be considered in preparation for the interview eg researching the job/course/placement and the company/institution, research transport and timings, prepare clothes for the interview, etc. Evidence may be a learner statement.

For 6.2 the learner needs to **observe** or **take part** in a real or simulated interview. The learner could take part in a real interview or a practice interview. Alternatively, the learner could watch a video or role play. Evidence may be an assessor statement.

For 6.3 the learner needs to **give at least two examples** of effective interview practice and at least two examples of ineffective interview practice. Evidence may be a learner statement.

## Unit 407

## Interview skills

<b>UAN:</b>	K/505/4654
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>307</b> Entry 3 Interview skills</li></ul>

<b>Learning outcome</b>
The learner will: 1. know how to prepare for an interview
<b>Assessment criteria</b>
The learner can: 1.1 research: a. the company b. its values c. its impact on the community d. the job role 1.2 prepare answers to a given set of questions that are likely to be asked in the interview 1.3 prepare questions to ask in the interview based on research 1.4 describe different <b>interview techniques</b> 1.5 describe how to seek clarity from the interviewer about questions asked 1.6 collate any documents that may be asked for at interview 1.7 describe the route and means of transport to take to attend the interview on time.

<b>Range</b>
1.4 <b>interview techniques</b> – individual, group, psychometric testing, presentations, skills test.

<b>Learning outcome</b>
The learner will: 2. be able to present and perform well at an interview
<b>Assessment criteria</b>
The learner can: 2.1 dress appropriately and display good personal hygiene for the interview 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview 2.3 take part in a group interview activity 2.4 give clear, straightforward answers to the questions asked 2.5 prepare a short presentation for use at an interview.

<b>Learning outcome</b>
The learner will: 3. be able to review own performance at an interview
<b>Assessment criteria</b>
The learner can: 3.1 describe aspects of the interview that went well 3.2 describe one aspect of the interview that did not go well 3.3 plan actions to improve performance at future interviews.

**Guidance and Evidence**

For criteria 1.1 the learner needs to prepare for a real or simulated job interview by researching the company.

For 1.2 the learner needs to prepare answers to a given set of questions that are likely to be asked in the interview.

For 1.3 the learner needs to prepare questions to ask in the interview based on research.

For 1.4 the learner needs to describe different interview techniques.

For 1.5 the learner needs to describe how to seek clarity from the interviewer about questions asked.

For 1.6 the learner needs to collate any documents that may be asked for interview.

For 1.7 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For criteria 2.1 to 2.4 the learner needs to take part in a real or simulated interview.

For 2.5 this learner must prepare a short presentation 3-5 minutes and could be based on achievements, likes or based on what the employer has asked for.

For criteria 3.1 and 3.2 the learner needs to review their performance during a real or simulated interview by considering what went well and what did not go well.

For 3.3 the learner needs to plan actions to improve performance at future interviews.



<b>UAN:</b>	J/506/2731
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>308</b> Entry 3 Searching for a job</li> </ul>

<b>Learning outcome</b>
The learner will:
1. be able to research job opportunities
<b>Assessment criteria</b>
The learner can:
1.1 describe different resources available to find out about job information
1.2 describe the roles and functions of organisations providing employment services
1.3 use resources to research job opportunities
1.4 describe how to sign up to different organisations' job alert systems.

<b>Learning outcome</b>
The learner will:
2. be able to identify suitable job vacancies
<b>Assessment criteria</b>
The learner can:
2.1 list the key elements of job adverts
2.2 extract relevant information from job adverts
2.3 match personal skills and requirements to job vacancies.

**Guidance and Evidence**

For 1.1 the learner needs to describe different resources available to them to find out about job information this could include: recruitment agencies, job centres, company websites, direct contact with a company.

For 1.2 the learner needs to describe the roles and functions of organisations providing employment services.

For 1.3 the learner needs to use resources to research job opportunities.

For 1.4 the learner needs to describe how to sign up to different organisations' job alert systems.

Jobs could be local, national or global.

For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

<b>UAN</b>	F/505/4658
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand the importance of career progression
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of career progression.

<b>Learning outcome</b>
The learner will: 2. understand information, advice and guidance available for career progression
<b>Assessment criteria</b>
The learner can: 2.1 identify sources of career progression information, advice and guidance 2.2 identify different career, course and training options from available sources of information, advice and guidance.

<b>Learning outcome</b>
The learner will: 3. understand skills and qualities needed to progress a career
<b>Assessment criteria</b>
The learner can: 3.1 list <b>transferable skills</b> , qualities and experience required to develop a career 3.2 review own <b>transferable skills</b> , qualities and experience 3.3 identify areas of work or study that might be best suited to own <b>transferable skills</b> , qualities or experience.

<b>Range</b>
3.1, 3.2 and 3.3 <b>transferable skills</b> – are the skills that can be used across a range of different jobs and industries eg communications, numeracy, ICT, good time management.

<b>Learning outcome</b>
The learner will: 4. be able to plan for career progression
<b>Assessment criteria</b>
The learner can: 4.1 identify short-term goals that will help with career progression 4.2 develop a career progression plan.

**Guidance and Evidence**

For 1.1 the learner needs to explain the importance of career progression.

For 2.1 the learner needs to identify where to find information, advice and guidance about career progression.

For 2.2 the learner needs to identify different career, course and training options from available sources of information, advice and guidance.

For 3.1 the learner needs to list transferable skills, qualities and experience required to develop a career.

For 3.2 the learner needs to Review own transferable skills, qualities and experience.

For 3.3 the learner needs to identify areas of work or study that might be best suited to own transferable skills, qualities or experience.

For criteria 4.1 and 4.2 the learner must identify the activities needed to work towards short term goals and identify timescales and deadlines for the achievement of the goal.

## Unit 410

## Keeping safe

<b>UAN:</b>	L/506/2732
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	The aim of this unit is to introduce the learner to different risks to personal safety.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand different types of risk to personal safety
<b>Assessment criteria</b>
The learner can: 1.1 identify areas of risk in social situations 1.2 Identify risks associated with alcohol 1.3 identify risks associated with drugs 1.4 identify risks associated with sexual activity 1.5 state risks involved when using <b>social media</b> 1.6 state risks involved when using the Internet.

<b>Range</b>
1.5 <b>social media</b> – Facebook, Twitter, YouTube, chat rooms, forums, dating sites.

<b>Learning outcome</b>
The learner will: 2. understand ways of minimising risks to personal safety
<b>Assessment criteria</b>
The learner can: 2.1 identify ways to minimise risks to <b>different groups</b> 2.2 identify ways to minimise risks in social situations 2.3 identify ways to keep identity and personal information safe.

<b>Range</b>
2.1 <b>different groups</b> – children, young adults, older people, vulnerable adults.

<b>Learning outcome</b>
The learner will: 3. know sources of support
<b>Assessment criteria</b>
The learner can: 3.1 identify different types of <b>support</b> available 3.2 identify the situations when support is needed 3.3 identify the different ways of accessing support 3.4 explain the benefits of seeking support.
<b>Range</b>
3.1 <b>support</b> – charities, teachers, counsellors, parents, peers, support groups.

**Guidance and Evidence**

For 1.1 the learner needs to identify areas of risk in social situations.

For 1.2 the learner needs to identify risks associated with alcohol.

For 1.3 the learner needs to identify risks associated with drugs.

For 1.4 the learner needs to identify risks associated with sexual activity.

For 1.5 the learner needs to state risks involved when using social media.

For 1.6 the learner needs to state risks involved when using the Internet.

For criteria 1.5 and 1.6 the learner needs to consider grooming, misinformation, cyber bullying, stalking, scamming, phishing.

For 2.1 the learner needs to identify ways to minimise risks to different groups.

For 2.2 the learner needs to identify ways to minimise risks in social situations.

For 2.3 the learner needs to identify ways to keep identity and personal information safe.

For 3.1 the learner needs to identify different types of support available.

For 3.2 the learner needs to identify the situations when support is needed.

For 3.3 the learner needs to identify the different ways of accessing support.

For 3.4 the learner needs to explain the benefits of seeking support.



## Unit 411

## Working as part of a team

<b>UAN:</b>	L/505/4663
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others to achieve shared objectives.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>311</b> Entry 3 Working as part of a team</li><li>• <b>426</b> Level 1 Contributing to a team</li><li>• <b>522</b> Level 2 Team working skills</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand why effective teamwork is important
<b>Assessment criteria</b>
The learner can: 1.1 describe what makes an effective team 1.2 describe benefits of effective teamwork.

<b>Learning outcome</b>
The learner will: 2. understand team values and goals
<b>Assessment criteria</b>
The learner can: 2.1 list different types of team 2.2 identify the values and goals of a team 2.3 describe ways in which team members can work together effectively 2.4 describe a method of avoiding conflict within a team 2.5 identify methods of making team decisions.

**Learning outcome**

The learner will:

3. understand the roles people may take in a team

**Assessment criteria**

The learner can:

- 3.1 give examples of **different roles**
- 3.2 identify the impact these roles have on the way a team works
- 3.3 identify the impact these roles have on members of the team.

**Range**

- 3.1 **different roles** – formal, informal.

**Learning outcome**

The learner will:

4. understand how to achieve a team goal

**Assessment criteria**

The learner can:

- 4.1 describe the overall goal of the team
- 4.2 prepare a plan to achieve a team goal
- 4.3 describe own role in achieving the goal
- 4.4 describe others role in achieving the goal
- 4.5 list activities, milestones and timelines
- 4.6 identify the support and resources needed to help work towards the goal.

**Learning outcome**

The learner will:

5. be able to implement and review the plan

**Assessment criteria**

The learner can:

- 5.1 follow plan and review progress at regular intervals
- 5.2 suggest improvements and amendments to the plan.

**Learning outcome**

The learner will:

6. be able to reflect on the effectiveness of the plan

**Assessment criteria**

The learner can:

- 6.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal
- 6.2 describe what went well and what did not go well.

**Guidance and Evidence**

For 1.1 the learner needs to describe what makes an effective team.

For 1.2 the learner needs to describe benefits of effective teamwork.

For 2.1 the learner needs to list different types of team.

For 2.2 the learner needs to identify the values and goals of a team.

For 2.3 the learner needs to describe ways in which team members can work together effectively.

For 2.4 the learner needs to describe a method of avoiding conflict within a team.

For 2.5 the learner needs to identify methods of making team decisions.

For 3.1 the learner needs to give examples of different roles.

For 3.2 the learner needs to identify the impact these roles have on the way a team works.

For 3.3 the learner needs to identify the impact these roles have on members of the team.

For 4.1 the learner needs to describe the overall goal of the team.

For 4.2 the learner needs to prepare a plan to achieve a team goal.

For 4.3 the learner needs to describe own role in achieving the goal.

For 4.4 the learner needs to describe others role in achieving the goal.

For 4.5 the learner needs to list activities, milestones and timelines.

For 4.6 the learner needs to identify the support and resources needed to help work towards the goal.

For 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.

For 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.

## Unit 412

## Contribute to own healthy living

<b>UAN:</b>	D/504/8169
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	In order to begin to understand the effects of a healthy lifestyle, a learner must know and be able to influence their lifestyle. They will then have a better understanding of how food, exercise and the pursuit of different activities contribute to healthy lifestyles of those around them and they will have a solid foundation in place to influence those in their care or those around them.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>312</b> Entry 3 Healthy living</li><li>• <b>514</b> Level 2 Healthy living</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand the importance of leading a healthy lifestyle
<b>Assessment criteria</b>
The learner can: 1.1 describe the key elements of a healthy lifestyle 1.2 explain why a healthy lifestyle is important.

<b>Learning outcome</b>
The learner will: 2. describe how they contribute to own healthy lifestyle
<b>Assessment criteria</b>
The learner can: 2.1 select and carry out activities which contribute to a healthy lifestyle.

<b>Learning outcome</b>
The learner will: 3. review the activities undertaken to maintain a healthy lifestyle
<b>Assessment criteria</b>
The learner can: 3.1 carry out a review of their activities 3.2 describe what went well and areas for improvement 3.3 describe how the activities have improved their lifestyle. 3.4 suggest further activities which could contribute to a healthy lifestyle.

## Unit 412      **Contribute to own healthy living**

### Supporting information

#### **Guidance and Evidence**

For 1.1 the learner needs to **describe** the key elements of a healthy lifestyle. This might include a number of things they are already doing or things they could do eg eat a balanced diet, take regular exercise. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.2 the learner needs to **explain** why a healthy lifestyle is important. This could draw on the elements described in 1.1, although the learner needs to be clear about why these are important.

For 2.1 and 2.2, the learner needs to **select** and **carry out** at least two appropriate activities which contribute to a healthy lifestyle eg eat five portions of fruit/vegetables, cycle to work/college. The unit will be of maximum benefit to the learner if this involves taking forward activities described in 1.1.

The learner only needs evidence **carrying out** each activity once, although in order to review the activities (for 3.1-3.4) it is likely that the activities would need to be repeated/sustained.

For 3.1 and 3.2 the learner needs to **review** the activities they have carried out. The review need not be lengthy but it must include a description of what went well and identify areas for improvement. Although a written review (perhaps using a proforma) would be one way of tackling the review, it could also take the form of a one-to-one or group discussion as long as the learner's own contributions are clearly recorded.

For 3.3 the learner also needs to **describe** how the activities have improved their lifestyle. It is important to appreciate that the assessment is concerned with the learner's self-awareness rather than how much impact the activity had. In some cases the impact might be minimal and this is acceptable as long as the learner identifies and acknowledges this.

For 3.4 the learner must also **suggest** further activities they could carry out which could contribute to a healthy lifestyle. The unit will be of maximum benefit to the learner if this takes forward the activities described at the beginning of the process (for 1.1) and takes into account lessons learnt from the review.

Learners should be encouraged to focus on an area which will genuinely contribute to making their own lifestyle healthier and which both presents a personal challenge and is realistic.

<b>UAN:</b>	A/505/4660
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	23
<b>Aim:</b>	The aim of this unit is to introduce the learner to safety legislation and working safely at work.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>314</b> Entry 3 Safe learning in the workplace</li> </ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>1. understand health and safety legislation for the workplace</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 explain why health and safety legislation is important in the workplace</li> <li>1.2 identify the health and safety <b>laws</b> that apply to different workplaces.</li> </ol>

<b>Range</b>
1.2 <b>laws</b> – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act.

**Learning outcome**

The learner will:

2. understand risks and hazards in the workplace

**Assessment criteria**

The learner can:

- 2.1 define the term **hazard** in the workplace
- 2.2 define the term **risk** in the workplace
- 2.3 identify **examples of hazards** in different workplaces
- 2.4 identify **examples of risks** in different workplaces.

**Range**

2.1 and 2.3 **examples of hazards** – trailing cables, blocked fire exits, electrical equipment.

2.2 and 2.4 **examples of risks** – slips, trips and falls, no escape route, electric shock, injury or death.

**Learning outcome**

The learner will:

3. know how to reduce risk in the workplace

**Assessment criteria**

The learner can:

- 3.1 describe how aspects of **personal behaviour** can reduce risk in the workplace
- 3.2 describe aspects of different **workplace environments** which could cause harm
- 3.3 state the importance of using personal protective equipment (PPE) in the workplace
- 3.4 state why risk assessment is important in reducing risk in the workplace.

**Range**

3.1 **personal behaviour** – following established safe work procedures, keeping the workplace neat and orderly, avoiding horseplay and other distractions.

3.2 **workplace environments** – room temperature, noise, rubbish, fumes.



**Learning outcome**

The learner will:

4. be able to carry out a risk assessment

**Assessment criteria**

The learner can:

- 4.1 list possible risks and hazards in a specific workplace
- 4.2 carry out a risk assessment
- 4.3 describe the procedures for reporting risks and hazards in the workplace.

**Learning outcome**

The learner will:

5. know what responsibilities people have for safety in the workplace

**Assessment criteria**

The learner can:

- 5.1 describe the responsibilities of a health and safety representative in the workplace
- 5.2 identify the benefits of having nominated first aiders in the workplace
- 5.3 describe inappropriate and unsafe behaviour in the workplace
- 5.4 detail the steps to be followed in the case of:
  - a. fire
  - b. accident
  - c. emergency.

**Guidance and Evidence**

For 1.1 the learner needs to explain why health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify the health and safety laws that apply to different workplaces.

For 2.1 the learner needs to define the term hazard in the workplace.

For 2.2 the learner needs to define the terms hazard and risk.

For 3.1 the learner needs to describe how aspects of personal behaviour can reduce risk in the workplace.

For 3.2 the learner needs to describe aspects of different workplace environments which could cause harm.

For 3.3 the learner needs to state the importance of using Personal Protective Equipment (PPE) in the workplace.

For 3.4 the learner needs to state why risk assessment is important in reducing risk in the workplace.

For 4.1 the learner needs to list three possible risks and hazards in a specific workplace.

For 4.2 the learner needs to carry out a risk assessment within their own area of work/placement.

For 5.1 the learner needs to describe the responsibilities of a health and safety representative in the workplace.

For 5.2 the learner needs to identify the benefits of having nominated first aiders in the workplace.

For 5.3 the learner needs to describe inappropriate and unsafe behaviour in the workplace.

For 5.4 the learner needs detail the steps to be followed in the case of:

- a. fire
- b. accident
- c. emergency.

The learner should consider hoax calls and the dangers/impacts.

<b>UAN:</b>	A/506/2709
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is for learners to be able to recognise skills, qualities and information needed for work and areas for personal development.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to recognise personal skills and qualities needed for work
<b>Assessment criteria</b>
The learner can: 1.1 describe personal <b>skills, qualities</b> and <b>achievements</b> 1.2 describe personal <b>skills</b> and <b>qualities</b> which employers may look for.

<b>Range</b>
1.1 and 1.2 <b>skills</b> – learned behaviour throughout life. 1.1 and 1.2 <b>qualities</b> – characteristics, personality traits. 1.1 <b>achievements</b> – qualifications, passing driving test, raising a family etc.

<b>Learning outcome</b>
The learner will: 2. know how to find out about a range of jobs
<b>Assessment criteria</b>
The learner can: 2.1 identify where to look for potential jobs 2.2 select a potential job.

<b>Learning outcome</b>
The learner will: 3. understand the need to develop own skills
<b>Assessment criteria</b>
The learner can: 3.1 identify personal skills and qualities to be developed in preparation for a potential job.

<b>Learning outcome</b>
The learner will: 4. know the information required by potential employers
<b>Assessment criteria</b>
The learner can: 4.1 identify <b>information needed for work.</b>

<b>Range</b>
4.1 <b>information needed for work</b> – proof of personal details, qualifications, work experience etc.

**Guidance and Evidence**

For 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.

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.

For 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.

For 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.

For 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.

For 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.

External speakers could be invited from local employers or careers services.

Tutors could consider using games and activities that help to identify learner's own skills and qualities.

## Unit 415

## Building working relationships in the workplace

<b>UAN:</b>	F/505/4661
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to help the learner recognise diversity and understand the importance of interacting positively with people in the workplace. The learner will be able to interact productively, seek feedback and implement an improvement plan.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand why it is important to interact positively with people in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 give examples of different people an employee needs to interact positively with in the workplace 1.2 explain why an employee needs to interact positively with colleagues 1.3 explain why an employee needs to interact positively with visitors to the workplace.

<b>Learning outcome</b>
The learner will: 2. understand the meaning of the term diversity
<b>Assessment criteria</b>
The learner can: 2.1 state what is meant by the term diversity.

**Learning outcome**

The learner will:

3. be able to interact productively with people in the workplace

**Assessment criteria**

The learner can:

- 3.1 use appropriate language and tone when communicating with people in the workplace
- 3.2 perform own role to agreed expectations
- 3.3 seek help and guidance when appropriate
- 3.4 seek feedback
- 3.5 develop a plan for improvement based on feedback received
- 3.6 implement improvement plan
- 3.7 review improvement plan.

**Guidance and Evidence**

For 1.1 the learner needs to give three examples of different people an employee needs to interact positively within the workplace.

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues.

For 1.2 the learner needs to explain why an employee needs to interact positively with visitors to the workplace.

For 2.1 the learner needs to state the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means – something or someone that is different from them. The assessor can expand on this depending on the learner.

For 3.1 the learner should contribute ideas and opinions whilst respecting diversity.

For 3.2 the learner needs to perform own role to agreed expectations.

For 3.3 the learner needs to seek help and guidance when appropriate.

For 3.4 the learner needs to seek feedback.

For 3.5 the learner must develop an improvement plan based on constructive feedback.

For 3.6 and 3.7 the learner must carry out the plan and review the activities they have carried out.



## Unit 416

## Rights, responsibilities and citizenship

<b>UAN:</b>	J/505/4662
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner to be able to understand all aspects of citizenship and to demonstrate an understanding of basic human rights, the reasons for laws, the democratic and electoral processes and the rights and responsibilities of individuals within society.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>317</b> Entry 3 Rights, responsibilities and citizenship</li><li>• <b>318</b> Entry 3 Investigating rights and responsibilities at work</li><li>• <b>417</b> Level 1 Investigating rights and responsibilities at work</li><li>• <b>441</b> Level 1 Rights and responsibilities in the workplace</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand individual rights and responsibilities
<b>Assessment criteria</b>
The learner can: 1.1 state the differences between an individual's rights and responsibilities 1.2 give examples of barriers which may prevent the exercise of individual rights 1.3 identify sources of support and information about rights and responsibilities 1.4 state how sources of support and information can help with understanding rights and responsibilities 1.5 state why an individual has a responsibility to others.

**Learning outcome**

The learner will:

2. understand rights and responsibilities of a citizen

**Assessment criteria**

The learner can:

- 2.1 describe a citizen's rights and responsibilities as a:
  - a. consumer
  - b. member of a local community
  - c. member of society
- 2.2 explain **how a citizen's rights are protected**.

**Range**

2.2 **how a citizen's rights are protected** – human rights, laws, rules.

**Learning outcome**

The learner will:

3. understand aspects of rules and laws

**Assessment criteria**

The learner can:

- 3.1 state different types of laws
- 3.2 state different types of rules
- 3.3 state the difference between laws and rules
- 3.4 state why society needs laws and rules.

**Learning outcome**

The learner will:

4. know different types of elections

**Assessment criteria**

The learner can:

- 4.1 describe different **electoral systems**
- 4.2 state why it is important to vote
- 4.3 identify when an individual is eligible to vote.

**Range**

4.1 **electoral systems** – first past the post, proportional representation, preferential vote, Single Transferable Vote (STV), Additional Member System (AMS).

## Unit 416

# Rights, responsibilities and citizenship

## Supporting information

### Guidance and Evidence

For 1.2 the learner needs to give at least three examples of barriers which may prevent the exercise of individual rights. Evidence can be given orally or in writing.

For 1.3 the learner needs to identify at least three sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For 1.4 the learner needs to state how at least two of the sources identified in 1.3 can help with understanding rights and responsibilities. Evidence can be given orally or in writing.

For 2.1 the learner needs to describe at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:

- a consumer
- a member of a local community
- a member of society.

Evidence can be given orally or in writing.

For 1.1 the learner needs to state the differences between an individual's rights and responsibilities. Evidence can be given orally or in writing.

For 1.5 the learner needs to state why an individual has a responsibility to others. Evidence can be given orally or in writing.

For 2.2 the learner needs to explain **how a citizen's rights are protected**. Evidence can be given orally or in writing.

## Unit 417

## Investigating rights and responsibilities at work

<b>UAN:</b>	L/506/3136
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>317</b> Entry 3 Rights, responsibilities and citizenship</li><li>• <b>318</b> Entry 3 Investigating rights and responsibilities at work</li><li>• <b>416</b> Level 1 Rights, responsibilities and citizenship</li><li>• <b>441</b> Level 1 Rights and responsibilities in the workplace</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand rights and responsibilities in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 explain the difference between rights and responsibilities 1.2 give examples of employee rights in the workplace 1.3 give examples of employee responsibilities in the workplace 1.4 give examples of employer responsibilities in the workplace 1.5 explain why the rights of others should be respected 1.6 describe how to access sources of help within the workplace.

**Learning outcome**

The learner will:

2. know laws that can protect the rights of employees

**Assessment criteria**

The learner can:

- 2.1 identify laws that can protect employees
- 2.2 identify laws that can protect employers
- 2.3 describe employer responsibilities with reference to
  - a. fulfilling employment law
  - b. health and safety
  - c. human rights
  - d. equal opportunities.

## Unit 417

# Investigating rights and responsibilities at work

## Supporting information

### Guidance and Evidence

For 1.2 the learner needs to give at least three examples of employee rights in the workplace.

For 1.3 the learner needs to give at least three examples of employee responsibilities in the workplace.

For 1.4 the learner needs to give at least three examples of employer responsibilities in the workplace.

For 2.1 the learner needs to identify at least two laws that can protect employees.

For 2.2 the learner needs to identify at least two laws that can protect employers.

For 1.1 the learner needs to explain the difference between rights and responsibilities.

For 1.4 the learner needs to explain why the rights of others should be respected.

For 1.5 the learner needs to describe how to access at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 2.3 the learner needs to describe employer responsibilities with reference to each of the following:

- fulfilling employment law
- health and safety
- human rights
- equal opportunities.

Evidence for 2.1 to 2.3 can be given orally or in writing.

<b>UAN:</b>	Y/501/6899
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to support the learner in planning, carrying out and evaluating a project (an activity or piece of research) of his/her own choice.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>319</b> Entry 3 Candidate project</li> <li>• <b>505</b> Level 2 Candidate project for learning and work</li> </ul>

<b>Learning outcome</b>
The learner will: 1. plan a project (activity or piece of research)
<b>Assessment criteria</b>
The learner can: 1.1 agree a suitable project 1.2 list the stages involved in the project 1.3 suggest a timescale for the activities 1.4 agree the plan with a suitable person.

<b>Learning outcome</b>
The learner will: 2. carry out a project
<b>Assessment criteria</b>
The learner can: 2.1 follow the project plan 2.2 review progress with a suitable person 2.3 amend the project plan if necessary 2.4 complete the project.

<b>Learning outcome</b>
The learner will: 3. evaluate the project
<b>Assessment criteria</b>
The learner can: 3.1 explain what went well 3.2 explain what did not go well 3.3 describe what he/she has learned from planning and completing the project.



### Guidance and Evidence

For 1.1 the learner needs to **agree** a suitable project (a practical activity or a piece of research) with the assessor or supervisor. Evidence may be an assessor statement.

For 1.2 the learner needs to **list** the stages involved in the project.

For 1.3 the learner needs to **suggest** a timescale for the activities.

For 1.4 the learner needs to **agree** the plan with a suitable person ie tutor or supervisor.

Evidence for 1.2 to 1.4 may be a detailed project plan signed by learner and assessor.

For 2.1 the learner needs to **follow** the project plan agreed in 1.4. Evidence may be a learner statement, annotated photos or diary and an assessor observation or a witness statement.

For 2.2 the learner needs to **review** progress with a suitable person eg assessor or supervisor. Evidence may be a written review record.

For 2.3 the learner needs to **amend** the project plan if necessary. This may depend on progress or availability of resources. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 2.4 the learner needs to **complete** the project. Evidence may include the project outcome (eg completed piece of research or artefact), assessor statement and/or video, photo or audio recording.

For 3.1 the learner needs to **explain** what went well. This could be orally or in writing.

For 3.2 the learner needs to **explain** what could be improved. This could be orally or in writing.

For 3.3 the learner needs to **describe** what he/she has learned from planning and completing the project.

Evidence for 3.1 to 3.3 may be a learner statement.

## Unit 419

## Enterprise activity - producing a product or service

<b>UAN:</b>	J/505/4659
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Aim:</b>	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>320</b> Entry 3 Enterprise activity</li><li>• <b>321</b> Entry 3 Community project</li><li>• <b>421</b> Level 1 Community project</li></ul>

<b>Learning outcome</b>
The learner will: 1. be able to plan to produce a product or provide a service
<b>Assessment criteria</b>
The learner can: 1.1 select a product or service to sell 1.2 identify who the product or service is for 1.3 identify when and where to sell the product or service 1.4 identify what needs to be done to produce the product or provide the service 1.5 list the equipment and materials needed to produce the product or provide the service 1.6 give examples of the possible health and safety hazards of the chosen activity 1.7 state the cost of producing the product or providing the service 1.8 decide the price and profit 1.9 identify where to get the resources to produce the product or provide the service.

**Learning outcome**

The learner will:

2. be able to produce a product or provide a service

**Assessment criteria**

The learner can:

- 2.1 collect the materials needed to produce the product or provide the service
- 2.2 produce the product or provide the service safely
- 2.3 make sure the product or service is safe.

**Learning outcome**

The learner will:

3. be able to advertise a product or service

**Assessment criteria**

The learner can:

- 3.1 identify methods of advertising a product or service
- 3.2 advertise the product or service.

**Learning outcome**

The learner will:

4. be able to review an enterprise activity

**Assessment criteria**

The learner can:

- 4.1 state aspects of the activity that went well
- 4.2 state one aspect of the enterprise activity that did not go well
- 4.3 identify an improvement that could be made to the enterprise activity.

**Guidance and Evidence**

For 4.1 the learner needs to state at least two aspects of the activity that went well.

For 4.2 the learner needs to state one aspect of the activity that did not go well.

For 4.3 the learner needs to identify at least one improvement that could be made to the activity.

For 1.1 the learner needs to select a product or service to sell  
Their choice of product or service should be agreed with the assessor.

For 1.2 the learner needs to identify who the product or service is for.

For 1.3 the learner needs to identify when and where to sell the product or service.

For 1.4 the learner needs to identify what needs to be done to produce the product or provide the service. This should be a detailed list of what steps/activities are needed to produce the product or service.

For 1.5 the learner needs to list the equipment and materials needed to produce the product or provide the service.

For 1.6 the learner needs to give examples of the possible health and safety hazards of the chosen activity.

For 1.7 the learner needs to state the cost of producing the product or providing the service.

For 1.8 the learner needs to decide the price to charge and the profit from an item, batch of items or a service.

For 1.9 the learner needs to identify where to get the resources to produce the product or provide the service. Resources include labour and finance.

Evidence for 1.1 to 1.9 may be a product proposal.

For 2.1 the learner needs to collect the materials needed to produce the product or provide the service.

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For 2.2 the learner needs to work safely to produce the product or provide the service safely.

For 2.3 the learner needs to make sure the product or service is safe.

Evidence for 2.1 to 2.3 is likely to be a witness or assessor statement.

For 3.1 the learner needs to identify at least three methods of advertising a product or service. Evidence could be a learner statement.

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For 3.2 the learner needs to advertise a product or service. This is likely to be the product or service they produced in Outcome 2.

Evidence for 3.2 could be a poster, leaflet or audio recording.

Evidence for 4.1 to 4.3 could be gathered during a review with an assessor or could be a learner statement.

<b>UAN:</b>	Y/505/4665
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	14
<b>Aim:</b>	The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>316</b> Entry 3 Undertaking work placement</li> </ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>1. be able to identify potential work placement opportunities</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 identify own skills and interests</li> <li>1.2 describe own skills and interests that match work placement opportunities</li> <li>1.3 research the work-placement company or organisation.</li> </ol>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>2. know what is expected during the work placement</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>2.1 describe different responsibilities of the role</li> <li>2.2 describe how the role fits within the work placement company or organisation</li> <li>2.3 describe appropriate behaviours and attitudes expected in the role</li> <li>2.4 identify the route and means of transport to take to attend the work placement on time</li> <li>2.5 describe how to use sources of support during the work placement</li> <li>2.6 describe skills and experiences likely to be achieved from work placement.</li> </ol>

<b>Learning outcome</b>
The learner will: 3. be able to reflect on the experience of the work placement
<b>Assessment criteria</b>
The learner can: 3.1 produce evidence of tasks undertaken during work placement 3.2 describe positive experiences during the work placement 3.3 describe negative experiences during the work placement 3.4 describe new skills and experiences gained from the work placement 3.5 reflect on how the work placement experience can inform career progression 3.6 set goals to build on the work placement experience.

**Guidance and Evidence**

For 1.1 the learner needs to identify own skills and interests.

For 1.2 the learner needs to describe own skills and interests that match work placement opportunities.

For 1.3 the learner needs to research the work placement, company or organisation.

For 2.1 the learner needs to describe different responsibilities of the role.

For 2.2 the learner needs to describe how the role fits within the work-placement company or organisation.

For 2.3 the learner needs to describe appropriate behaviours and attitudes expected in the role.

For 2.4 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.5 the learner needs to describe how to use sources of support during the work placement.

For 2.6 the learner needs to describe skills and experiences likely to be achieved from work placement.

For 3.1 the learner needs to produce evidence of tasks undertaken during work placement.

For 3.2 the learner needs to describe positive experiences during the work placement.

For 3.3 the learner needs to describe negative experiences during the work placement.

For 3.4 the learner needs to describe new skills and experiences gained from the work placement.

For 3.5 the learner needs to reflect on how the work placement experience can inform career progression.

For 3.6 the learner needs to set goals to build on the work placement experience.



## Unit 421

## Community project

<b>UAN:</b>	T/501/6893
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Aim:</b>	The aim of this unit is to help the learner to plan, carry out and review a community project.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>320</b> Entry 3 Enterprise activity</li><li>• <b>321</b> Entry 3 Community project</li><li>• <b>419</b> Level 1 Enterprise activity: producing a product or service</li></ul>

<b>Learning outcome</b>
The learner will: 1. agree a suitable community project
<b>Assessment criteria</b>
The learner can: 1.1 list options for a community project 1.2 choose a project and give reasons for choice 1.3 agree a suitable community project.

<b>Learning outcome</b>
The learner will: 2. plan a suitable community project
<b>Assessment criteria</b>
The learner can: 2.1 produce a list of tasks that need to be done 2.2 list who will do what 2.3 decide a suitable time frame 2.4 identify any equipment and materials needed 2.5 identify any help needed 2.6 agree a suitable plan (with team members if working in a team).

<b>Learning outcome</b>
The learner will: 3. contribute to a risk assessment for the project
<b>Assessment criteria</b>
The learner can: 3.1 list possible risks and hazards 3.2 plan how to reduce any risks or hazards 3.3 agree a risk assessment with his/her tutor or supervisor.

<b>Learning outcome</b>
The learner will: 4. follow the project plan
<b>Assessment criteria</b>
The learner can: 4.1 take responsibility for completing his/her tasks identified in the plan 4.2 review progress (with team members if working in a team) 4.3 revise plan as necessary 4.4 work safely.

<b>Learning outcome</b>
The learner will: 5. review the project
<b>Assessment criteria</b>
The learner can: 5.1 describe what went well 5.2 describe what could be improved 5.3 describe what he/she has learned about himself/herself and the local community.

### Guidance and Evidence

For 1.1 the learner needs to **list** options for a community project eg decorating a community centre, clearing an overgrown play area.

For 1.2 the learner must **choose** a project and **give reasons** for their choice.

For 1.3 the learner must **agree** a suitable community project ie a project that is feasible within constraints such as skill level and time. The project must be agreed with the assessor or supervisor.

Evidence for 1.1 to 1.3 may include a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

For 2.1 the learner needs to **produce** a list of tasks that need to be done.

For 2.2 the learner needs to **produce** a list of who will do what.

For 2.3 the learner needs to **decide** on a suitable timeframe. This will depend on the type of project and the time available.

For 2.4 the learner needs to **identify** any equipment and materials needed.

For 2.5 the learner needs to **identify** any help needed. This may be from the tutor, supervisor or another person.

For 2.6 the learner needs to **agree** a suitable plan with the assessor or supervisor.

Evidence for 2.1 to 2.6 will be the project plan supported by annotated or highlighted documentation signed by the assessor and learner.

For 3.1 the learner needs to **list** possible risks and hazards.

For 3.2 the learner needs to **plan** how to reduce any risks or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc.

For 3.3 the learner needs to **agree** a risk assessment with the tutor or supervisor. Learners should not be asked to carry out risk assessments.

Evidence for 3.1 to 3.3 may include a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

For 4.1 the learner needs to **take responsibility** for completing the tasks identified in the plan. Evidence may be a learner statement or diary and an assessor observation or witness statement.

For 4.2 the learner needs to **review** progress with team members and/or the tutor or supervisor. Evidence may be a written review record.

For 4.3 the learner needs to **revise** the plan as necessary. There may be a number of reasons for revisions eg lack of progress, others not meeting deadlines. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 4.4 the learner needs to **work safely** ie follow the organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate. Evidence may be a witness statement or an assessor observation.

For 5.1 the learner needs to **describe** what went well.

For 5.2 the learner needs to **describe** what could be improved.

For 5.3 the learner needs to **describe** what he/she has learned about himself/herself and the local community.

Evidence 5.1 to 5.3 may be a learner statement or a written review record.

## Unit 422

## Self assessment and development

<b>UAN:</b>	J/505/4743
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	The aim of this unit is to help the learner take an active part in planning, implementing and reviewing their own self development.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>340</b> Entry Level 3 Self-assessment</li></ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. be able to take an active role in self-assessment and self-development</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 review personal achievements</li><li>1.2 describe personal strengths or abilities</li><li>1.3 identify an area for self-development</li><li>1.4 explain why this area is important for self-development</li><li>1.5 agree a self-development goal.</li></ol>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>2. be able to develop a plan for self-development</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>2.1 prepare a plan for identified area of self-development</li><li>2.2 list activities, milestones and timelines for self-development plan</li><li>2.3 identify the support and resources needed to help work towards the agreed goal</li><li>2.4 plan how to review progress towards achieving the agreed goal.</li></ol>

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 3. be able to implement and review a plan for self-development |
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<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 3.1 follow plan and review progress at regular intervals |
| 3.2 suggest improvements and amendments to the plan.     |

<b>Learning outcome</b>
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The learner will:
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- |   |
|---|
| 4. be able to reflect on the effectiveness of the self-development plan |
|---|

<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 4.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal |
| 4.2 describe what went well and what did not go well                                       |
| 4.3 explain how self-development will continue in the future.                              |

#### Guidance and Evidence

For 1.1 the learner needs to review personal achievements.

For 1.2 the learner needs to describe personal strengths or abilities.

For 1.3 the learner needs to identify an area for self-development.

For 1.4 the learner needs to explain why this area is important for self-development.

For 1.5 the learner needs to agree a self-development goal.

For 2.1 the learner needs to prepare a plan for identified area of self-development.

For 2.2 the learner needs to list activities, milestones and timelines for self-development plan.

For 2.3 the learner needs to identify the support and resources needed to help work towards the agreed goal.

For 2.4 the learner needs to plan how to review progress towards achieving the agreed goal.

For 3.1 the learner needs to follow plan and review progress at regular intervals.

For 3.2 the learner needs to suggest improvements and amendments to the plan.

For 4.1 the learner needs to reflect on the overall effectiveness of the plan in helping to achieve the agreed goal.

For 4.2 the learner needs to describe what went well and what did not go well.

For 4.3 the learner needs to explain how self-development will continue in the future.

## Unit 423

## Recognise the benefits of having a work/life balance

<b>UAN:</b>	M/506/2710
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Aim:</b>	The aim of this unit is to enable the learner to recognise how leisure time contributes to a work/life balance.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to recognise the importance of having a work/life balance
<b>Assessment criteria</b>
The learner can: 1.1 define the meaning of <b>work/life balance</b> 1.2 outline the benefits of a <b>work/life balance</b> .

<b>Range</b>
1.1 and 1.2 <b>work/life balance</b> – the amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy.

<b>Learning outcome</b>
The learner will: 2. know how the effective use of leisure time helps with work/life balance
<b>Assessment criteria</b>
The learner can: 2.1 outline positive use of <b>leisure time</b> 2.2 state the benefits of positive use of <b>leisure time</b> .

<b>Range</b>
2.1 and 2.2 <b>leisure time</b> - time spent with friends and/or family, following a hobby, playing sport/games or time alone etc.



<b>Learning outcome</b>
The learner will: 3. know how to make the most of leisure time
<b>Assessment criteria</b>
The learner can: 3.1 identify how to make the most of own leisure time 3.2 outline how own leisure activities may contribute to work.

## Unit 423

# Recognise the benefits of having a work/life balance

## Supporting information

### Guidance and Evidence

For 1.1 the learner must **define** the meaning of work/life balance eg spending an appropriate portion of time at leisure/relaxation activities as well as at work. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **outline** the benefits of a work/life balance eg less stressed, feel happier, feel more in control, possibly more effective at work, improved sleep pattern. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must **outline** positive use of leisure time eg relaxation, up skilling, socialising, exploring opportunities, thinking time, time for reflection, time for planning, reduced stress. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must **state** the benefits of positive use of leisure time eg make more friends, less stress, improved organisational skills, time with family, new hobbies or skills. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must **identify** how to make the most of own leisure time eg time management, keeping a diary, being organised, research activities, plan in advance. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must **outline** how own leisure activities may contribute to work eg learning a new skill, improved time management, organisational and leadership skills, improved confidence and fitness. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

## Unit 424

## Introduction to health and safety awareness in the workplace

<b>UAN:</b>	J/600/7805
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Aim:</b>	The aim of the unit is to introduce the learner to health and safety and its importance in the workplace.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand the importance of health and safety in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 state what is meant by health and safety in the workplace and why it is important 1.2 describe the legal responsibilities of employers, employees and the self-employed 1.3 describe how health and safety law is enforced 1.4 identify sources of health and safety information within his/her organisation 1.5 identify other sources of health and safety information.

<b>Learning outcome</b>
The learner will: 2. understand the need for risk assessment
<b>Assessment criteria</b>
The learner can: 2.1 define the terms 'hazard' and 'risk' 2.2 describe risk assessment 2.3 give examples of work related accidents and ill health.

**Learning outcome**

The learner will:

3. be aware of the requirements for health and safety in his/her place of work or learning

**Assessment criteria**

The learner can:

- 3.1 list the health and safety information that should be provided for an employee or learner
- 3.2 describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning
- 3.3 describe the provision for first aid in his/her place of work or learning
- 3.4 for a chosen occupational sector describe the appropriate Personal Protective Equipment (PPE) and the hazards against which the PPE offers protection.

## Unit 424

# Introduction to health and safety awareness in the workplace

## Supporting information

### Guidance and Evidence

This unit focuses on the learner's knowledge of the responsibilities and requirements for health and safety of individuals and employers.

Learners do not need to know the detail of the law but should be aware of the legal requirements relating to self and employers.

External speakers, such as professionals in health and safety and environmental health, could be invited to talk to the learners.

Learners can use evidence from other units and may wish to add to this unit throughout their programme of study.

For 1.1 the learner needs to **state** what is meant by health and safety in the workplace and why it is important eg to protect workers, customers and visitors.

For 1.2 the learner needs to **describe** the legal responsibilities of employers (eg to carry out risk assessments, tell you how to do your job safely), employees (eg take care of your own health and safety and that of others), and the self-employed (eg providing your own Personal Protective Equipment (PPE)).

For 1.3 the learner needs to **describe** how health and safety law is enforced eg Health and Safety Executive, Environmental Health Agency.

For 1.4 the learner needs to **identify** sources of health and safety information within his/her organisation eg policies, notices.

For 1.5 the learner needs to **identify** other sources of health and safety information eg Sector Skills Councils and Trades Unions websites.

Evidence for 1.1 to 1.5 may be a learner statement or an assessor record.

For the first (2.1) the learner needs to **define** the terms 'hazard' and 'risk'.

For 2.2 the learner needs **describe** risk assessment ie what it is and who is responsible.

For 2.3 the learner needs **give examples** of work related accidents and ill health eg trips, slips and falls, occupational dermatitis (contact dermatitis in hairdressing).

Evidence for 2.1 to 2.3 may be a learner statement or an assessor record.

For the first (3.1) the learner needs to **list** the health and safety information that should be provided for an employee or learner eg Health and Safety Executive's Law Poster displayed.

For 3.2 the learner needs to **describe** the process for reporting injuries, ill health, unsafe conditions and accidents, within his/her place of work or learning eg reporting to the appropriate person, entering details in an accident book.

For 3.3 the learner needs to **describe** the provision for first aid in his/her place of work or learning eg first aider.

For 3.4 the learner needs, for a chosen occupational sector, to **describe** the appropriate Personal Protective Equipment (PPE) eg hard hat and steel toe-capped boots in construction and the hazards against which the PPE offers protection. The occupational sector may be the vocational area he/she is studying, working in, or one that is of interest.

Evidence for 3.1 to 3.4 may be a learner statement.

<b>UAN:</b>	Y/506/2703
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Aim:</b>	The aim of this unit is for the learner to recognise positive qualities, attitudes and behaviours for learning and work and understand own development needs.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>323</b> Entry 3 Attitudes and values for personal development</li> <li>• <b>502</b> Level 2 Effective skills, qualities and attitudes for learning and work</li> </ul>

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>1. be able to recognise a range of positive qualities, attitudes and behaviours for learning and work</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 state the importance of positive and appropriate <b>behaviour</b> for learning and work</li> <li>1.2 give examples of positive and appropriate <b>behaviour</b> for learning and work</li> <li>1.3 state the importance of positive <b>qualities</b> and <b>attitudes</b> for learning and work</li> <li>1.4 give examples of positive qualities and <b>attitudes</b> for learning and work.</li> </ol>

<b>Range</b>
1.1 and 1.2 <b>behaviour</b> – conduct, actions, manners, ways. 1.3 <b>qualities</b> – characteristics, personality traits. 1.3 and 1.4 <b>attitudes</b> – view, position, approach, reaction, opinion, feeling, ideas.

<b>Learning outcome</b>
The learner will: 2. understand personal development needs
<b>Assessment criteria</b>
The learner can: 2.1 identify personal strengths 2.2 identify personal weaknesses 2.3 produce an action plan to address personal weaknesses 2.4 <b>review</b> personal development action plan.

<b>Range</b>
2.4 <b>review</b> – assess what went well and not so well.



**Guidance and Evidence**

For 1.1 the learner must **state** the importance of positive and appropriate behaviour for learning and work eg to appear motivated, enthusiastic, interested, attentive, to get noticed, to be appreciated, to give a good impression, to keep the job, be considered for promotion, to show respect. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **give examples** of positive and appropriate behaviour for learning and work eg getting work on time, working hard, meeting deadlines, taking on more duties and responsibilities, follow rules and regulations, show respect to others, maintain confidentiality. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 1.3 the learner must **state** the importance of positive qualities and attitudes for learning and work eg honesty to be trusted with confidential information, reliability to do work required on time and to a good standard, flexibility to adapt to changing needs within workplace, to give a good impression, to keep the job, be considered for promotion, to show respect. Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner must **give examples** of positive qualities and attitudes for learning and work eg trustworthiness, honesty, enthusiastic, motivated, willing, caring, helpful. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must **identify** personal strengths eg adaptability, flexibility, motivation, commitment, resilience, organised, hard working. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table of personal strengths.

For 2.2 the learner must **identify** personal weaknesses eg poor timekeeping, lack of attention to detail, lazy, dishonest, inflexible. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table of personal weaknesses.

For 2.3 the learner must **produce** an action plan to address personal weaknesses. To include dates, people and resources, steps to take and review dates. Evidence must be a written learner action plan (can be scribed by someone else).

For 2.4 the learner must **review** personal development action plan eg to check to see if steps and actions have been completed and how effective they were. Evidence may be a written or verbal learner statement, annotated action plan.

<b>UAN:</b>	<b>A/501/6894</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>311</b> Entry 3 Working as part of a team</li> <li>• <b>411</b> Level 1 Working as part of a team</li> <li>• <b>522</b> Level 2 Team working skills</li> </ul>

<b>Learning outcome</b>
The learner will: 1. be able to give reasons why effective teamwork is important
<b>Assessment criteria</b>
The learner can: 1.1 list some benefits of effective teamwork.

<b>Learning outcome</b>
The learner will: 2. understand how team values and procedures can vary
<b>Assessment criteria</b>
The learner can: 2.1 list different types of teams 2.2 describe ways in which team members can make sure they work together effectively 2.3 outline different ways of making decisions.

**Learning outcome**

The learner will:

3. understand the roles people may take in a teamwork situation

**Assessment criteria**

The learner can:

- 3.1 give examples of formally allocated roles
- 3.2 give examples of less formal roles
- 3.3 identify the impact these roles could have on the way a team works and on members of the team.

**Learning outcome**

The learner will:

4. understand what needs to be done to achieve a team goal

**Assessment criteria**

The learner can:

- 4.1 explain the overall goal of the team
- 4.2 describe his/her own role as part of the team in a well-defined situation.

**Learning outcome**

The learner will:

5. be able to work with others towards achieving shared objectives in a well-defined situation

**Assessment criteria**

The learner can:

- 5.1 agree an action plan of individual and group activities needed to achieve the objectives
- 5.2 clarify action plan if necessary
- 5.3 identify who to ask for help if she/he needs it
- 5.4 work co-operatively
- 5.5 receive and act on constructive criticism
- 5.6 carry out well-defined individual and group activities as identified
- 5.7 work safely.

<b>Learning outcome</b>
The learner will: 6. be aware of own contribution to team progress
<b>Assessment criteria</b>
The learner can: 6.1 share own views on progress with other members of the team 6.2 identify how effective his/her contribution was to the team's progress 6.3 identify what went well and what went less well in working with others 6.4 suggest ways of improving own working with others in the future.

**Guidance and Evidence**

This unit focuses on some underpinning knowledge about teams prior to the learner demonstrating practical team-working skills.

The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. However, all the team members may not be working towards this unit. For example, the team work situation could be in the workplace.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate teams in work and leisure activities. Games and activities that develop team working skills can be used to ensure the learning is interactive, fun and appeals to a range of learning styles.

For 1.1 the learner needs to **list** some benefits of effective teamwork. Evidence may be a learner statement.

For 2.1 the learner needs to **list** different types of teams eg teams for sports, workplace teams.

For 2.2 the learner needs to **describe** ways in which team members can make sure they work together effectively eg shared ground rules, clear objectives, effective communication.

For 2.3 the learner needs to **outline** different ways of making decisions eg autocratic, democratic, depending on roles.

Evidence for 2.1 to 2.3 may be a learner statement.

For 3.1 the learner needs to **give examples** of formally allocated roles eg team leader, supervisor, reviewer, planner.

For 3.2 the learner needs to **give examples** of less formal roles eg joker, negotiator, completer.

For 3.3 the learner needs to **identify** the impact these roles could have on the way a team works and on members of the team.

Evidence for 3.1 to 3.3 may be a learner statement.

For 4.1 the learner needs to **explain** the overall goal of the team. The team goal may be decided by the team eg raising funds for charity or given to the team by the assessor or supervisor eg to complete a project.

For 4.2 the learner needs to **describe** his/her own role as part of the team.

Evidence for 4.1 and 4.2 may be a learner statement.

For 5.1 the learner needs to **agree** an action plan of individual and group activities needed to achieve objectives. Evidence for 5.1 may be a signed action plan.

For 5.2 the learner needs to **clarify** the action plan if necessary. The learner should be able to state what he or she needs to do.

For 5.3 the learner needs to **identify** who he/she could ask for help eg supervisor, assessor.

Evidence for 5.2 and 5.3 may be a learner statement or review record.

For 5.4 the learner needs to **work cooperatively** eg offering help and support and asking for support if required.

For 5.5 the learner needs to **receive** and **act on** constructive criticism. The learner should acknowledge the feedback without taking offence, asking for clarification or examples if necessary, and consider the point(s) made before taking any further action eg changing behaviour.

For 5.6 the learner needs to **carry out** well-defined individual and group activities as identified in the action plan and ensuing discussions.

For 5.7 the learner needs to **work safely**. This includes following health and safety guidelines given by assessor or supervisor and wearing appropriate clothing.

Evidence for 5.4 to 5.7 should be an assessor observation or witness statement.

For 6.1 the learner needs to **share** their own views on progress with other members of the team. The review should go beyond the activities the group has completed and how successful the activities were and focus on the way the group worked together. Evidence may be an assessor observation, ideally with learner notes.

For 6.2 the learner needs to **identify** how effective his/her contribution was to team progress. The focus should be on the learner's interaction with the group not just the objectives achieved.

For 6.3 the learner needs to **identify** what went well and what went less well in working with others. The focus should be on the way the group worked together.

For 6.4 the learner needs to **suggest** ways of improving own working with others in the future. The focus should be on improving the learner's interaction with others and not on how successfully the activity was completed.

Evidence for 6.2 to 6.4 may be an assessor observation or a witness statement.

## Unit 427

## Recognising employment opportunities

<b>UAN:</b>	J/506/2664
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	This unit will give the learner an understanding of the labour market.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand the different types of employment opportunities
<b>Assessment criteria</b>
The learner can: 1.1 outline the different types of employment opportunities.

<b>Learning outcome</b>
The learner will: 2. understand the meaning of the term labour market
<b>Assessment criteria</b>
The learner can: 2.1 outline the meaning of the term labour market 2.2 identify the different components of the labour market.

<b>Learning outcome</b>
The learner will: 3. know local labour market sources of employment opportunities
<b>Assessment criteria</b>
The learner can: 3.1 list sources of where employment opportunities can be found.

<b>Learning outcome</b>
The learner will: 4. understand what is meant by the term 'hidden' labour market
<b>Assessment criteria</b>
The learner can: 4.1 outline the meaning of the term hidden labour market 4.2 outline how you can access the hidden labour market.



### Guidance and Evidence

For 1.1 the learner must **outline** the different types of employment opportunities eg full time, part-time, temporarily, seasonal, short/long term contract, permanent, job share. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must **outline** the meaning of the term labour market eg a place where workers find paid work and employers find willing workers. The labour market may be local, national and international and is constantly changing as people change jobs, companies' start or close. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must **identify** the different components of the labour market eg employees, employers, job vacancies, jobs, wages, skills availability. Evidence may be a written or verbal learner statement, an assessor record, or spider diagram.

For 3.1 the learner must **list** sources of where employment opportunities can be found eg newspapers, magazines, Jobcentre Plus, recruitment agencies, web sites, noticeboards, shop window, friends and family. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 4.1 the learner must **outline** the meaning of the term hidden labour market eg jobs that aren't posted online or advertised, vacancies that are filled through word of mouth or other informal methods, Evidence may be a written or verbal learner statement, or an assessor record.

For 4.2 the learner must **outline** how you can access the hidden labour market eg network through personal contacts such as colleagues, family and friends, tutor. Evidence may be a written or verbal learner statement, or an assessor record.

## Unit 428

## Business and customer awareness

<b>UAN:</b>	J/506/2700
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Aim:</b>	The learner will be able to understand the importance of knowing the expectations of a business or organisation, what it means to be an employee.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to recognise different types of employers
<b>Assessment criteria</b>
The learner can: 1.1 outline different types of local <b>employers</b> 1.2 outline different types of national <b>employers</b> .

<b>Range</b>
1.1 and 1.2 <b>employers</b> – service, manufacturing, retail, public sector, import, export.

<b>Learning outcome</b>
The learner will: 2. understand employer needs in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 describe a range of <b>transferable skills</b> 2.2 identify own <b>transferable skills</b> 2.3 give examples of how <b>transferable skills</b> could be used in the workplace.

<b>Range</b>
2.1, 2.2 and 2.3 <b>transferable skills</b> – skills that can be used in work/study/personal life and are not specific to one area.

**Guidance and Evidence**

For 1.1 the learner must **outline** different types of local employers eg solicitor, doctor, dentist, corner shop, grocers, butcher, takeaway, florist, hairdresser. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 1.2 the learner must **outline** different types of national employers eg National Rail, supermarket chains, HMRC, banks, building societies, insurance companies, clothing chains, fast food outlets, NHS, Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must **describe** a range of transferrable skills eg such as organisational, time management, presentation, IT, communications, listening and leadership skills. Evidence may be a written or verbal learner statement.

For 2.2 the learner must **identify** own transferrable skills. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.3 the learner must **give examples** of how transferrable skills could be used in the workplace eg IT can be used in any work environment, leadership may have been learned through sport or local clubs and used in the workplace to motivate and manage, presentation skills learned at place of learning can be used within the workplace. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

<b>UAN:</b>	Y/506/2698
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	11
<b>Aim:</b>	The learner will be able to recognise alternatives to paid work and the development of skills and qualities these can bring
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will:
1. be able to recognise the different types of alternatives to paid work
<b>Assessment criteria</b>
The learner can:
1.1 identify <b>alternatives to paid work</b> .

<b>Range</b>
1.1 <b>alternatives to paid work</b> one off, regular, full time, part-time, temporary.

<b>Learning outcome</b>
The learner will:
2. know how to access information about alternatives to paid work
<b>Assessment criteria</b>
The learner can:
2.1 list sources of information about alternatives to paid work
2.2 give examples of national organisations associated with alternatives to paid work
2.3 give examples of groups and services that are alternatives to paid work in the local area.

<b>Learning outcome</b>
The learner will: 3. understand that skills and qualities gained from alternatives to paid work may be used in other areas of life
<b>Assessment criteria</b>
The learner can: 3.1 outline the <b>skills</b> and <b>qualities</b> that could be gained from alternatives to paid work 3.2 state how skills and qualities gained from alternatives to paid work could help in <b>other areas of life</b> .

<b>Range</b>
3.1 <b>skills</b> – learned behaviour throughout life. 3.1 <b>qualities</b> – characteristics, personality traits. 3.2 <b>other areas of life</b> – personal relationships, work, study, leisure time.

**Guidance and Evidence**

For 1.1 the learner must **identify** alternatives to paid work eg voluntary organisations, charity shops, caring for others, community service, mentoring, coaching. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.1 the learner must **list** sources of information about alternatives to paid work eg family, friends, teachers, tutors, assessors, Citizens Advice Bureau (CAB), websites, magazines and newspapers, community notice boards, library, charity shops. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must **give examples** of national organisations associated with alternatives to paid work eg St. John Ambulance, British Red Cross, NSPCC, Barnardo's, Save the Children, Oxfam, Christian Aid, Voluntary Service Overseas, Prince's Trust, RNLI, Special Constable, retained fire fighter. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.3 the learner must **give examples** of groups or services that are an alternative to paid work in the local area eg hospices, air ambulance, scouts/guides/rangers/brownies/cubs, meals on wheels, visiting the elderly or sick, hospital transport, CAB, WRVS, Duke of Edinburgh leader. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must **outline** the skills and qualities that could be gained from alternatives to paid work eg communications skills, technical skills, domestic skills, time-management skills, managing people skills, acquiring new knowledge and/or abilities, confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty, improve self-esteem. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must **state** how skills and qualities gained from alternatives from paid work could help in other areas of life eg greater understanding of issues, achieve promotion, improve employment prospects due to new skills, improve understanding of others at work, place of study or home, making new contacts. Evidence may be a written or verbal learner statement or an assessor record.

External speakers could be invited from the Citizens Advice Bureau (CAB) and other appropriate organisations.

## Unit 430

## Dealing with problems

<b>UAN:</b>	M/506/2786
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of problem solving.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>220</b> Entry 2 Dealing with problems in daily life</li><li>• <b>337</b> Entry 3 Dealing with problems in daily life</li><li>• <b>519</b> Level 2 Dealing with challenges</li></ul>

<b>Learning outcome</b>
The learner will: 1. know how to recognise a problem
<b>Assessment criteria</b>
The learner can: 1.1 identify a problem 1.2 outline the effects of a problem.

<b>Learning outcome</b>
The learner will: 2. be able to plan a solution to a problem
<b>Assessment criteria</b>
The learner can: 2.1 identify a possible <b>solution</b> to solve a problem 2.2 identify resources and actions required 2.3 outline a plan for solving a problem.

<b>Range</b>
2.1 <b>solution</b> - way and/or means of solving a problem.

<b>Learning outcome</b>
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The learner will:
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3. be able to review a planned solution to a problem
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<b>Assessment criteria</b>
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The learner can:
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3.1 state the <b>effectiveness</b> of the plan.
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<b>Range</b>
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3.1 <b>effectiveness</b> - assess what went well and not so well.
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**Guidance and Evidence**

For 1.1 the learner must **identify** a problem eg not having enough money, lost important documents eg birth certificate, not having the right qualifications to go on a course or apply for a particular job, not being able to get to an appointment in time. Evidence may be a written or verbal learner statement, an assessor record.

For 1.2 the learner must **outline** the effects of a problem eg cannot pay rent/ mortgage, cannot go on holiday, cannot afford to go out with friends, not be able to offer proof which could result in not being offered a job, place on a course, cannot follow chosen career, miss a job interview and job opportunity. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must **identify** a possible solution to solve a problem e.g. work overtime, find another/additional job, borrow money, obtain certified copies of lost documents, put them in a secure place, plan in advance for getting to appointments, check out alternative transport for getting to appointments. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must **identify** resources and actions required eg people, organisations, internet, materials, equipment, talk to family, arrange to speak to a bank, make an appointment with a debt counsellor set an alarm for an appointment, photocopy important documents, plan in advance. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.3 the learner must **outline** a plan for solving a problem. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.1 the learner must **state** the effectiveness of the plan eg did the plan work, which parts of the plan went well and what did not go so well. Evidence may be a written or verbal learner statement or an assessor record.

## Unit 431

## Developing personal confidence

<b>UAN:</b>	L/506/2701
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of how to develop personal confidence.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand the meaning of personal confidence and self-awareness
<b>Assessment criteria</b>
The learner can: 1.1 define the meaning of <b>personal confidence</b> 1.2 define the meaning of <b>self-awareness</b> .

<b>Range</b>
1.1 <b>personal confidence</b> – belief or faith in oneself and/or one's own abilities, self-assuredness or self-conviction. 1.2 <b>self-awareness</b> - being aware of one's own character, strengths and weaknesses.

<b>Learning outcome</b>
The learner will: 2. know current levels of personal/self confidence
<b>Assessment criteria</b>
The learner can: 2.1 outline own levels of personal/self confidence in <b>different situations</b> 2.2 give examples of own personal/self confidence in <b>different situations</b> .

<b>Range</b>
2.1 and 2.2 <b>different situations</b> – work, home, place of study/training, social situations etc.

<b>Learning outcome</b>
The learner will: 3. be able to develop personal confidence and self-awareness
<b>Assessment criteria</b>
The learner can: 3.1 identify a range of ways to develop personal confidence 3.2 state the benefits of improved self-confidence.

**Guidance and Evidence**

For 1.1 the learner must **define** the meaning of personal confidence eg belief or faith in oneself and/or ones own abilities, self-assuredness or self-conviction. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **define** the meaning of self-awareness eg being aware of own character, strengths and weaknesses. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner must **outline** own levels of personal/self confidence in different situations eg when doing public speaking, presentations, socialising, leading, communicating, solving problems and being in new situations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, rate yourself table.

For 2.2 the learner must **give examples** of own personal/self-confidence in different situations eg when doing public speaking, presentations, socialising, leading, communicating, solving problems and being in new situations. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must **identify** a range of ways to develop personal confidence eg listing positive characteristics and abilities, recognising achievements, setting targets/goals, completing a SWOT analysis, learning from past mistakes. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must **state** the benefits of improved self-confidence eg new job, promotion, new activities, reduced stress, new friends, new opportunities, positive attitude. Evidence may be a written or verbal learner statement or an assessor record.

## Unit 432

## Understanding assertive behaviour

<b>UAN:</b>	T/506/2711
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The learner will understand when to be assertive in appropriate situations.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. understand the meaning of assertiveness

### Assessment criteria

The learner can:

- 1.1 define the meaning of assertiveness
- 1.2 give examples of assertive behaviour.

### Learning outcome

The learner will:

2. understand the effects of assertive behaviour

### Assessment criteria

The learner can:

- 2.1 give examples of when assertive behaviour is appropriate
- 2.2 state the positive effects of assertive behaviour
- 2.3 state the negative effects of assertive behaviour.

#### Guidance and Evidence

For 1.1 the learner must **define** the meaning of assertiveness eg being confident, self-assured, emphatic, positive, forceful. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **give examples** of assertive behaviour eg speaking up for yourself/others, knowing your rights, confidence in ability, taking control of a situation. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must **give examples** of when assertive behaviour is appropriate eg interviews, meetings, group discussions. Explain to learners that it may not be appropriate in these examples but will always depend on the circumstances. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must **state** the positive effects of assertive behaviour eg creating a good/memorable impression, to influence decision-making, for best chance of a successful outcome of eg for a meeting, possibly achieve own goals. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner must **state** the negative effects of assertive behaviour eg isolate self from others, upset colleagues, friends and family, create a poor impression, demonstrate poor attitude, achieve the opposite result to that intended.

Evidence may be a written or verbal learner statement or an assessor record.

## Unit 433

## Coping with change

<b>UAN:</b>	R/506/2733
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help learners to identify types of change and the impact change can have. Learners will consider ways of coping with change and the resources available to assist with this.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to identify types of change
<b>Assessment criteria</b>
The learner can: 1.1 describe what is meant by planned change 1.2 describe what is meant by unplanned change 1.3 describe what is meant by progressive change 1.4 identify the different stages within a change process.

<b>Learning outcome</b>
The learner will: 2. understand the impact of change
<b>Assessment criteria</b>
The learner can: 2.1 describe the impact of change on an individual 2.2 describe the impact of change on an organisation 2.3 describe the impact of change on a community.

<b>Learning outcome</b>
The learner will: 3. understand ways of coping with change
<b>Assessment criteria</b>
The learner can: 3.1 state ways in which an individual can adapt to change 3.2 identify the resources available to help an individual cope with change.





**Guidance and Evidence**

For 1.1 the learner needs to describe what is meant by planned change.

For 1.2 the learner needs to describe what is meant by unplanned change.

For 1.3 the learner needs to describe what is meant by progressive change.

For 1.4 the learner needs to identify the different stages within a change process.

For 2.1 the learner needs to describe the impact of change on an individual.

For 2.2 the learner needs to describe the impact of change on an organisation.

For 2.3 the learner needs to describe the impact of change on a community.

For 3.1 the learner needs to state ways in which an individual can adapt to change.

For 3.2 the learner needs to identify the resources available to help an individual cope with change.

## Unit 434

## Interpersonal relationships

<b>UAN:</b>	R/505/4664
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Aim:</b>	The aim of this unit is to help the learner understand interpersonal relationships and to explore ways of developing relationships and interacting positively.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand interpersonal relationships
<b>Assessment criteria</b>
The learner can: 1.1 describe what is meant by the term interpersonal relationships 1.2 explain the importance of developing positive interpersonal relationships 1.3 describe the differences between interacting with individuals and interacting as part of a group 1.4 describe <b>qualities</b> important in developing interpersonal relationships 1.5 describe <b>qualities</b> important in developing group relationships.

<b>Range</b>
1.4 and 1.5 <b>qualities</b> – being sensitive to the needs of others, listening, using appropriate language, leadership skills, understanding emotions, be respectful.

<b>Learning outcome</b>
The learner will: 2. understand how to interact positively with others
<b>Assessment criteria</b>
The learner can: 2.1 describe the reasons for having boundaries when interacting with others 2.2 give examples of boundaries in interpersonal relationships 2.3 outline different ways of making decisions.

**Guidance and Evidence**

For 1.1 the learner needs to describe what is meant by the term interpersonal relationships.

For 1.2 the learner needs to explain the importance of developing positive interpersonal relationships.

For 1.3 the learner needs to describe the differences between interacting with individuals and interacting as part of a group.

For 1.4 the learner needs to describe qualities important in developing interpersonal relationships.

For 1.5 the learner needs to describe qualities important in developing group relationships.

For 2.1 the learner needs to describe the reasons for having boundaries when interacting with others.

For 2.2 the learner needs to give examples of boundaries in interpersonal relationships.

For 2.3 the learner needs to outline different ways of making decisions.

## Unit 435

## Awareness of equality and diversity

<b>UAN:</b>	D/506/2699
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit for the learner to become aware of equality & diversity and what this means.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>515</b> Level 2 Exploring equality and diversity</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand the meaning of the term equality
<b>Assessment criteria</b>
The learner can: 1.1 define the term equality 1.2 define the term prejudice 1.3 define the term discrimination 1.4 list the key <b>legislation</b> that promotes equality and diversity 1.5 give examples of discrimination that can happen in the workplace.

<b>Range</b>
1.4 <b>legislation</b> – laws.

<b>Learning outcome</b>
The learner will: 2. understand the meaning of diversity
<b>Assessment criteria</b>
The learner can: 2.1 state the meaning of diversity.

**Learning outcome**

The learner will:

3. understand why it is important to have knowledge of diversity

**Assessment criteria**

The learner can:

- 3.1 define the term culture
- 3.2 define inclusiveness
- 3.3 list individual differences
- 3.4 give examples of diversity in the workplace.

**Learning outcome**

The learner will:

4. understand why it is important to have knowledge about different faiths

**Assessment criteria**

The learner can:

- 4.1 list a range of different **faiths**
- 4.2 state why it is important to have knowledge of different faiths in the workplace
- 4.3 give examples of how employers accommodate different faiths within the workplace.

**Range**

- 4.1 **faiths** – strong belief in a religion, a system of religious beliefs.

**Guidance and Evidence**

For 1.1 the learner must **define** the term equality eg ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **define** the term prejudice eg an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason.

Evidence may be a written or verbal learner statement or an assessor record.

For 1.3 the learner must **define** the term discrimination eg the unjust or unfair treatment of people, especially because of their race, sex or age.

Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner must **list** the key legislation that promotes equality and diversity eg, Human rights Act 1998, Equality Act 2010 (merges the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995, the Employment Equality (Religion or Belief) Regulations 2003, the Employment Equality (Sexual Orientation) Regulations 2003, the Employment Equality (Age) Regulations 2006, the Equality Act 2006, Part 2, the Equality Act (Sexual Orientation) Regulations 2007). Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 1.5 the learner must **give examples** of discrimination that can happen in the workplace eg not promoting a woman just because she is female, paying men and women unequally for doing exactly the same job, not allowing the same opportunities for workers regardless of their sexual orientation, religion, age etc.

Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must **state** the meaning of diversity eg recognising, valuing and respecting people's different backgrounds, knowledge, skills, needs and experiences and encouraging and using those differences to create a cohesive community and effective workforce. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must **define** the term culture eg people's way of life, the way groups of people do things including the ideas, customs and social behaviour of a particular people or society. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must **define** inclusiveness eg open to everyone, not limited to certain people, not excluding any section of society. Evidence may be a written or verbal learner statement or an assessor record.

For 3.3 the learner must **list** individual differences eg race, religion, belief, skin colour, gender, sexual orientation, age, disability, hair colour etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.4 the learner must **give examples** of diversity in the workplace eg employing older people with certain experience (B & Q), providing facilities for religious activities during the working day. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.1 the learner must **list** a range of different faiths eg Catholicism Judaism, Islam, Christianity, Hinduism, Sikhism etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 4.2 the learner must **state** why it is important to have knowledge of different faiths in the workplace eg to ensure no offence is caused, to ensure people are respected, to ensure people are treated fairly and with regard to their feelings, wishes and traditions. Evidence may be a written or verbal learner statement or an assessor record.

For 4.3 the learner must **give examples** of how employers accommodate different faiths within the workplace eg providing a prayer room for worship, by observing/accommodating religious holidays/feasts, by allowing religious dress etc. Evidence may be a written or verbal learner statement, an assessor record, mind map.

## Unit 436

## Valuing equality and diversity

<b>UAN:</b>	F/600/7804
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner to understand the value of equality and diversity in society.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>515</b> Level 2 Exploring equality and diversity</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand aspects of equality
<b>Assessment criteria</b>
The learner can: 1.1 define the term 'equality' 1.2 list the key legislation 1.3 give examples of inequality in a range of situations 1.4 identify bodies who work on equality issues.

<b>Learning outcome</b>
The learner will: 2. understand aspects of diversity
<b>Assessment criteria</b>
The learner can: 2.1 define the term 'diversity' 2.2 list the key legislation 2.3 give examples of positive and negative stereotyping 2.4 give examples of how diversity can benefit society.



<b>Learning outcome</b>
The learner will: 3. understand aspects of discrimination
<b>Assessment criteria</b>
The learner can: 3.1 state the difference between discrimination and prejudice 3.2 list the areas of discrimination covered by legislation 3.3 give an example of direct discrimination 3.4 give an example of indirect discrimination.

**Guidance and Evidence**

This unit focuses on the learner exploring equality, diversity, discrimination and prejudice in society.

The learners need to be introduced to the terms 'equality' and 'diversity'. They should research/discuss what each means and the impact of both. Diversity must include key features, such as ethnicity and gender. Learners should identify bodies who work on equality/diversity issues and the relevant legislation. They are not expected to read the Acts but should know what they are about and the important points.

External speakers could be invited from the Citizens Advice Bureau (CAB) and other appropriate voluntary organisations.

For 1.1 the learner needs to **define** the term equality.

For 1.2 the learner needs to **list** the key legislation eg Equality Act 2006.

For 1.3 the learner needs to **give examples** of inequality in a range of situations eg differences in the way individuals are treated due to age, gender, disability etc at work or in the community.

For 1.4 the learner needs to **identify** bodies who work on equality issues eg Equal Opportunities Commission.

Evidence for 1.1 to 1.4 may be a learner statement or an assessor record.

For 2.1 the learner needs to **define** the term diversity.

For 2.2 the learner needs to **list** the key legislation eg Sex Discrimination Act 1975.

For 2.3 the learner needs to **give examples** of positive and negative stereotyping eg for gender, age.

For 2.4 the learner needs to **give examples** of how diversity can benefit society eg enhanced understanding, tolerance.

Evidence for 2.1 to 2.4 may be a learner statement or an assessor record.

For 3.1 the learner needs to **state** the difference between discrimination (eg inequality) and prejudice (preconceived belief).

For 3.2 the learner needs to **list** the areas of discrimination covered by legislation eg race, gender, disability.

For 3.3 the learner needs to **give an example** of direct discrimination.

For 3.4 the learner needs to **give an example** of indirect discrimination.

Evidence for 3.1 to 3.4 may be a learner statement or an assessor record.

## Unit 437

## Understanding the language and culture of a community

<b>UAN:</b>	K/600/6193
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	The aim of this unit is to help the learner understand the language and culture of a community or country.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>515</b> Level 2 Exploring equality and diversity</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand how the cultures of communities vary
<b>Assessment criteria</b>
The learner can: 1.1 give a definition of 'community' 1.2 give examples of similarities between the culture of own community and the cultures of other communities 1.3 give examples of differences between the culture of own community and the cultures of other communities 1.4 explain how some of these similarities and differences could benefit the community he/she lives in.

<b>Learning outcome</b>
The learner will: 2. understand the culture of a community
<b>Assessment criteria</b>
The learner can: 2.1 choose a community to study giving reasons for choice 2.2 outline the historical influences on the community 2.3 outline the key features of the culture.

<b>Learning outcome</b>
The learner will: 3. be able to use another language
<b>Assessment criteria</b>
The learner can: 3.1 identify the key features of the chosen language 3.2 obtain simple information using the chosen language 3.3 provide simple information using the chosen language.

### Guidance and Evidence

External speakers could be invited to talk to the learners and discuss their experiences of the community and videos could add interest to the sessions. There may also be the opportunity for visits and exchanges.

For 1.1 the learner needs to **give** a definition of 'community'.

For 1.2 the learner needs to **give** at least three **examples** of similarities between the culture of own community and the cultures of at least two other communities.

For 1.3 the learner needs to **give** at least three **examples** of differences between the culture of own community and the cultures of at least two other communities.

For 1.4 the learner needs to **explain** how some of these similarities and differences identified in 1.2 and 1.3 could benefit the community he/she currently lives in.

Evidence for 1.1 to 1.4 may be a learner statement.

For 2.1 the learner needs to **choose** a community to study giving reasons for choice. For some learners the chosen community could be the one they are currently living in (eg learners from another country) or the one their parents came from (eg someone born in this country whose parents were born in another country). For other learners the chosen community could be the one they hope to work in or spend leisure time in (eg the deaf community).

For 2.2 the learner needs to **outline** the historical influences on the community

For 2.3 the learner needs to **outline** the key features of the culture.

Evidence for 2.1 to 2.3 may be a learner statement or presentation.

For 3.1 the learner needs to **identify** at least two features of the chosen language.

For 3.2 the learner needs to **obtain** simple information using the chosen language. The information can be obtained from written sources eg menus or orally eg asking the cost of an item.

For 3.3 the learner needs to **provide** simple information using the chosen language eg their name, where they come from. Information can be provided orally or in writing.

Evidence for 3.1 to 3.3 may be produced orally (and recorded as an assessor/witness observation or by audio recording) or in writing (eg a learner statement).

## Unit 438

## Supporting others

<b>UAN:</b>	H/501/6887
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Aim:</b>	The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. identify others who need support
<b>Assessment criteria</b>
The learner can: 1.1 list the person(s) who need support in different ways 1.2 describe the support needs of the person(s) he/she has decided to support.

<b>Learning outcome</b>
The learner will: 2. know what he/she can do to support others
<b>Assessment criteria</b>
The learner can: 2.1 state two ways he/she could support the person(s) 2.2 agree how to support the person(s).

<b>Learning outcome</b>
The learner will: 3. understand what he/she cannot do to support others and why
<b>Assessment criteria</b>
The learner can: 3.1 explain what he/she cannot do to help or support 3.2 explain why he/she cannot help or support in this way.

<b>Learning outcome</b>
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The learner will:
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- |  |
|--|
| 4. be aware of relevant health and safety issues |
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<b>Assessment criteria</b>
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The learner can:
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- |  |
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| 4.1 list relevant health and safety issues |
| 4.2 work safely.                           |

<b>Learning outcome</b>
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The learner will:
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- |                   |
|-------------------|
| 5. support others |
|-------------------|

<b>Assessment criteria</b>
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The learner can:
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- |                                    |
|------------------------------------|
| 5.1 support the person or persons. |
|------------------------------------|

<b>Learning outcome</b>
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The learner will:
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- |  |
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| 6. review the effectiveness of the support given |
|--|

<b>Assessment criteria</b>
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The learner can:
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- |  |
|--|
| 6.1 identify what went well and what did not go well                             |
| 6.2 identify the changes he/she would make if he/she provides the support again. |



**Guidance and Evidence**

Evidence is likely to be collected from individual activity but could be collected from supporting as a group eg group involvement with a residential home for the elderly, as long as all the criteria are covered.

For 1.1 the learner needs to **list** people who need support in different ways eg a house bound person could need help with their shopping, a new entrant at work or a place of learning could need mentoring, a parent could need the support of a baby sitter.

For 1.2 the learner needs to choose a particular person and **describe** the support needs of the person(s) he/she has decided to support. The person who needs support could be someone known to the learner eg a colleague or someone he/she does not know eg from a local day centre, national charity.

Evidence for 1.1 and 1.2 may be a learner statement.

For 2.1 the learner needs to **state** two ways he/she could support the person(s) eg for a house bound person, support could include fetching items of shopping, helping them to order their main shopping via an internet site, posting letters, walking the dog. Evidence for 2.1 may be a learner statement or an assessor or witness statement generated during a review or tutorial session.

For 2.2 the learner needs to **agree** how to support the person(s). Evidence should be a written record produced by the assessor or learner stating what the learner will do and when they will do it. This should be agreed with their tutor/supervisor and the person to be given support.

For 3.1 the learner needs to **explain** what he/she cannot do to help or support. This includes anything which requires specialist knowledge/qualifications or an inappropriate level of involvement eg giving medicines.

For 3.2 the learner needs to **explain** why he/she cannot help or support in this way.

Evidence for 3.1 and 3.2 may be a learner statement.

For 4.1 the learner needs to **list** possible health and safety issues relevant to the support role undertaken. These could include lifting safely, not putting themselves at risk, safe storage of food etc. Evidence for 4.1 may be a learner statement.

For 4.2 the learner needs to **work safely** in the support role. Evidence should be an assessor observation or witness statement. This evidence may also be used for 5.1.

For 5.1 the learner needs to **support** the person or persons as agreed in 2.2.

Evidence may be a learner statement, assessor/witness observation, photographs or audio/video recordings but care must be taken to maintain the confidentiality of the person requiring support where appropriate.

For 6.1 the learner needs to **identify** what went well and what did not go well.

For 6.2 the learner needs to **identify** the changes he/she would make if he/she provides the support again.

Evidence for 6.1 and 6.2 may be a learner statement. Learners may cover several assessment criteria by giving a short talk to their peers. Evidence could include learner notes, photographs (eg of location) or assessor observation.

<b>UAN:</b>	D/506/2704
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to encourage learners to be aware of their environment.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>219</b> Entry 2 Environmental awareness</li> <li>• <b>335</b> Entry 3 Environmental awareness</li> </ul>

<b>Learning outcome</b>
The learner will: 1. understand the meaning of environmental awareness
<b>Assessment criteria</b>
The learner can: 1.1 define the meaning of <b>environment</b> 1.2 define the meaning of <b>environmental awareness</b> .

<b>Range</b>
1.1 <b>environment</b> – the natural world around us. 1.2 <b>environmental awareness</b> – being conscious and concerned about the world around, personally and globally.

<b>Learning outcome</b>
The learner will: 2. know the issues that affect the environment
<b>Assessment criteria</b>
The learner can: 2.1 list issues that affect the <b>local</b> environment 2.2 list issues that affect the <b>wider</b> environment.

<b>Range</b>
2.1 <b>local</b> – area near to home/place of work/study. 2.2 <b>wider</b> – outside of local area county/country/globally.

<b>Learning outcome</b>
The learner will: 3. be able to recognise ways to improve the environment
<b>Assessment criteria</b>
The learner can: 3.1 outline ways to address environmental <b>issues</b> 3.2 identify ways to raise awareness of environmental <b>issues.</b>

<b>Range</b>
3.1 and 3.2 <b>issues</b> – industrial, domestic, personal, residential.

**Guidance and Evidence**

For 1.1 the learner must **define** the meaning of environment eg the natural world around us. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **define** the meaning of environmental awareness eg conscious and concerned about the world around, personally and globally. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner must **list** issues that affect the local environment eg litter, landfill sites, cost of energy, pollution, flooding. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must **list** issues that affect the wider environment eg pollution, global warming, polar ice caps melting, limited supply of fossil fuels, seeking alternative energy sources, deforestation. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.1 the learner must **outline** ways to address environmental issues eg car sharing, buying second hand, turning off computers/TVs at night, recycling, using both sides of a piece of paper, showering instead of bathing, turning off taps completely, buying local produce to reduce fuel miles, switching off unnecessary lights, turning down heating, avoiding using plastic bags/disposable nappies, not fly tipping, sensible disposal of litter, invest in solar panels. . Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must **identify** ways to raise awareness of environmental issues eg produce and distribute a leaflet or poster, give a talk or presentation, use social media to inform people, take part in discussions. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

These criteria could be met holistically through a presentation in power point or other formats

External speakers, concerned with the environment, could be invited to talk to learners.

## Unit 440

## Family relationships

<b>UAN:</b>	H/506/2705
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The learner will develop an awareness and understanding of the importance of the roles, responsibilities and needs of family members
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand the changing roles of the family
<b>Assessment criteria</b>
The learner can: 1.1 define the different types of family groups 1.2 list the different members of a family group 1.3 list roles within a family group.

<b>Learning outcome</b>
The learner will: 2. understand the causes and effects of problems in family relationships
<b>Assessment criteria</b>
The learner can: 2.1 identify causes of problems in family relationships 2.2 give examples of possible effects of problems in family relationships.

<b>Learning outcome</b>
The learner will: 3. understand personal responsibilities within the family
<b>Assessment criteria</b>
The learner can: 3.1 outline personal responsibilities within a family group.

<b>Learning outcome</b>
The learner will: 4. be able to recognise the changing needs of family members
<b>Assessment criteria</b>
The learner can: 4.1 state how needs may change as circumstances alter.

**Guidance and Evidence**

For 1.1 the learner must **define** the different types of family groups eg single parent, more than one parent, siblings, couples, extended, foster, adopted. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **list** the different members of a family group eg mums, dads, step mum, step dad, brothers, sisters, step sisters, step brothers, step children, half sister, half brother, grandmother, grand fathers, great grandparents, aunt, uncle, niece, nephew, cousins, in-laws, partners, lodgers, friends. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.3 the learner must **list** roles within a family group eg financial supporter, carer, friend, leader, emotional supporter, advisor, counsellor, authoritative figure, decision maker, domestic engineer, planner, decorator. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.1 the learner must **identify** causes of problems in family relationships eg issues with money, lack of time, illness, redundancy, unemployment, issues in social life, drug and alcohol abuse, criminal behaviour, adultery, divorce, problems with blended families, disability, mental health issues. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must **give examples** of possible effect of problems in family relationships eg divorce, family break up, new family dynamics, isolation, depression, poor performance at work/learning, financial insecurity, lose home, move home, new location, change schools/college/job, feeling of inadequacy, social and emotional deprivation. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must **outline** personal responsibilities within a family group eg financial support, control of finances, emotional support, carer, household chores, child care, taxi service, cooking, babysitting, dog walking. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, rate yourself table.

For 4.1 the learner must **state** how needs may change as circumstances alter eg more/less independence, additional support, greater level of care, more/less responsibility, increased/decreased leisure time, greater/less financial input, more/less space required in the home. Evidence may be a written or verbal learner statement or an assessor record.



## Unit 441

## Rights and responsibilities in the workplace

<b>UAN:</b>	L/501/6883
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>317</b> Entry 3 Rights, responsibilities and citizenship</li><li>• <b>318</b> Entry 3 Investigating rights and responsibilities at work</li><li>• <b>416</b> Rights, responsibilities and citizenship</li><li>• <b>417</b> Investigating rights and responsibilities at work</li></ul>

<b>Learning outcome</b>
The learner will: 1. understand that employees have rights
<b>Assessment criteria</b>
The learner can: 1.1 list a range of employee rights 1.2 state how employee rights are protected by law.

<b>Learning outcome</b>
The learner will: 2. understand that employees have responsibilities
<b>Assessment criteria</b>
The learner can: 2.1 list a range of employee responsibilities 2.2 describe his/her responsibilities 2.3 explain why it is important to keep some information confidential.

<b>Learning outcome</b>
The learner will: 3. understand why health and safety rules are important
<b>Assessment criteria</b>
The learner can: 3.1 recognise and respond to hazards in his/her place of learning or work 3.2 list requirements for personal health and safety in his/her place of learning or work 3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy 3.4 contribute to a risk assessment 3.5 work safely following guidelines 3.6 explain and follow emergency procedures.

## Unit 441

# Rights and responsibilities in the workplace

## Supporting information

### Guidance and Evidence

This unit focuses on some of the rights and responsibilities of individuals as employees.

Learners do not need to know the detail of the law but should be aware of a range of employee rights and responsibilities.

For 1.1 the learner needs to **list** a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities.

For 1.2 the learner needs to **state** how employee rights are protected by law. This could include both the laws and the enforcement agencies eg Health and Safety Executive, Equal Opportunities Commission.

Evidence for 2.1 and 2.2 may be a learner statement or a record of questioning.

For 2.1 the learner needs to **list** a range of employee responsibilities. These could include health and safety and data protection.

For 2.2 the learner needs to **describe** his/her responsibilities at his/her place of learning or work eg working to the organisation's health and safety guidelines, keeping relevant information confidential.

For 2.3 the learner needs to **explain** why it is important to keep some information confidential.

Evidence for 2.1 to 2.3 may be a learner statement or a record of questioning.

For 3.1 the learner needs to **recognise** and **respond** to hazards in his/her place of learning or work eg report trailing wires, report unsafe equipment. These hazards may be real or simulated.

For 3.2 the learner needs to **list** requirements for personal health and safety in his/her place of learning or work eg wearing Personal Protective Equipment (PPE), taking regular breaks.

For 3.3 the learner needs to **explain** how he/she can contribute to keeping colleagues and customers safe and healthy eg by explaining fire safety procedures to visitors, by knowing how to access first aid provision.

For 3.4 the learner needs to **contribute** to a risk assessment in terms of providing information to a person in a position of responsibility.

Evidence for 3.1 to 3.4 may be oral or written and may be a learner statement or a record of questioning.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use PPE if appropriate.

For 3.6 the learner needs to **explain** and **follow** emergency procedures eg explaining the purpose of, and taking part in, a fire drill.

Evidence for 3.5 and 3.6 may be a learner statement and assessor observation.

## Unit 442

## Introduction to alcohol awareness

<b>UAN:</b>	T/506/2787
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>336</b> Entry 3 Introduction to drug and alcohol awareness</li><li>• <b>526</b> Level 2 Alcohol awareness</li></ul>

<b>Learning outcome</b>
The learner will: 1. know the difference between soft drinks and alcoholic drinks
<b>Assessment criteria</b>
The learner can: 1.1 outline the difference between soft and alcoholic drinks.

<b>Learning outcome</b>
The learner will: 2. understand current <b>guidelines</b> regarding alcohol
<b>Assessment criteria</b>
The learner can: 2.1 give examples of current laws governing alcohol 2.2 state the <b>recommended units</b> for men 2.3 state the <b>recommended units</b> for women.

<b>Range</b>
<b>2. guidelines</b> – general rule, piece of advice. 2.2 and 2.3 <b>recommended units</b> – suggested safe limits for weekly alcohol consumption.

**Learning outcome**

The learner will:

3. understand the effects of alcohol

**Assessment criteria**

The learner can:

- 3.1 give examples of the effects of alcohol on the human body
- 3.2 list the signs of alcohol poisoning
- 3.3 give examples of the **psychological** effects of alcohol
- 3.4 give examples of **responsible** drinking.

**Range**

3.3 **psychological** – mental or emotional state of a person.

3.4 **responsible** – having an obligation, care or control to or over someone or something.

**Learning outcome**

The learner will:

4. understand the impact alcohol misuse can have on others

**Assessment criteria**

The learner can:

- 4.1 give examples of the **impact** of alcohol **misuse**.

**Range**

4.1 **impact** – effect or influence of one person, thing, or action, on another.

4.1 **misuse** – use something for the wrong purpose.

**Learning outcome**

The learner will:

5. know where to get help, advice and information to combat alcohol misuse

**Assessment criteria**

The learner can:

- 5.1 give examples of where you can get support, advice and treatment to help overcome alcohol misuse.

## Unit 442      Introduction to alcohol awareness

### Supporting information

#### Guidance and Evidence

For 1.1 the learner must **outline** the difference between soft and alcoholic drinks eg soft drink – one that does not contain any alcohol such as lemonade, coke, milk, alcoholic drink – one which contains alcohol such as wine, whisky, vodka. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, images with text.

For 2.1 the learner must **give examples** of current laws governing alcohol eg the Licensing Act 2003, Road Traffic Act 1988. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must **state** the recommended units for men eg up to 21 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner must **state** the recommended units for women eg up to 14 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must **give examples** of the effects of alcohol on the human body eg on the brain such as changes mood and behaviour, on the heart such as irregular heart beat, stroke, high blood pressure, on the liver such as cirrhosis, alcoholic hepatitis, on the pancreas such as pancreatitis, on your immune system such as becoming weakened and more susceptible to infection, in general increases risk of cancers such as mouth, esophagus, throat, liver, breast, impotence in men, harm to unborn fetus in pregnant women, brain damage as a result of B2 deficiency. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.2 the learner must **list** the signs of alcohol poisoning eg confusion, loss of coordination, vomiting, seizures, irregular or slow breathing, blue tinged or pale skin, low body temperature, stupor (conscious but unresponsive).

Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.3 the learner must **give examples** of the psychological effects of alcohol eg loss of inhibitions, increase in aggression and violence, increase in anxiety, mood swings, depression, uninhibited sexual behaviour/loss of interest in sex, impaired memory and sensory-motor co-ordination. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.4 the learner must **give examples** of responsible drinking eg drink with friends to keep an eye on each other, use a buddy system to alert each other to problems, know your limits, know how you are getting home, never drive whilst under the influence of alcohol, know the safe limits do not drink whilst underage, if you are in a negative frame of mind, on an empty stomach, if you are very tired, check with your doctor if taking prescription medications, stay hydrated, know what you are drinking, pace yourself, avoid drinking games. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.1 the learner must **give examples** of the impact of alcohol misuse eg family break up and divorce, domestic abuse, unemployment, homelessness, financial problems, accidents, injury, violence, anti social behaviour, unsafe sex, loss of personal possessions, unplanned time off work/college. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 5.1 the learner must **give examples** of where you can get support, advice and treatment to help overcome alcohol misuse eg Drinkline, Addaction, Alcoholics Anonymous, Al-Anon, Alcohol Concern, NHS Choices, ADFAM, National Association for Children of Alcoholics, Alcohol Focus Scotland, Talk to Frank, Samaritans. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.



## Unit 443

## Introduction to decision-making

<b>UAN:</b>	K/506/2706
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	The learner will be able to understand why it is important to make effective decisions.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. understand the importance of decision-making

### Assessment criteria

The learner can:

- 1.1 state reasons for decision-making
- 1.2 give examples of **situations** which require a decision.

### Range

1.2 **situations** – education, social, personal, work, daily, life changing etc.

### Learning outcome

The learner will:

2. know how to recognise effective decision-making

### Assessment criteria

The learner can:

- 2.1 give examples of **effective** decision-making
- 2.2 give examples of **ineffective** decision making.

### Range

2.1 **effective** – achieve desired outcome

2.2 **ineffective** – partial or non-achievement of desired outcome

<b>Learning outcome</b>
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The learner will:
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3. understand the need to review the decision-making process
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<b>Assessment criteria</b>
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The learner can:
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3.1 outline the importance of <b>reviewing</b> the decision-making process.
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<b>Range</b>
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3.1 <b>review</b> – assess what went well and not so well.
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**Guidance and Evidence**

For 1.1 the learner must **state** reasons for decision making eg come to an agreement, to reach a consensus, to decide upon a course of action, to move things forward to reach goals. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **give examples** of situations which require a decision eg which course to take, job to apply for, destination to go on holiday, film to watch at cinema, Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must **give examples** of effective decision making eg chose the right course to get the job wanted, decided to take a different role at work to get promotion, worked longer hours to meet deadlines. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.2 the learner must **give examples** of ineffective decision-making eg chose the wrong course for the type of job wanted, decided not to take on an extra role at work which resulted in no promotion, decided not to work longer hours and didn't meet deadlines. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must **outline** the importance of reviewing the decision making process eg to improve the decision-making process, to explore whether having more or different information would have helped before making a decision, through reflection to see what made it a good or bad decision. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

<b>UAN:</b>	M/506/2707
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>336</b> Entry 3 Introduction to drug and alcohol awareness</li> <li>• <b>525</b> Level 2 Drug awareness</li> </ul>

<b>Learning outcome</b>
The learner will: 1. know the difference between legal and illegal drugs
<b>Assessment criteria</b>
The learner can: 1.1 define what a drug is 1.2 give examples of <b>legal</b> drugs 1.3 give examples of <b>illegal</b> drugs.

<b>Range</b>
1.2 <b>legal</b> – not breaking the law. 1.3 <b>illegal</b> – breaking the law.

<b>Learning outcome</b>
The learner will: 2. understand current drug classification and the law
<b>Assessment criteria</b>
The learner can: 2.1 outline the differences between the <b>classifications of drugs</b> 2.2 give an example of a drug from each classification.

**Range**

2.1 **classification of drugs**- Under the Misuse of Drugs Act 1971, illegal drugs are placed into one of 3 classes – A,B or C.

**Learning outcome**

The learner will:

3. understand effects of drug misuse

**Assessment criteria**

The learner can:

3.1 give examples of the effects of drug **misuse**.

**Range**

3.1 **misuse** – use something for the wrong purpose

**Learning outcome**

The learner will:

4. understand the impact of drug misuse

**Assessment criteria**

The learner can:

4.1 give examples of the **impact** of drug misuse.

**Range**

4.1 **impact** – effect or influence of one person, thing, or action, on another

**Learning outcome**

The learner will:

5. know where to get help, advice and information to combat drug misuse

**Assessment criteria**

The learner can:

5.1 give examples of where you can obtain information for treatment and support to help overcome drug misuse.

**Guidance and Evidence**

For 1.1 the learner must **define** what a drug is eg a medicine or other substance which has a physiological effect when swallowed or otherwise introduced into the body. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must **give examples** of legal drugs eg paracetamol, aspirin, antibiotics, tobacco and alcohol (if of the correct age). Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 1.3 the learner must **give examples** of illegal drugs eg cannabis, heroin, marijuana, amphetamines, cocaine, ecstasy. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must **outline** the differences between the classifications of drugs eg they are broadly based on the harms they cause either to the user or to society when they are misused. The class into which a drug is placed affects the maximum penalty for an offence involving the drug. For example, Class A drugs attract the most severe penalty as they are considered likely to cause the most serious harm. Drugs controlled under the Misuse of Drugs Act are illegal to have, produce, give away or sell. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table.

For 2.2 the learner must **give an example** of a drug from each classification eg A = heroin, B = cannabis, C = ketamine. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must **give examples** of the effects of drug misuse eg physical effects will depend on drug taken but could include dizziness and sickness, panic and paranoia, loss of co-ordination, lung disease and lung cancer, respiratory problems, high blood pressure and infertility, hallucinations, burst blood vessels, insomnia, depression, weight loss and malnutrition, impotence in men.

Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 4.1 the learner must **give examples** of the impact of drug misuse eg dependency, fear of stopping using drugs, sudden mood changes, negative or changed outlook on life, suicide, loss of motivation, poor performance at work or school, problems with relationships, borrowing or stealing money from friends and family, being secretive about activities and actions. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 5.1 the learner must **give examples** of where you can obtain information for treatment and support to help overcome drug misuse eg National Drugs Helpline, NHS, Narcotics Anonymous, Addaction, Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

## Unit 445

## Understanding crime and its effects

<b>UAN:</b>	L/506/2665
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Aim:</b>	The learner will have an understanding of the effects of crime on both the victim and the offender.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. understand why people can be at risk of being involved in crime
<b>Assessment criteria</b>
The learner can: 1.1 give examples of what may lead people to offend.

<b>Learning outcome</b>
The learner will: 2. understand the effects of crime
<b>Assessment criteria</b>
The learner can: 2.1 describe the effects of crime for the victim(s) 2.2 describe the effects of crime for the offender.

<b>Learning outcome</b>
The learner will: 3. understand the support available for victims and offenders
<b>Assessment criteria</b>
The learner can: 3.1 identify the support offered to offenders or those at risk of offending 3.2 identify the support offered to victims of crime.



#### Guidance and Evidence

For 1.1 the learner must **give examples** of what may lead people to offend eg poverty, drug and alcohol abuse/addiction, mental health problems, peer pressure, lack of education, learnt behaviour, personal/family issues, envy.

Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must **describe** the effects of crime for the victim(s) eg fear, mental/physical trauma, fear of further crimes, loss of confidence, feeling of inadequacy, suspicious, less trusting. Evidence may be a written or verbal learner statement or an assessor record.

For 2.2 the learner must **describe** the effects of crime for the offender eg imprisonment, fines, community service, remorse, effect on family and friends, publicity, loss of job, difficulty finding employment due to criminal record, loss of driving licence, higher insurance premiums, curfews, payment of compensation. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must **identify** the support offered to offenders or those at risk of offending eg probations service, Prison Fellowship, Prison Reform Trust, Nacro, St Giles trust, Bridging the Gap, Unlock, Freshwinds, Young Minds, police, local organisations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must **identify** the support offered to victims of crime eg Victim Support, police, Crown Prosecution Service (CPS), Crime Victims Support Association. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

## Unit 446

## Using materials and equipment for a practical activity

<b>UAN:</b>	F/506/2789
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The learners will use materials and equipment for an agreed activity
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. know how to use materials and equipment for an activity

### Assessment criteria

The learner can:

- 1.1 identify a **practical activity**
- 1.2 identify what materials and equipment are needed for an activity
- 1.3 state how the materials and equipment will be used in an activity.

### Range

- 1.1 **practical activity** – within a classroom, outdoors, place of work or in a simulated environment etc.

### Learning outcome

The learner will:

2. be able to review the use of materials and equipment

### Assessment criteria

The learner can:

- 2.1 use materials and equipment in an activity
- 2.2 outline how materials and equipment were used
- 2.3 identify alternative materials, equipment and/or techniques that could have been used to improve the activity.

**Guidance and Evidence**

For 1.1 the learner must **identify** a practical activity eg plumbing, catering, sport, motor repairs, hairdressing, animal care, carpentry, military type exercises, fundraising event, problem solving activities eg build a tower with newspaper or a bridge with straws. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must **identify** what materials and equipment are needed for an activity eg piping and welder, ingredients and bowl and spoon, paint and line painting machine for football pitch, repair kit and tyre jack, bleach and hair foils, wood and saw, soap and brush, sticky tape and rope. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.3 the learner must **state** how the materials and equipment will be used in the activity. Evidence may be a written or verbal learner statement or an assessor record. Images can be used in conjunction with text.

For 2.1 the learner must **use** materials and equipment. Evidence may be a learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For 2.2 the learner must **outline** how materials and equipment were used. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

For 2.3 the learner must **identify** alternative materials, and/or techniques that could have been used to improve the activity. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

These criteria could be met through an activity in the place of learning or work.

## Unit 448

## Awareness of stress and stress management

<b>UAN:</b>	Y/506/6234
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	This unit develops understanding of the symptoms and causes of stress and how to relax and use coping strategies.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. Understand and recognise the symptoms of stress.

### Assessment criteria

The learner can:

- 1.1 State what is meant by stress
- 1.2 List the **symptoms** of stress
- 1.3 Give examples of how stress changes **behaviour**.

### Range

1.2 **Symptoms:** include emotions, behaviours and physical health.

1.3 **Behaviours:** include easily agitated, emotional outbursts, violence.

### Learning outcome

The learner will:

2. Understand the impact of stress on an individual.

### Assessment criteria

The learner can:

- 2.1 Outline **short-term** effects of stress
- 2.2 Outline **long-term** effects of stress
- 2.3 Describe how causes of stress can vary between people.

### Range

2.1 **Short-term effects** include: "flight or fight", headaches increase in heart rate.

2.2 **Long-term effects** include: mood swings, memory loss, substance abuse.

<b>Learning outcome</b>
The learner will: 3. Be able to recognise different stress management techniques.
<b>Assessment criteria</b>
The learner can: 3.1 Outline a range of stress management <b>techniques</b> 3.2 Identify support services available to help with stress management.

<b>Range</b>
3.1 <b>Techniques</b> include: relaxation, exercise, take time out eg reading, listening to music go outside.

#### Guidance and Evidence

For 1.1 the learner must **state** the meaning of the term stress eg anxiety, mind and body reaction to situations, the unknown threat.

For 1.2 the learner must list at least 2 symptoms for each category within the range eg changes to normal behaviour like mood swings effecting behaviour.

For 1.3 the learner must give an example for each category within the range eg people losing their temper easily over a minor incident.

For 2.1 the learner must outline the short-term effects of stress on the body and general well being.

For 2.2 the learner must outline the long-term effects of stress on the body and general well being.

<b>UAN:</b>	L/506/8126
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Aim:</b>	The aim of this unit is to give learners an understanding of conflict in the place of work and how this can be prevented.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>524</b> Level 2 Understanding conflict at work</li> </ul>

<b>Learning outcome</b>
The learner will: 1. Understand the cause and effect of conflict in the place of work.
<b>Assessment criteria</b>
The learner can: 1.1 define common causes of conflict between individuals 1.2 define common causes of conflict between groups/teams 1.3 state the <b>effects</b> of conflict on individuals 1.4 state the <b>effects</b> of conflict on a group/team.

<b>Range</b>
1.3 and 1.4 <b>effects include:</b> motivation and productivity.

<b>Learning outcome</b>
The learner will: 2. Recognise types of behaviour that are unacceptable in a work situation.
<b>Assessment criteria</b>
The learner can: 2.1 identify what is acceptable behaviour in the work place 2.2 identify types of behaviour that are unacceptable in a work situation

<b>Learning outcome</b>
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The learner will:
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| 3. Understand how conflict in a work situation can be prevented. |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 3.1 explain <b>methods</b> that can be used in a work situation to prevent conflict         |
| 3.2 describe employer <b>responsibilities</b> with reference to conflict in the work place. |

<b>Range</b>
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3.1 <b>Methods include:</b> formal, informal.
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3.2 <b>Responsibilities include:</b> dealing with the issue, communicating procedures and policies.
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**Guidance and Evidence**

For 1.1 the learner must **explain** at least three examples of common causes of conflict between individuals, these could include: poor communication, poor management, unfair treatment, unclear job roles, inadequate training, poor communications, poor work environment, lack of equal opportunities, bullying and harassment. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.2 the learner must **explain** at least three examples of common causes of conflict between groups/teams, these could include: rivalry between colleagues, disagreements over a team's goals or shared values, resentment that one team is not pulling its weight. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.3 the learner must **describe** the effects of conflict on individuals. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.4 the learner must **describe** the effects of conflict on groups/teams. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.1 the learner must **describe** what is acceptable behaviour in the work place, these could include: code of conduct, verbal communication, dress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must **describe** types of behaviour that are unacceptable in a work situation, these could include: abusive someone verbally, bullying, harassment, isolating someone at work.

For criteria 3.1 the learner must **explain** how conflict in a work situation could be prevented formally and informally, e.g. formally following the company's grievance procedure, informally could be through discussions with the parties involved. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For criteria 3.2 the learner must **describe** employer responsibilities with reference to conflict in the work place, giving at least one example for each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

## Unit 450

## Understanding personal finance for employment

<b>UAN:</b>	R/506/8127
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of personal finance in relation to employment income.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand salary expressed in different ways.
<b>Assessment criteria</b>
The learner can: 1.1 identify money related <b>terms used</b> in job advertisements 1.2 work out weekly wage from an annual salary 1.3 work out hourly rate from a weekly wage 1.4 estimate annual salary from an hourly rate.

<b>Range</b>
1.1 <b>Terms used:</b> pa, pw, ph, £k, gross, net.

<b>Learning outcome</b>
The learner will: 2. Understand a payslip.
<b>Assessment criteria</b>
The learner can: 2.1 identify the total gross amount to be paid 2.2 identify the deductions made from a payslip 2.3 outline what these deductions are for 2.4 identify the net amount of pay 2.5 check the payslip calculations for accuracy.

<b>Learning outcome</b>
The learner will: 3. . Know how to create a budget to cover work related expenses
<b>Assessment criteria</b>
The learner can: 3.1 compare <b>different expenditure</b> for travel 3.2 draw up a budget plan to manage <b>work-related expenses</b> over a five day period 3.3 check the calculations for accuracy.

<b>Range</b>
3.1 <b>Different expenditure:</b> eg cost of a weekly ticket compared to 10 single tickets or cost of the train compared to the bus. 3.2 <b>Work-related expenses:</b> eg travel to and from work, food and drink.

**Guidance and Evidence**

For 1.1 the learner must **identify** money related terms used in job advertisements eg. ph, pw, pa, gross, net, k, pro rata. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must **work out** weekly wage from an annual salary eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg  $\text{£}15600 \text{ divided by } 52 = \text{£}300 \text{ pw}$ .

For 1.3 the learner must **work out** hourly wage from weekly wage eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg  $\text{£}400 \text{ pw divided by } 40 \text{ hours} = \text{£}10 \text{ pw}$ .

For 1.4 the learner must **estimate** annual salary from an hourly rate eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg  $\text{£}9.95 \text{ ph is approximately } \text{£}10 \times 40 \times 50 = \text{£}20000 \text{ pa}$ .

For 2.1 the learner must **identify** the total gross amount to be paid eg on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.2 the learner must **identify** the deductions made eg on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.3 the learner must **outline** what these deductions are for eg deductions for tax and National Insurance on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.4 the learner must **identify** the net amount of pay eg on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.5 the learner must **check** the payslip calculations for accuracy eg on their own payslip or a sample payslip. Evidence may be calculations completed by hand, using a calculator or using a computer.

Evidence for learning outcome 2 could be a photocopy of the learner's payslip annotated to cover 2.1 – 2.4 and accompanying calculations for 2.5.

For 3.1 the learner must **compare** different expenditure for travel. The learner should consider at least two alternatives. These could include modes of transport eg bus, train, or types of tickets eg single, return, weekly, monthly. If the learner could walk to the place of work, the learner should evidence this criteria by considering another location. Evidence may be a written or verbal learner statement, printouts or leaflets showing costs, calculations completed by hand, using a calculator or using a computer.

For 3.2 the learner must **draw up** a budget plan to manage work related expenses over a 5 day period. Learner should consider own outgoings, possible outgoings or a case study. Evidence may be a simple budget plan showing outgoings eg transport (possibly from 3.1), drinks, lunch, snacks, any other expenditure.

For 3.3 the learner must **check** the calculations in 3.2 for accuracy. Evidence may be calculations completed by hand, using a calculator or using a computer.

## Unit 451

## Assertive living

<b>UAN:</b>	Y/506/8128
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The aim of this unit is raise awareness of different types of behaviour and how these behaviours and own self esteem impact on everyday life and career goals and how stress can have a negative impact.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand different types of <b>behaviour</b> .
<b>Assessment criteria</b>
The learner can: 1.1 list the main characteristics of different types of <b>behaviour</b> .
<b>Range</b>
1.1 <b>Behaviour:</b> Passive, assertive aggressive.

<b>Learning outcome</b>
The learner will: 2. Understand what is meant by the term 'self-esteem' and how it can be improved.
<b>Assessment criteria</b>
The learner can: 2.1 define the term self esteem 2.2 describe factors which influence a person's self esteem 2.3 identify how self esteem can be improved.

<b>Learning outcome</b>
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The learner will:
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3. Know about stress and ways it can be reduced.
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<b>Assessment criteria</b>
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The learner can:
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3.1 describe what stress is
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3.2 outline causes of stress
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3.3 identify ways in which stress could be reduced.
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<b>Learning outcome</b>
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The learner will:
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4. Understand the benefits of being assertive.
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<b>Assessment criteria</b>
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The learner can:
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4.1 state the <b>benefits</b> of being assertive.
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<b>Range</b>
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4.1 <b>Benefits</b> include: personal and career.
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**Guidance and Evidence**

For 1.1 the learner must **list** two examples of characteristics in each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For the 2.1 the learner must **define** the term self esteem. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must **describe** three examples of factors which influence a person's self esteem. Factors could include: relationships with family and friends, image, success. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.3 the learner must **identify** two examples of how self esteem can be improved. Examples can include self help or from support from others. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.1 the learner must **describe** what stress is. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.2 the learner must **outline** three examples of the causes of stress which may be related to their family, education, work, expectations, health and well-being, personality, peer group, friends or conflict. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.3 the learner must **identify** two ways to reduce stress.. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For s 4.1 the learner must **state** the benefits of being assertive. These could include: gain self-confidence and self-esteem, improve your decision-making skills, and improve work relationships.



## Unit 454

## Understanding child development

<b>UAN:</b>	R/506/8144
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to give learners an introduction to child development from ages 0-3 and enables the learner to understand the key stages of development whilst recognising the resources available to meet them including childcare provision
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. Understand the development of children.

### Assessment criteria

The learner can:

- 1.1 illustrate the **development** of a child 0 – 1 years
- 1.2 explain how children's **development** is influenced by a range of **factors**
- 1.3 give an example of how one aspect of a child's development can affect another.

### Range

- 1.1 and 1.2 **development:** physical, intellectual, language, emotional, social
- 1.2 **factors:** health, environment.

**Learning outcome**

The learner will:

2. Understand the nature and importance of play in the development of children.

**Assessment criteria**

The learner can:

- 2.1 explain the importance of play in the **development** of children
- 2.2 give examples of play activities that supports a child's 0 – 1 year holistic **development**
- 2.3 give examples of play activities that will encourage the **development** of a child 1 – 3 years.

**Range**

2.1, 2.2 and 2.3 **development:** physical, intellectual, language, emotional, social.

**Learning outcome**

The learner will:

3. Understand how to create a safe environment for children.

**Assessment criteria**

The learner can:

- 3.1 explain why a safe but challenging environment is important for children
- 3.2 identify a variety of **safety products** for children 0-3 years
- 3.3 state how safety products contribute to developing a safe environment
- 3.4 list routine **safety checks** that should be carried out in a childcare setting to ensure a safe environment for children.

**Range**

3.2 **safety products:** internal, external  
3.4 **safety checks:** internal, external.

**Guidance and Evidence**

For 1.1 the learner must **illustrate** the stages of development of a child 0 – 1 year. Evidence may be in the form of a chart/diagram or a written or verbal learner statement, or an assessor record.

For 1.2 the learner must **explain** how children's development is influenced by factors such as the environment they are born into and health conditions they suffer from, their diet and the exercise they do. Evidence may be a written or verbal learner statement, an assessor record.

For 1.3 the learner must give at least **one example** of how one aspect of a child's development can be affected by another. For example if a child has a health condition; this can affect their physical, social and intellectual development. Evidence may be a written or verbal learner statement, an assessor record.

For 2.1 the learner must **explain** the important role play has in the cognitive development of a child. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.2 the learner must **give examples** of a variety of play activities to show how the development of a child 0 – 1 year is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.3 the learner must **give examples** of a variety of play activities to show how the development of a child 1– 3 years is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.1 the learner must **explain** why it is important to maintain a balance between providing a safe environment while at the same time offering children a stimulating and challenging environment for exploring and developing their abilities. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.2 the learner must **identify** safety products that help ensure a safe environment for children, both internal and external. For each product the learner must state how they contribute to a safe environment.

For 3.3 the learner must **state** how safety products contribute to developing a safe environment for the child both internal and external. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.4 the learner must **list** both internal and external safety checks that should be carried out in a childcare setting and the purpose of each check. Evidence may be a written or verbal learner statement, an assessor record.

## Unit 455

## Understanding children's social and emotional development

<b>UAN:</b>	R/506/8564
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit raises awareness of the social and emotional development of children and will encourage the learner to recognise social and emotional needs in children as well as consider ways of meeting those needs and managing different behaviours.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand the social and emotional needs of children.
<b>Assessment criteria</b>
The learner can: 1.1 outline the main stages of children's social and emotional development 1.2 give examples of social and emotional needs 1.3 identify ways to meet the social and emotional needs of young children.

<b>Learning outcome</b>
The learner will: 2. Understand how children acquire their behaviour patterns.
<b>Assessment criteria</b>
The learner can: 2.1 give examples of how and why children learn to behave in particular ways. 2.2 give examples of ways of encouraging children to feel positive about themselves 2.3 identify some of the benefits of encouraging children to feel positive about themselves

## Unit 457

# Understanding the physical and psychological needs of children

<b>UAN:</b>	J/506/8562
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit is about recognising the physical and psychological needs of children and how such needs can be met by a variety of agencies and strategies. It will enable the learner to consider their own role in meeting such needs.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand the physical needs of children.
<b>Assessment criteria</b>
The learner can: 1.1 give examples of the <b>physical needs</b> of children 1.2 state how to provide <b>physical care</b> for children of <b>different ages</b> 1.3 state the importance of exercise and rest in children's healthy development 1.4 identify activities to promote exercise in children of different ages.

<b>Range</b>
1.1 <b>physical needs:</b> safe, warm environment with food and drink, exercise, rest 1.2 <b>physical care:</b> in relation to hair, skin, teeth and feet 1.4 <b>different ages:</b> baby toddler, pre-school and school-aged child.

<b>Learning outcome</b>
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The learner will:
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| 2. Understand the psychological needs of children. |
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<b>Assessment criteria</b>
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The learner can:
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|---|
| 2.1 give examples of the <b>psychological needs</b> of children |
| 2.2 state how to provide support for psychological needs.       |

<b>Range</b>
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| 2.1 <b>psychological needs:</b> caring, stimulation. |
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<b>Learning outcome</b>
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The learner will:
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|---|
| 3. Know what support is available to help meet the needs of children. |
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<b>Assessment criteria</b>
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The learner can:
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| 3.1 give examples of difficulties a carer may have in meeting the needs of a child |
| 3.2 outline the role of agencies and organisations that can offer support.         |

## Unit 459

## Using cooking skills in a domestic kitchen

<b>UAN:</b>	K/506/8120
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops awareness of health and safety in a kitchen and allows learners to develop the skills to cook basic, nutritious food safely and according to requirements.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

### Learning outcome

The learner will:

1. Understand the importance of health and safety in a domestic kitchen.

### Assessment criteria

The learner can:

- 1.1 identify the main **health and safety risks** in a domestic kitchen
- 1.2 outline how to respond to **health and safety risks** in a domestic kitchen.

### Range

1.1 and 1.2 **Health and safety risks:** sharp items, cleanliness, electrical and gas safety.

### Learning outcome

The learner will:

2. Understand how to plan and cost nutritionally balanced meals

### Assessment criteria

The learner can:

- 2.1 plan a two-course meal in line with **requirements**.
- 2.2 give **reasons** for the choice of meal.

### Range

2.1 **Requirements:** nutritional value, budget

2.2 **Reasons:** consumer preferences, dietary requirements, cost.

**Learning outcome**

The learner will:

3. Be able to use a range of domestic equipment and cooking methods to cook a two course meal.

**Assessment criteria**

The learner can:

- 3.1 identify examples of **domestic kitchen equipment** and their appropriate uses
- 3.2 describe different food preparation methods
- 3.3 **cook** a two course meal using a range of **food preparation methods**
- 3.4 clean and store the equipment used.

**Range**

- 3.1 **Domestic kitchen equipment:** cooker, microwave, deep fat fryer
- 3.2 **Food preparation methods:** boiling, frying, grilling
- 3.3 **Cook:** fresh ingredients, convenience foods.



**Guidance and Evidence**

For 1.1 the learner needs to **identify** the main health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 1.2 the learner needs to **outline** how to respond to health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 2.1 the learner needs to **plan** a two-course meal, taking into account basic nutritional value and costs. The meal can be something suited to themselves or a family member with a special requirement or of a different age. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement of observation of safe working methods.

For 2.2 the learner must **give** at least three reasons for their choice of meal. The learner should show an underpinning knowledge of nutritional requirements, the consumer's personal preferences and the overall cost prior to planning their meal. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement.

For 3.1 the learner needs to **identify** examples of domestic kitchen equipment and their appropriate uses in the cooking process. Examples should include a cooker, microwave and deep fat fryer. Evidence may be a written or verbal learner statement or report.

For 3.2 the learner needs to **describe** different food preparation methods. These should include boiling, frying and grilling. Evidence may be a written or verbal learner statement or report.

For 3.3 the learner needs to **cook** a simple two course meal using both fresh ingredients and convenience foods. The learner may use their plan in Learning Outcome 1. Access to a domestic style kitchen will be required to complete this learning outcome. Evidence may be a written or verbal learner statement, photographs of finished dishes, assessor/witness statement.

For 3.4 the learner needs to clean and store the equipment used. It is important the learner can demonstrate care of the equipment by cleaning it effectively and returning it to the correct storage place. Evidence may be a written or verbal learner statement, assessor/witness statement.

## Unit 460

## Introduction to working with vulnerable adults

<b>UAN:</b>	F/506/8883
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	This unit aims to develop an understanding of the term 'vulnerable adult' and voluntary and community organisation's responsibilities.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand what is meant by the term 'vulnerable adult.'
<b>Assessment criteria</b>
The learner can: 1.1 state the meaning of the term 'vulnerable adult' 1.2 give examples of adults who may be vulnerable.

<b>Learning outcome</b>
The learner will: 2. Understand what is meant by abuse.
<b>Assessment criteria</b>
The learner can: 2.1 state the meaning of the term 'abuse' 2.2 list the main categories of abuse 2.3 give examples of how abuse can be recognised 2.4 give examples of people who may be abusers.

<b>Learning outcome</b>
The learner will: 3. Understand how to minimise abuse.
<b>Assessment criteria</b>
The learner can: 3.1 give examples of how to prevent <b>abuse</b> 3.2 give examples of how to minimise <b>abuse</b> .

## Unit 462

## Applying for a job

<b>UAN:</b>	L/507/0295
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>206</b> Entry 2 Applying for a job</li><li>• <b>306</b> Entry 3 Applying for a job</li><li>• <b>405</b> Level 1 Career planning and making applications</li><li>• <b>501</b> Level 2 Career planning and making applications</li><li>• <b>506</b> Level 2 Applying for a job</li></ul>

<b>Learning outcome</b>
The learner will: 1. Understand different methods of applying for jobs
<b>Assessment criteria</b>
The learner can: 1.1 describe different <b>methods</b> of applying for a job 1.2 describe when different <b>methods</b> of applying for a job are used 1.3 describe how to apply for a job online.

<b>Range</b>
1.1 and 1.2 <b>methods</b> – online, paper based, agency, telephone, in person, video.

<b>Learning outcome</b>
The learner will: 2. Be able to complete a job application
<b>Assessment criteria</b>
The learner can: 2.1 identify the information needed to prepare a job application 2.2 describe formats and styles of presenting information in a job application 2.3 assemble the <b>relevant information</b> for a job application 2.4 prepare a curriculum vitae 2.5 present the information for a job application in <b>different formats</b> .

<b>Range</b>
2.3 <b>relevant information</b> – National Insurance number, application form, covering letter, appropriate certificates, record of achievement. 2.5 <b>different formats</b> – online, paper based, video, CV.

**Guidance and evidence**

For 1.1 the learner needs to describe different methods of applying for a job.

For 1.2 the learner needs to describe when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For 2.1 the learner needs to identify the information needed to prepare a job application.

For 2.2 the learner needs to describe formats and styles of presenting information in a job application.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.4 the learner needs to prepare a curriculum vitae.

For 2.5 the learner needs to present the information for a job application in different formats.

## Unit 476

## Create a positive impression on customers

<b>UAN:</b>	Y/508/4457
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Aim:</b>	The aim of this unit is to help the learner to show they can understand dress codes for different job roles, the importance of creating positive impressions and to meet customer expectations.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit in 5546: <ul style="list-style-type: none"><li>• <b>376</b> Create a good impression on customers</li></ul>

<b>Learning outcome</b>
The learner will: 1. Understand a range of dress codes for different job roles.
<b>Assessment criteria</b>
The learner can: 1.1 describe appropriate dress codes for different job roles 1.2 describe inappropriate dress for different job roles 1.3 identify different dress codes in different industries.

<b>Learning outcome</b>
The learner will: 2. Understand the importance of creating a positive impression on customers.
<b>Assessment criteria</b>
The learner can: 2.1 describe the importance of making a positive impression on customers 2.2 state reasons why personal appearance may cause different reactions from customers 2.3 describe ways to present self to make a positive impression on customers.

**Learning outcome**

The learner will:

3. Understand how to meet customer expectations.

**Assessment criteria**

The learner can:

- 3.1 describe methods of communicating with customers to establish expectations
- 3.2 describe appropriate methods of communication when dealing with customers
- 3.3 describe what types of language should be avoided when dealing with customers
- 3.4 describe ways to confirm customer expectations have been met.



## Unit 476

# Create a positive impression on customers

## Supporting information

### Guidance and evidence

For 1.1 the learner needs to describe different dress codes for different job roles. Learners could consider organisations who issue uniforms, name badges and/or specific clothing to meet health and safety requirements.

For 1.2 the learner needs to describe inappropriate dress in different job roles. They could use examples from their own experiences, paying attention to areas such as a failure to wear uniform/name badge, untidy or dirty clothing, clothing that is too revealing or dressing without consideration to health and safety risks.

For 1.3 the learner must identify different dress codes used in different industries for example:

- Overalls (eg garage staff, decorators, supermarket)
- Special clothing for hygiene purposes (eg hats to keep hair tucked in, plastic gloves if working with food)
- Smart suit (often worn in offices or banks to meet customer expectations of professionalism)
- Fashionable clothing (worn in a shop to advertise that shop's latest fashion)
- Clothing that fits a colour scheme to match the organisation's colours.
- Dress code could also vary to indicate different levels of responsibility eg a shirt, tie and formal trousers/skirt in a fast-food restaurant might signify more responsibility whereas staff in different roles level might wear a colour polo shirt and more robust trousers.

For 2.1 the learner can describe the importance of making a good first impression on customers; whether this is verbally, in writing or face-to-face with internal or external customers. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For 2.2 the learner can state reasons why personal appearance may cause different reactions from customers. For example, somebody with dirty nails, unkempt hair, untidy appearance, too much makeup/perfume and revealing clothing might cause a negative impression. They should understand that appearance also incorporates attitude and body language.

For 2.3 the learner can describe ways to present themselves to make a positive impression on customers. This can include dress, physical appearance, behaviour and attitude.

For 3.1 the learner will be able to describe methods of communicating with customers to establish expectations. For example asking the right

questions, being responsive, acting within limits of responsibility, respecting personal space, not being over familiar etc.

For 3.2 the learner must describe appropriate methods of communication when dealing with customers in different situations. They could use examples from written communication methods eg letter, email, text message, and verbal communication methods eg telephone, face-to-face.

For 3.3 the learner must describe what types of language should be avoided when dealing with customers. For example swearing, slang, inappropriate comments relating to gender, race, culture, age or disability and why they should never use any offensive language with customers regardless of how angry or aggressive the communication received becomes or if confrontation develops eg it will upset or aggravate the customer, it is not professional.

For 3.4 the learner must describe ways to confirm customer expectations have been met. For example customer feedback, customer retention/loyalty, reviews and recommendations etc.

### **Evidence Requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

## Unit 477

## The customer service experience

<b>UAN:</b>	L/508/4701
<b>Level:</b>	L1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Aim:</b>	The aim of this unit is to help the learner build an understanding of the customer experience. Including identifying different customer service situations and processes as well as helping to provide customer satisfaction and build rapport.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit in 5546: <ul style="list-style-type: none"><li>• <b>377</b> The customer service experience</li></ul>

<b>Learning outcome</b>
The learner will: 1. Know about the customer service experience.
<b>Assessment criteria</b>
The learner can: 1.1 describe a range of customer service situations 1.2 describe steps in a customer service process.

<b>Learning outcome</b>
The learner will: 2. Know how customer satisfaction is achieved.
<b>Assessment criteria</b>
The learner can: 2.1 describe the link between customer expectations and customer satisfaction 2.2 describe customer service delivery that provides customer satisfaction.

<b>Learning outcome</b>
The learner will: 3. Be able to build a rapport with customers.
<b>Assessment criteria</b>
The learner can: 3.1 recognise customer feelings to build a rapport with them 3.2 speak clearly to customers to put them at their ease.

## Unit 477

# The customer service experience

## Supporting information

### Guidance and evidence

For 1.1 the learner must describe at least **four** different customer service situations. These could be on the telephone or face-to-face. They could also involve internal or external customers. The learner could use their own positive or negative experiences as a customer when describing these customer service situations.

For 1.2 the learner must describe the steps of a customer service process explaining each stage followed from:

- Identifying the customer's need – what they require, by when, gathering information through questioning
- Searching for information or product/service specifications – researching choices or options, looking for solutions
- Giving the customer options – offering choices to meet the desired outcome, dealing with requests or queries
- Confirming the customer's decision – selecting a product or service or a solution to the request or query
- Ensuring the customer is satisfied – meeting the desired outcome, offering alternatives or follow ups when customer satisfaction is not achieved.

For 2.1 the learner must describe the link between customer expectations and customer satisfaction. For example expectation of a certain level of customer service and delivering a good level of customer service.

For 2.2 the learner must describe **three** elements of customer service delivery which contribute to the customer being satisfied. This could include their query being answered promptly, problems resolved swiftly and positively, service is easy to use, the staff are knowledgeable and helpful. The learner could use their own positive experiences as a customer.

For 3.1 the learner must recognise customer feelings. For example happy, upset, confused, angry. The learner should show an interest in the customer, address them appropriately and listen to their needs. The learner should consider how they respond appropriately to the customer for example thank them, apologise to them if things go wrong etc. This could be evidenced through the use of role play.

For 3.2 the learner must speak clearly, politely and professionally, using appropriate body and verbal language. That they have adopted a professional and helpful tone (e.g. smiling and maintaining regular eye contact etc). This could be evidenced through the use of role play.

**Evidence Requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

## Unit 480

## Introduction to working in healthcare, adult care and child care

<b>UAN:</b>	M/507/4985
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The aim of this unit is to give the learner an overview of the values, principles, skills and attitudes required for working in health, adult care and child care.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. Know the range of service provision available in health care, adult care and child care.
<b>Assessment criteria</b>
The learner can: 1.1 identify different services available within: a. health care b. adult care c. child care 1.2 give examples of individuals who might access adult care services 1.3 give examples of why individuals might access health care services 1.4 outline the difference between statutory, private and third sector services 1.5 outline how <b>informal care</b> contributes to service provision.
<b>Range</b>
<b>Informal care</b> Provided by family, friends, neighbours, volunteers, support groups, online forums etc.

**Learning outcome**

The learner will:

2. Know the range of job roles within health care, adult care and child care.

**Assessment criteria**

The learner can:

- 2.1 identify job roles within:
  - a. health care
  - b. adult care
  - c. child care.

**Learning outcome**

The learner will:

3. Know the range of **skills** and **attitudes** essential to work within health care, adult care and child care.

**Assessment criteria**

The learner can:

- 3.1 list **skills** and **attitudes** essential to work within health care, adult care and child care
- 3.2 identify own **skills** and **attitudes** that require further development to gain employment within health care, adult care and child care.

**Range****Skills**

What you must be able to do.

**Attitudes**

Ways of thinking that influence how you approach your work with individuals, informal carers and other professionals.

**Learning outcome**

The learner will:

4. Know legislation, principles and values that underpin health care, adult care and child care.

**Assessment criteria**

The learner can:

- 4.1 identify legislation, standards and guidance that underpin the principles and values of health care, adult care and child care
- 4.2 outline what is meant by 'person centred practice' or 'child centred practice'
- 4.3 outline what is meant by 'confidentiality' in the context of health care, adult care and child care
- 4.4 outline what is meant by 'duty of care' in health care, adult care and child care
- 4.5 outline what is mean by 'equality' and 'inclusion' within health care, adult care and child care
- 4.6 outline the importance of equality and inclusion within health care, adult care and child care.



**Guidance and evidence**

For outcome 1.1 different types of service could include any of the following:

- Community based services for adults
- Community based services for children and young people
- Domiciliary services for adults
- Domiciliary services for children and young people
- Day services for adults
- Residential services for adults
- Nursery provision
- Children's Care Learning and Development
- Tele Care
- Extra Care
- Supported Housing
- Supported Employment
- Self Directed Support
- Acute Hospital Services
- Community Hospitals
- General Practitioner Services
- Pharmacy in Hospitals and Community
- Substance Misuse Services
- Complementary Healthcare
- End of life care
- Re-ablement
- Mental health services
- Sexual health services

For outcome 3.1 **skills** and **attitudes** include patience, positive body language, empathy, good listener, caring, literate, numerate, effective communicator, reliable, honest, punctual.

**Evidence Requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

## Unit 486

## Introduction to customer service

<b>UAN:</b>	R/507/5191
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to give the learner an introduction to customer service. It covers the importance of personal appearance and first impressions. This unit also aims to give the learner an understanding of the different types of customer and communication.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>371</b> Introduction to customer service</li></ul>

<b>Learning outcome</b>
The learner will: 1. Understand why personal appearance is important in the workplace.
<b>Assessment criteria</b>
The learner can: 1.1 give examples of how personal appearance can create a <b>positive impression</b> 1.2 give reasons why following a dress code is important for work 1.3 state why good personal hygiene is important for work.
<b>Range</b>
<b>Positive impression</b> For the employer and the customer.

<b>Learning outcome</b>
The learner will: 2. Understand the difference between internal and external customers.
<b>Assessment criteria</b>
The learner can: 2.1 outline the differences between an internal customer and an external customer 2.2 give examples of the <b>needs of an internal customer</b> 2.3 give examples of the <b>needs of an external customer</b> .

<b>Range</b>
<b>Needs of an internal customer</b> To have a good environment to work in, to have the correct resources to work with, to be trained to the correct standard to be able to do their job.
<b>Needs of an external customer</b> To receive good quality customer service, to receive useful and professional advice, to be kept up-to-date with recent promotions and products.

<b>Learning outcome</b>
The learner will: 3. Understand the difference between formal and informal communication.
<b>Assessment criteria</b>
The learner can: 3.1 outline the differences between formal and informal <b>communication</b> 3.2 give examples of formal <b>communication</b> 3.3 give examples of informal <b>communication</b> .

<b>Range</b>
<b>Communication</b> Can be verbal or written.

<b>Learning outcome</b>
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The learner will:
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- |   |
|---|
| 4. Be able to communicate with customers. |
|---|

<b>Assessment criteria</b>
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The learner can:
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|--|
| 4.1 state how to greet customers in a <b>positive</b> way  |
| 4.2 demonstrate the importance of speaking clearly when communicating with customers               |
| 4.3 demonstrate the importance of <b>positive</b> body language when communicating with customers. |

<b>Range</b>
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<b>Positive</b>
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Confidence, tone, language, body language etc.
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**Guidance and evidence**

For 1.1 learners must give at least three examples of how personal appearance can create a positive impression. This can include personal confidence, motivation, attitude, company representation and reputation, approachability etc.

For 1.2 learners must give at least three reasons why following a dress code is important for work. This can include for hygiene reasons, for safety reasons Personal Protective Equipment (PPE), advertising the company/products, company brand eg uniforms, name badges etc.

For 2.1 and 2.2 the learner must outline the differences between internal and external customers. For example the internal customer provides products or services within the company but external customers buys the product or service from the company. In addition internal and external customers will have individual needs.

For 3.2 and 3.3 learners must give at least three examples for each type of communication; this can be verbal or written.

For 4.2 learners must demonstrate the importance of use of tone, speaking clearly and positive body language when communicating with customers. This can include making eye contact, smiling, knowing the importance of personal space etc.

**Evidence Requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

## Unit 488

## Disclosure of information

<b>UAN:</b>	J/615/0236
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to enable learners to understand positive disclosure and its benefits.
<b>Assessment</b>	Learner portfolio
<b>Barring</b>	None

<b>Learning outcome</b>
The learner will: 1. Understand what is meant by the term 'disclosure'.
<b>Assessment criteria</b>
The learner can: 1.1 state what is meant by the term 'disclosure' 1.2 identify where disclosure is <ul style="list-style-type: none"><li>• needed</li><li>• not needed</li></ul> 1.3 give examples of the impact of non-disclosure.

<b>Learning outcome</b>
The learner will: 2. Know about the current law around disclosure.
<b>Assessment criteria</b>
The learner can: 2.1 identify the current law around disclosure 2.2 state what is meant by the term rehabilitation period 2.3 identify when a conviction is <ul style="list-style-type: none"><li>• spent</li><li>• unspent</li></ul> 2.4 list sources of support to help with identifying own rehabilitation period.

<b>Learning outcome</b>
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The learner will:
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|--|
| 3. Understand when disclosure is needed. |
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<b>Assessment criteria</b>
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The learner can:
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| 3.1 demonstrate different <b>formats</b> of disclosure                 |
| 3.2 demonstrate how to structure a disclosure statement                |
| 3.3 identify when in the recruitment process disclosure may be needed. |

<b>Range</b>
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<b>Formats</b> – verbal or written
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<b>Learning outcome</b>
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The learner will:
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|--|
| 4. Understand the need to maintain own disclosure information. |
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<b>Assessment criteria</b>
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The learner can:
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|--|
| 4.1 give examples of positive experiences that can be added to own disclosure information. |
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**Guidance and Evidence**

Evidence may be a written or verbal learner statement, an assessor record, images with text.

For 1.1 the learner will be able to state what is meant by the term 'disclosure'.

For 1.2 Identify where disclosure is needed for example when applying for employment, further/higher education or training, applying for insurance, foreign travel, financial services.

For 1.3 the learner will be able to give examples of the impact of non-disclosure. For example it could result in further criminal conviction, termination of employment, withdrawal of employment/education placement/offer.

For outcome 2 the learner will know about the current law around disclosure. This includes the Rehabilitation of Offenders Act 1974 (ROA) and the Exceptions Order. Multiple convictions can also be covered if applicable.

For 2.2 sources of help can include National Probation Service, National Career service, career advisors, Community Rehabilitation Companies (CRCs), Responsible Officer, Nacro, Unlock.

For 3.1 the learner can demonstrate different formats of disclosure to include verbal or written formats for example on application forms, in covering letters, disclosure statements, disclosure at interview etc.

For 3.2 the learner can demonstrate how to structure a disclosure statement. For example:

- starting with a focus on their skills and abilities (which are suitable for the role they are applying for)
- the breakdown of the offence/s and the circumstances for the offence/s
- followed by the ways in which the circumstances have changed including any positive changes that have come from this ie education and training, changes in attitudes/circumstances.

For 3.3 the learner can identify when in the recruitment process disclosure may be needed. This will be different between different employers. Learners may need to research companies' recruitment policies/processes. This will include See Potential initiative, the 'Ban the Box' initiative and EFFRR (Employers Forum for Reducing Re-offending).

For 4.1 the learner will be able to give examples of positive experiences which may include; volunteering, work experience, community projects/work, education, training or employment, changed circumstances etc.



**Evidence requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

## Appendix 1      Level 1 units available in 5546-01-02-03-04-05-06

This is a list of all the Level 1 units available in the Employability Skills (England and Wales) qualifications 5546-01-02-03-04-05-06:

Unit	QAN	Title	Credit value	GLH
401	F/501/6878	Planning for progression	3	20
402	T/506/2708	Managing personal finance	3	20
403	K/501/6891	Work-based experience	3	15
404	R/506/2702	Effective communication	2	13
405	A/501/6880	Career planning and making applications	3	24
407	K/505/4654	Interview skills	3	18
408	J/506/2731	Searching for a job	2	20
409	F/505/4658	Career progression	2	16
410	L/506/2732	Keeping safe	3	26
411	L/505/4663	Working as part of a team	3	25
412	D/504/8169	Contribute to own healthy living	2	20
413	A/505/4660	Safe learning in the workplace	4	23
414	A/506/2709	Preparing for work	2	12
415	F/505/4661	Building working relationships in the workplace	2	17
416	J/505/4662	Rights, responsibilities and citizenship	3	20
417	L/506/3136	Investigating rights and responsibilities at work	2	17
418	Y/501/6899	Candidate project	3	20
419	J/505/4659	Enterprise activity - producing a product or service	3	23
420	T/501/6893	Undertaking work placement	3	22
421	Y/505/4665	Community project	3	14
422	J/505/4743	Self assessment and development	3	25

<b>Unit</b>	<b>QAN</b>	<b>Title</b>	<b>Credit value</b>	<b>GLH</b>
423	M/506/2710	Recognise the benefits of having a work/life balance	2	9
424	J/600/7805	Introduction to health and safety awareness in the workplace	2	18
425	Y/506/2703	Effective skills, qualities and attitudes for learning and work	2	14
426	A/501/6894	Contributing to a team	3	20
427	J/506/2664	Recognising employment opportunities	2	12
428	J/506/2700	Business and customer awareness	1	7
429	Y/506/2698	Alternatives to paid work	2	11
430	M/506/2786	Dealing with problems	1	10
431	L/506/2701	Developing personal confidence	1	10
432	T/506/2711	Understanding assertive behaviour	1	10
433	R/506/2733	Coping with change	2	20
434	R/505/4664	Interpersonal relationships	2	14
435	D/506/2699	Awareness of equality and diversity	2	17
436	F/600/7804	Valuing equality and diversity	2	16
437	K/600/6193	Understanding the language and culture of a community	3	26
438	H/501/6887	Supporting others	3	22
439	D/506/2704	Environmental awareness	2	12
440	H/506/2705	Family relationships	1	10
441	L/501/6883	Rights and responsibilities in the workplace	3	20
442	T/506/2787	Introduction to alcohol awareness	3	30
443	K/506/2706	Introduction to decision-making	1	9
444	M/506/2707	Introduction to drug awareness	2	12
445	L/506/2665	Understanding crime and its effects	3	18
446	F/506/2789	Using materials and equipment for a practical activity	1	10
448	Y/506/6234	Awareness of stress and stress management	3	30

<b>Unit</b>	<b>QAN</b>	<b>Title</b>	<b>Credit value</b>	<b>GLH</b>
449	L/506/8126	Understanding conflict at work	1	6
450	R/506/8127	Understanding personal finance for employment	2	12
451	Y/506/8128	Assertive living	3	27
454	R/506/8144	Understanding child development	3	30
455	R/506/8564	Understanding children's social and emotional development	3	27
457	J/506/8562	Understanding the physical and psychological needs of children	3	27
459	K/506/8120	Using cooking skills in the domestic kitchen	3	27
460	K/506/8117	Introduction to working with vulnerable adults	1	9
462	L/507/0295	Applying for a job	2	16
476	Y/508/4457	Create a positive impression on customers	2	15
477	L/508/4701	The customer service experience	2	15
480	M/507/4985	Introduction to working in health care, adult care and child care	3	27
486	R/507/5191	Introduction to customer service	2	16
488	J/615/0236	Disclosure of information	1	12

## Appendix 2      Level 1 units available in 5546-31-32-34

This is a list of all the Level 1 units available in the Personal and Social skills qualifications 5546-31-32-34:

<b>Unit</b>	<b>QAN</b>	<b>Title</b>	<b>Credit value</b>	<b>GLH</b>
402	T/506/2708	Managing personal finance	3	20
404	R/506/2702	Effective communication	2	13
406	D/505/4652	Applying for a job	2	16
407	K/505/4654	Interview skills	3	18
408	J/506/2731	Searching for a job	2	20
410	L/506/2732	Keeping safe	3	26
411	L/505/4663	Working as part of a team	3	25
412	D/504/8169	Contribute to own healthy living	2	20
416	J/505/4662	Rights, responsibilities and citizenship	3	20
418	Y/501/6899	Candidate project	3	20
421	T/501/6893	Community project	3	22
422	J/505/4743	Self assessment and development	3	25
423	M/506/2710	Recognise the benefits of having a work/life balance	2	9
425	Y/506/2703	Effective skills, qualities and attitudes for learning and work	2	14
426	A/501/6894	Contributing to a team	3	20
428	J/506/2700	Business and customer awareness	1	7
429	Y/506/2698	Alternatives to paid work	2	11
430	M/506/2786	Dealing with problems	1	10
431	L/506/2701	Developing personal confidence	1	10
432	T/506/2711	Understanding assertive behaviour	1	10
433	R/506/2733	Coping with change	2	20
434	R/505/4664	Interpersonal relationships	2	14

<b>Unit</b>	<b>QAN</b>	<b>Title</b>	<b>Credit value</b>	<b>GLH</b>
435	D/506/2699	Awareness of equality and diversity	2	17
436	F/600/7804	Valuing equality and diversity	2	16
437	K/600/6193	Understanding the language and culture of a community	3	26
438	H/501/6887	Supporting others	3	22
439	D/506/2704	Environmental awareness	2	12
440	H/506/2705	Family relationships	1	10
442	T/506/2787	Introduction to alcohol awareness	3	30
443	K/506/2706	Introduction to decision-making	1	9
444	M/506/2707	Introduction to drug awareness	2	12
445	L/506/2665	Understanding crime and its effects	3	18
446	F/506/2789	Using materials and equipment for a practical activity	1	10

## Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centre document library on <https://www.cityandguilds.com> or click on the links below:

### Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### Centre Handbook: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

**Access arrangements: When and how applications need to be made to City & Guilds** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

## **City & Guilds**

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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Published by City & Guilds, a registered charity established to promote education and training.

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