

Awards, Certificates and Diplomas in Employability Skills

Level 2 Units (5546)

Candidate logbook



www.cityandguilds.com
June 2015
Version 5.0

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

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Awards, Certificates and Diplomas in Employability Skills

Level 2 (5546)

Candidate logbook

| Version and date | Change detail | Section |
|-------------------------|---|---|
| 3.0 January 2015 | Added 524 - 526 | Units |
| 3.1 February 2015 | Unit 406 removed and replaced with unit 462 | Unit 501 and Unit 506 Barring information |
| 4.0 February 2015 | Added Learning outcomes 3, 4 & 5 to Unit 525 | Units |
| 5.0 June 2015 | Candidate Declaration amended for all units | Units |
| | Credit value amended for unit 524 from 1 to 2 credits | Units |

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1 About your candidate logbook

1.1 Contact details

| | |
|--|--|
| Candidate name | |
| Candidate enrolment no | |
| Centre name | |
| Centre number | |
| Programme start date | |
| Date of registration with City & Guilds | |

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

| | |
|--------------------------------------|--|
| Your Assessor(s) | |
| Your Internal Quality Assurer | |
| Quality Assurance Contact | |

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' Awards, Certificates and Diplomas in Employability Skills. It contains forms you can use to record your evidence of what you have done.

There are 26 units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 Units

| City & Guilds unit | Unit title | GLH | Credit value |
|-------------------------------|---|------------|---------------------|
| 501 | Career planning and making applications | 20 | 3 |
| 502 | Effective skills, qualities and attitudes for learning and work | 22 | 3 |
| 503 | Preparing for an interview | 13 | 2 |
| 504 | Communicating with others in the workplace | 11 | 2 |
| 505 | Candidate project for learning and work | 20 | 3 |
| 506 | Applying for a job | 13 | 2 |
| 507 | Improving practical skills and techniques | 19 | 3 |
| 508 | Introduction to career progression | 7 | 1 |
| 509 | Introduction to continued professional development | 10 | 1 |
| 510 | Introduction to leadership | 7 | 1 |
| 511 | Introduction to the benefits of coaching | 7 | 1 |
| 512 | Introduction to the benefits of mentoring | 7 | 1 |
| 513 | Introduction to the principals of setting up a business | 18 | 3 |
| 514 | Healthy living | 11 | 2 |
| 515 | Exploring equality and diversity | 12 | 2 |
| 516 | Using tools and equipment | 10 | 1 |
| 517 | Managing time in the workplace | 8 | 1 |
| 518 | Managing personal finance | 26 | 3 |
| 519 | Dealing with challenges | 17 | 2 |
| 520 | Managing yourself | 24 | 3 |
| 521 | Introduction to sustainable development and global citizenship | 26 | 3 |
| 522 | Team working skills | 20 | 3 |
| 523 | Valuing customers | 16 | 2 |
| 524 | Understanding conflict at work | 6 | 2 |
| 525 | Drug awareness | 30 | 3 |
| 526 | Alcohol awareness | 30 | 3 |

3 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s).

The Assessor/Tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

The Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

The External Quality Assurer

The external quality assurer for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

4 Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

5 Candidate progress record

| | | | | | | | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Units | | | | | | | | | | | | | |
| Credits | | | | | | | | | | | | | |
| Total Credits Achieved: | | | | | | | | | | | | | |

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 501 Career planning and making applications

3 credits

This unit is barred with the following units:

- **301** Entry 3 Planning for progression
- **306** Entry 3 Applying for a job
- **401** Level 1 Planning for progression
- **405** Level 1 Career planning and making applications
- **462** Level 1 Applying for a job
- **506** Level 2 Applying for a job

1. Be able to choose a suitable career pathway

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 research career options | | | | | | |
| 1.2 outline two career pathways | | | | | | |
| 1.3 evaluate these career pathways | | | | | | |
| 1.4 agree a suitable career pathway | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

2. Be able to select a suitable job, training programme or course

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 list and use sources of information for job vacancies, training programmes or courses | | | | | | |
| 2.2 select a suitable job vacancy, training programme or course | | | | | | |
| 2.3 give reasons for choice | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Communicate own skills, qualities and experience in relation to the chosen career pathway

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 explain the need to 'sell himself/herself' | | | | | | |
| 3.2 describe own skills, qualities, experience and qualifications in relation to chosen career pathway | | | | | | |
| 3.3 describe own achievements relevant to the chosen job, training programme or course | | | | | | |
| 3.4 prepare a focused curriculum vitae for his/her chosen career pathway | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

4. Understand the application process

| Assessment criteria (Knowledge) | Portfolio reference | |
|---|---------------------|--|
| The learner can: | | |
| 4.1 describe how candidates are selected for an interview for a job, training programme or course | | |
| 4.2 complete an application for a specific job, training programme or course | | |
| 4.3 produce relevant documentation to support application | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 502

Effective skills, qualities and attitudes for learning and work

3 credits

This unit is barred with the following units:

- **323** Level 1 Attitudes and values for personal development
- **425** Level 2 Effective skills, qualities and attitudes for learning and work

1. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 explain the importance of positive qualities, attitudes and behaviours for employment | | | | | | |
| 1.2 consistently demonstrate appropriate codes of conduct | | | | | | |
| 1.3 demonstrate his/her adaptability and flexibility | | | | | | |
| 1.4 demonstrate his/her motivation and enthusiasm | | | | | | |
| 1.5 demonstrate his/her commitment and professionalism | | | | | | |
| 1.6 reflect on his/her positive qualities, attitudes and behaviours for learning and work | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

2. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work

| Assessment criteria (Knowledge) | Portfolio reference | |
|---|----------------------------|--|
| The learner can: | | |
| 2.1 explain the importance of effective verbal and non-verbal communication | | |
| 2.2 demonstrate effective face-to-face communication with colleagues or customers | | |
| 2.3 demonstrate effective communication with colleagues or customers who are not present | | |
| 2.4 explain and discuss ideas using technical language where appropriate | | |
| 2.5 give examples of different forms of written communication and when they are used | | |
| 2.6 describe the possible impact of inappropriate use of social network sites. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Be able to work effectively

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 identify the tasks that need to be done and the deadlines | | | | | | |
| 3.2 produce a plan for the working day | | | | | | |
| 3.3 work safely following health and safety guidelines | | | | | | |
| 3.4 carry out multiple tasks or projects | | | | | | |
| 3.5 complete tasks to required standard and deadlines | | | | | | |
| 3.6 reflect on his/her work and identify ways of working more effectively | | | | | | |
| | Type of evidence → | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 503 Preparing for an interview

2 credits

This unit is barred with the following unit:

- **309** Entry 3 Prepare for and attend an interview

1. Understand the interview process

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 describe the topics explored at an interview | | |
| 1.2 describe different types of interview | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Know own skills, qualities, experience and qualifications

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 2.1 assess own skills, qualities, experience and qualifications | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Be able to prepare for an interview

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 describe steps to be taken before an interview | | | | | | |
| 3.2 give examples of questions that could be asked at an interview | | | | | | |
| 3.3 give examples of effective and ineffective interview practice | | | | | | |
| 3.4 demonstrate interview preparation | | | | | | |
| 3.5 evaluate preparation for interview | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 504

Communicating with others in the workplace

2 credits

This unit is barred with the following units:

- **304** Entry 3 Effective communication
- **322** Entry 3 Effective speaking for the work place
- **404** Level 1 Effective communication

1. Understand the meaning of communication

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 define the meaning of communication | | |
| 1.2 describe different methods of communication | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the difference between formal and informal communication

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 give examples of formal and informal communication | | |
| 2.2 compare the positive and negative effects of different methods of communication | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Know the most appropriate methods of communicating in the workplace

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|--|----------------------------|--|
| 3.1 define the most appropriate methods of communication within the workplace | | |
| 3.2 state the benefits of using the most appropriate method for communicating with others in the workplace | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 505

Candidate project for learning and work

3 credits

This unit is barred with the following units:

- **319** Entry 3 Candidate project
- **418** Level 1 Candidate project

1. Plan a project (activity or piece of research)

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 agree a suitable project and state desired outcomes | | | | | | |
| 1.2 list the stages involved in the project | | | | | | |
| 1.3 suggest a timescale for the activities | | | | | | |
| 1.4 identify the potential hazards and risks in carrying out the project | | | | | | |
| 1.5 submit the plan to a suitable person for feedback | | | | | | |
| 1.6 respond to feedback | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

2. Carry out a project

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 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 | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Present a project

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 describe process | | | | | | |
| 3.2 present project outcomes | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

4. Evaluate a project

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 obtain and reflect on feedback | | | | | | |
| 4.2 explain what went well | | | | | | |
| 4.3 explain what did not go well | | | | | | |
| 4.4 describe what he/she has learned from planning, carrying out and presenting the project | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 506

Applying for a job

2 credits

This unit is barred with the following units:

- **306** Entry 3 Applying for a job
- **405** Level 1 Career planning and making applications
- **462** Level 1 Applying for a job
- **501** Level 2 Career planning and making applications

1. Understand the different ways of applying for jobs

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 describe the different ways of applying for jobs | | |
| 1.2 describe the different types of job applications | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Be able to produce targeted Curricula Vitae (CV)

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 outline the key components of a CV | | | | | | |
| 2.2 produce clearly structured and legible CVs for different purposes | | | | | | |
| | Type of evidence → | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Be able to write a covering letter

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 describe the range of information required in a covering letter | | | | | | |
| 3.2 explain the importance of a covering letter | | | | | | |
| 3.3 produce a formal covering letter | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

4. Be able to complete job applications

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 assess own skills and experience relevant to the job specifications | | | | | | |
| 4.2 complete an application providing the information requested | | | | | | |
| 4.3 review the application to ensure it meets required standards. | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|------------------------|--|
| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 507

Improving practical skills and techniques

3 credits

1. Be able to plan a chosen activity

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 identify an activity to be undertaken | | | | | | |
| 1.2 develop a plan for an activity detailing each stage of the process/development | | | | | | |
| 1.3 select the materials and equipment needed for each stage of a plan. | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

2. Be able to use practical skills and techniques for a chosen activity

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 describe the skills and techniques needed to undertake the chosen activity | | | | | | |
| 2.2 use skills and techniques to undertake the chosen activity | | | | | | |
| 2.3 describe any problems that may have been encountered at each stage | | | | | | |
| 2.4 assess what could be done to overcome any problems | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Understand the health and safety requirements to undertake a chosen activity

| Assessment criteria (Knowledge) | Portfolio reference | |
|---|----------------------------|--|
| The learner can: | | |
| 3.1 describe safe working practices | | |
| 3.2 assess risks and hazards | | |
| 3.3 demonstrate safe working practices | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Be able to recognise areas for development and/or improvement

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 outline skills/techniques requiring development | | | | | | |
| 4.2 outline actions required to improve skills/techniques | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 508

Introduction to career progression

1 credit

1. Be able to plan for career progression

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 identify opportunities for career progression | | | | | | |
| 1.2 find different sources of information related to career progression | | | | | | |
| 1.3 review own skills, qualities and experience | | | | | | |
| 1.4 produce a career progression plan | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 509

Introduction to continued professional development

1 credit

1. Understand the appraisal process

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 describe the appraisal process | | |
| 1.2 assess self against performance | | |
| 1.3 reflect on personal strengths and weaknesses | | |
| 1.4 create a development plan to support performance improvement | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Be able to identify the importance of keeping skills and knowledge up to date

| Assessment criteria (Performance) The learner can: | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| | Portfolio reference | | | | | |
| 2.1 identify how to improve own performance through learning | | | | | | |
| 2.2 identify areas for development | | | | | | |
| 2.3 produce an action plan for self-development | | | | | | |
| 2.4 keep a record of own learning | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 510 Introduction to leadership

1 credit

1. Understand the main styles of leadership

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 describe the main styles of leadership | | |
| 1.2 give examples of leadership skills | | |
| 1.3 explain how own skills and qualities relate to the main features of leadership | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 511 Introduction to the benefits of coaching

1 credit

1. Understand the purpose and benefits of coaching

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 define the purpose of coaching | | |
| 1.2 describe situations when coaching is used | | |
| 1.3 describe the benefits of coaching | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Declaration

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| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 512

Introduction to the benefits of mentoring

1 credit

1. Understand the purpose and benefits of mentoring

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|--|----------------------------|--|
| 1.1 define the purpose of mentoring | | |
| 1.2 describe situations when mentoring is used | | |
| 1.3 describe the benefits of mentoring | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 513

Introduction to the principles of setting up a business

3 credits

1. Understand the rewards and risks of setting up a new business

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 explain the potential rewards of setting up a new business | | |
| 1.2 explain the potential risks of setting up a new business | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Be able to identify a viable product or service to market and sell

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 describe the selected product or service | | | | | | |
| 2.2 give reasons for selecting a product or service | | | | | | |
| 2.3 describe the target market for the product or service | | | | | | |
| 2.4 describe the main competitors | | | | | | |
| 2.5 assess the risk factors | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Understand how to fund new business

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 list sources of funding | | |
| 3.2 evaluate ways of funding new business | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Be able to identify sources of advice and support for new business

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 list different sources of advice and support | | | | | | |
| 4.2 describe support available locally | | | | | | |
| 4.3 describe support available from other organisations | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 514 Healthy living

2 credits

This unit is barred with the following units:

- **312** Entry 3 Healthy living
- **412** Level 1 Contribute to own healthy living

1. Understand the importance of healthy living

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 describe the key elements of healthy living | | |
| 1.2 describe the benefits of healthy living | | |
| 1.3 explain the consequences of not living a healthy life. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Know sources of support for healthy living

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 2.1 describe support available | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Be able to demonstrate a commitment to healthy living

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 assess own living to identify areas for improvement | | | | | | |
| 3.2 select goals to promote own healthy living | | | | | | |
| 3.3 produce a plan to improve own healthy living | | | | | | |
| 3.4 implement a healthy living plan | | | | | | |
| 3.5 review the effects of own healthy living. | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Unit 514 **Healthy living**
Declaration



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 515 Exploring equality and diversity

2 credits

This unit is barred with the following units:

- **435** Level 1 Awareness of equality and diversity
- **436** Level 1 Valuing equality and diversity
- **437** Level 1 Understanding the language and culture of a community

1. Understand the meaning of equality

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 define the term equality | | |
| 1.2 give examples of equality in relation to employment | | |
| 1.3 give examples of equality in relation to education | | |
| 1.4 give examples of equality in relation to healthcare | | |
| 1.5 give examples of equality in relation to housing | | |
| 1.6 give examples of the problems society can face due to inequality. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the meaning of diversity

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 2.1 define the term 'diversity' | | |
| 2.2 describe the diversity that exists within own local community | | |
| 2.3 describe the benefits of diversity within own local community | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand stereotyping and its effects

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 explain what is stereotyping | | |
| 3.2 give examples of the factors that can lead to stereotyping | | |
| 3.3 give examples of the effects of stereotyping. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Understand prejudice and discrimination and their effects

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 4.1 explain what is prejudice | | |
| 4.2 explain what is discrimination | | |
| 4.3 give examples of how people can develop prejudice and discriminate against others | | |
| 4.4 give examples of the effects of prejudice and discrimination | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

5. Understand why equality and diversity is important

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 5.1 explain the importance of equality and diversity | | |
| 5.2 give examples of current legislation that protects equality and diversity. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 516 Using tools and equipment

1 credit

1. Be able to maintain a range of tools and/or equipment

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 describe the maintenance needed for a range of tools and/or equipment | | | | | | |
| 1.2 describe the safety precautions relevant to the maintenance of a range of tools and/or equipment | | | | | | |
| 1.3 perform the appropriate maintenance of a range of tools and/or equipment. | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

2. Be able to use a range of tools and equipment

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 identify the tools and/or equipment to be used | | | | | | |
| 2.2 describe the purpose of the tools and/or equipment | | | | | | |
| 2.3 outline the safety precautions associated with the tools and/or equipment selected | | | | | | |
| 2.4 select and use tools and equipment to complete an agreed activity in a safe manner. | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

3. Be able to store a range of tools and equipment

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 demonstrate how to make tools and equipment safe | | | | | | |
| 3.2 demonstrate how to store tools and equipment safely | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

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| Date: | |

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 517

Managing time in the workplace

1 credit

1. Understand the importance of time management

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 give a definition of time management | | |
| 1.2 describe the importance of time management | | |
| 1.3 describe ways to effectively manage time | | |
| 1.4 describe factors that can impact on time management. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the techniques that can be used to manage time

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 2.1 describe techniques that can be used to manage time | | |
| 2.2 identify the advantages of time management techniques | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Be able to use time management techniques

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 assess own time management skills | | | | | | |
| 3.2 produce a plan to improve time management skills | | | | | | |
| 3.3 review own time management skills | | | | | | |
| | Type of evidence → | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 518

Managing personal finance

3 credits

This unit is barred with the following units:

- **302** Entry 3 Personal finance
- **402** Level 1 Managing personal finance

1. Understand sources of income and expenditure

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 give examples of earned and unearned sources of income | | |
| 1.2 describe state benefits payable in different situations | | |
| 1.3 give examples of a range of work-related and non work-related expenditure | | |
| 1.4 describe advantages and disadvantages of different payment methods | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand pay slips and bank statements

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 explain key terms on a pay slip | | |
| 2.2 explain the deductions on a pay slip including tax and National Insurance contributions | | |
| 2.3 explain key terms on a bank statement | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand the need to manage income and expenditure

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 plan and record income and expenditure for a given period, identifying any surplus/deficit | | |
| 3.2 state why a contingency fund may be useful | | |
| 3.3 identify the problems which may occur if expenditure is greater than income | | |
| 3.4 identify possible benefits of effective management of personal finance | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Know how to reduce debt

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 4.1 describe ways of reducing personal expenditure and/or generating income | | |
| 4.2 list sources of support for serious debt problems | | |
| 4.3 define bankruptcy | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

5. Understand a range of financial products and services

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 5.1 give examples of types of products and services provided by banks and building societies | | |
| 5.2 state advantages and disadvantages of different types of accounts | | |
| 5.3 choose a suitable account giving reasons for choice | | |
| 5.4 outline some of the risks and rewards involved in shares and other types of investments | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

6. Understand the advantages and disadvantages of saving money

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 6.1 describe the advantages of saving for an individual or family | | |
| 6.2 describe the disadvantages of saving for an individual or family | | |
| 6.3 give examples of the financial rewards from different types of saving | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

7. Understand the advantages and disadvantages of borrowing money

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 7.1 describe the advantages of borrowing for an individual or family | | |
| 7.2 describe the disadvantages of borrowing for an individual or family | | |
| 7.3 give examples of the financial costs of short term borrowing | | |
| 7.4 give examples of the financial costs of long term borrowing | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 520

Managing yourself

3 credits

1. Understand the importance of life/work balance

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 state why life/work balance is important | | |
| 1.2 list the roles he/she has in life and the time implications of these roles | | |
| 1.3 list the support available for these roles | | |
| 1.4 complete a time log for a given period and identify any areas of concern | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the importance of a healthy lifestyle for personal effectiveness

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 state why sleep is important | | |
| 2.2 state why regular exercise is important | | |
| 2.3 list the benefits of eating healthily | | |
| 2.4 describe the effects of alcohol and drugs on performance | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand how to 'work smart'

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 list possible internal and external barriers to effective working | | |
| 3.2 state the difference between urgent and important tasks | | |
| 3.3 state when and where he/she works best | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Carry out an analysis of self management skills

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 analyse current self management skills | | | | | | |
| 4.2 identify ways of making him/herself more effective | | | | | | |
| 4.3 produce an action plan for personal improvement | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 521

Introduction to sustainable development and global citizenship

3 credits

1. Understand the significance of sustainable development

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 define sustainable development | | |
| 1.2 list some of the principles of sustainable development | | |
| 1.3 describe some of the threats to sustainable development | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the significance of global citizenship

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 define global citizenship | | |
| 2.2 list some of the key features of global citizenship | | |
| 2.3 choose one of these features and explain why it is important | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand the relationship between sustainable development and global citizenship

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 give examples of how sustainable development and global citizenship relate to one another | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Be aware of actions to promote sustainable development and/or global citizenship

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 describe a global initiative | | | | | | |
| 4.2 describe a local project | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

5. Conduct a sustainability survey

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 5.1 survey own workplace, home or learning environment in relation to sustainable development | | | | | | |
| 5.2 list areas that contribute to sustainable development | | | | | | |
| 5.3 list areas that threaten sustainable development | | | | | | |
| 5.4 make appropriate recommendations to address these areas | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

6. Know how to take action to promote sustainable development and/or global citizenship

| Assessment criteria (Knowledge) | Portfolio reference | |
|---|---------------------|--|
| The learner can: | | |
| 6.1 describe actions he/she is taking/could take to promote sustainable development and/or global citizenship | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 522 Teamworking skills

3 credits

This unit is barred with the following units:

- **411** Level 1 Working as part of a team
- **426** Level 1 Contributing to a team

1. Understand why effective teamwork is important

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 define effective teamwork | | |
| 1.2 describe the advantages and disadvantages of teamwork for a given situation | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the roles people may take in a teamwork situation

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 2.1 give examples of formally allocated roles | | |
| 2.2 give examples of less formal roles | | |
| 2.3 describe the impact these roles could have on the way a team works and on members of the team | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand the role of conflict

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 3.1 list factors that could contribute to conflict in a team | | |
| 3.2 explain how conflicting views could be an advantage | | |
| 3.3 suggest ways to manage and resolve conflict | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Understand what needs to be done to achieve a particular goal

| Assessment criteria (Knowledge) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 explain the overall goal and objectives of the team | | | | | | |
| 4.2 identify own strengths, skills and experiences relevant to the teamwork situation | | | | | | |
| 4.3 describe his/her own role as part of the team | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

5. Work with others towards achieving shared objectives

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 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 he/she needs it | | | | | | |
| 5.4 carry out the individual and group activities as agreed | | | | | | |
| 5.5 motivate the team to achieve its objectives | | | | | | |
| 5.6 provide feedback in an appropriate and constructive manner | | | | | | |
| 5.7 receive and respond to constructive feedback | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

6. Reflect on own performance and that of the team

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 6.1 reflect on his/her own performance and the performance of the team | | | | | | |
| 6.2 suggest ways of improving own teamworking skills | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

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| | |
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| Candidate Name: | |
| Candidate Signature: | |
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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 523

Valuing customers

2 credits

1. Understand the importance of customers to organisations

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 explain why customers are important to organisations | | |
| 1.2 differentiate between internal and external customers | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand the importance of customer confidence and retention

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 describe how to create customer confidence | | |
| 2.2 outline the benefits to an organisation of having a positive reputation | | |
| 2.3 list ways in which an organisation can build a good reputation | | |
| 2.4 give examples of how an organisation's reputation can be damaged | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Know how to interact effectively with customers

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 list some positive and some negative aspects of personal presentation that can affect customers' perceptions of an organisation | | |
| 3.2 explain the importance of effective communication skills in dealing with customers | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Understand how to develop productive relationships with customers

| Assessment criteria (Knowledge) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 describe the benefits to an organisation of having a customer service policy | | | | | | |
| 4.2 describe ways of responding positively to customers' needs, expectations and complaints | | | | | | |
| 4.3 give examples of when behaviour may need to be adapted to meet the specific needs of customers | | | | | | |
| 4.4 give examples of situations where support may be needed when dealing with customers | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

Unit 523
Declaration

Valuing customers



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
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| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 524

Understanding conflict at work

2 credits

1. Understand the cause and effect of conflict in the place of work

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 explain common causes of conflict between individuals | | |
| 1.2 explain common causes of conflict between groups/teams | | |
| 1.3 describe the effects of conflict on individuals | | |
| 1.4 describe the effects of conflict on a group/team. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Recognise types of behaviour that are unacceptable in a work situation

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 describe what is acceptable behaviour in the work place | | |
| 2.2 describe types of behaviour that are unacceptable in a work situation. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand how conflict in a work situation can be prevented

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 explain methods that can be used in a work situation to prevent conflict | | |
| 3.2 describe employer responsibilities with reference to conflict in the work place. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Unit 524
Declaration

Understanding conflict at work



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 519 Dealing with challenges

2 credits

This unit is barred with the following units:

- **337** Entry 3 Dealing with problems in daily life
- **430** Level 1 Dealing with problems

1. Understand different types of challenge

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|---------------------|--|
| 1.1 list different types of challenge | | |
| 1.2 describe potential opportunities of challenging situations | | |
| 1.3 describe potential threats of challenging situations | | |
| 1.4 describe attitudes to challenge | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand how to cope with challenges

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|--|---------------------|--|
| 2.1 describe personal strengths (qualities, skills, attitudes and behaviours) needed to cope with challenges | | |
| 2.2 identify his/her own abilities to cope | | |
| 2.3 explain the possible effects of emotions on his/her ability to cope | | |
| 2.4 recognise signs of stress | | |
| 2.5 describe ways of dealing with stress | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Be able to respond positively to challenges

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 describe a challenge | | | | | | |
| 3.2 demonstrate a positive response | | | | | | |
| 3.3 analyse his/her approach and actions | | | | | | |
| 3.4 review the effectiveness of his/her actions | | | | | | |
| 3.5 state what he/she has learnt from this experience | | | | | | |
| Type of evidence → | | | | | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | | | | | |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
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| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 525 Drug awareness

3 credits

This unit is barred with the following units:

- **336** Entry 3 Introduction to drug and alcohol awareness
- **444** Level 1 Introduction to drug awareness

1. Know the difference between legal and illegal drugs

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 describe what a drug is | | |
| 1.2 give examples of legal drugs | | |
| 1.3 give examples of illegal drugs. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand current drug classification and the law

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 describe the differences between the classifications of drugs | | |
| 2.2 identify a drug from each classification. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand effects of drug misuse

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 describe the effects of drug misuse | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Understand the impact of drug misuse

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 4.1 describe the impact of drug misuse | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

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

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 5.1 identify where you can obtain information for treatment and support to help overcome drug misuse | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

Unit 525
Declaration

Drug awareness



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

| | |
|-----------------------------|--|
| Candidate Name: | |
| Candidate Signature: | |
| Date: | |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| Assessor Name: | |
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| Date: | |

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| IQAs Name: | |
| IQAs Signature: | |
| Date: | |

Unit 526

Alcohol awareness

3 credits

This unit is barred with the following units:

- **336** Entry 3 Introduction to drug and alcohol awareness
- **442** Level 1 Introduction to alcohol awareness

1. Know the difference between soft drinks and alcoholic drinks

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 describe the difference between soft and alcoholic drinks. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

2. Understand current guidelines regarding alcohol

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 give examples of current laws governing alcohol | | |
| 2.2 state the recommended units for men | | |
| 2.3 state the recommended units for women | | |
| 2.4 state the unit strength of a range of alcoholic drinks. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

3. Understand the effects of alcohol

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 give examples of the effects of alcohol on the human body | | |
| 3.2 describe the signs of alcohol poisoning | | |
| 3.3 describe the psychological effects of alcohol | | |
| 3.4 describe effects of irresponsible drinking | | |
| 3.5 define social drinking. | | |
| Type of evidence → | | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

4. Understand the impact alcohol misuse

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 4.1 describe the impact of alcohol misuse. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

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

| Assessment criteria (Knowledge) The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 5.1 identify where you can get support, advice and treatment to help overcome alcohol misuse. | | |
| | Type of evidence → | |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report | | |

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| Date: | |

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| Date: | |

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| IQAs Signature: | |
| Date: | |

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

UK learners

General qualification information

International learners

General qualification information

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

Publications

Logbooks, Centre documents, Forms, Free literature

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E: centresupport@cityandguilds.com

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

T: +44 (0)121 503 8993

E: business@cityandguilds.com

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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City & Guilds is a registered charity
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and training