

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

Level 2 Unit handbook for centres

May 2024 Version 4.0

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Version and date	Change detail	Section
2.0 August 2014	Units 518-521 added	Units
2.2 September 2014	Units 522 and 523 added	Units
3.0 November 2014	Units 524 - 526 added	Units
	Appendices 1, 2 and 3 added listing which level 2 units are available in the Employability suite of qualifications.	Appendix
3.2 February 2015	Unit 406 replaced with unit 462	Introduction to this Units handbook Unit 506 barring information
3.3 June 2015	Unit 401 removed from barring information listed within unit 506	Units
	Unit 525 Supporting Information updated to remove criteria 3.2	
3.4 September 2015	Barring information updated for units 501, 504, 505, 519	
3.5 September 2016	Unit 520 title corrected in Appendix 1	Appendix 1
3.6 October 2016	Cosmetic changes to unit layout	Throughout
3.7 July 2018	Deleted QCF	Throughout
4.0 May 2024	Removed withdrawn pathways	Introduction to this units handbook Appendix 1



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1 Introduction to this Units handbook



City & Guilds offers these Level 2 units as optional units in the following qualifications:

Qualification title	City & Guilds no.	Qualification accreditation number
Introductory Awards		
City & Guilds Level 2 Introductory Award in Employability Skills	5546-01	601/3631/5
Awards		
City & Guilds Level 2 Award in Employability Skills	5546-02	601/3632/7
Extended Awards		
City & Guilds Level 1 Extended Award in Employability Skills	5546-03	601/3630/3
Certificates		
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 Level 1 Certificate in Personal and Social Skills	5546-34	601/3535/9
Extended certificates		
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
Diplomas		
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 501

Career planning and making applications

UAN:	A/600/6196
Level:	2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner to be able to select and apply for a suitable job, training programme or course.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 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

Learning outcome
The learner will: 1. be able to choose a suitable career pathway
Assessment criteria
The learner can: 1.1 research career options 1.2 outline two career pathways 1.3 evaluate these career pathways 1.4 agree a suitable career pathway.

Learning outcome
The learner will: 2. be able to select a suitable job, training programme or course
Assessment criteria
The learner can: 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.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 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.

Learning outcome

The learner will:

4. understand the application process

Assessment criteria

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.

Guidance and Evidence

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 an insight into the application process.

For criterion 1.1 the candidate needs to **research** at least two career options eg chef, florist.

For 1.2 the candidate needs to **outline** two career pathways. These pathways can have the same goal (eg two different paths to the same job: full-time study or NVQ route) or different goals (two different careers).

For 1.3 the candidate needs to **evaluate** these career pathways to make an informed choice.

For 1.4 the candidate needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.4 may be a candidate statement signed by the assessor to confirm agreement.

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

For 2.2 the candidate needs to **select** a suitable job vacancy, training programme or course related to their chosen career pathway.

For 2.3 the candidate needs to **give** reasons for their choice. For example, a part-time job may contribute to the candidate's skills development.

Evidence for 2.1 to 2.3 may be a candidate statement.

For criterion 3.1 the candidate needs to explain the need to 'sell himself/herself' during the application process.

For 3.2 the candidate needs to describe own skills, qualities, experience and qualifications and how these relate to the chosen career pathway. 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.

For 3.3 the candidate needs to describe own achievements relevant to the chosen job, training programme or course eg leading a team.

Evidence for 3.1 to 3.3 may be a candidate statement.

For 3.4 the candidate needs to prepare a focussed curriculum vitae for his/her chosen career pathway. This can be typed up by someone else. Evidence for 3.4 should be the Curriculum Vitae (CV).

For criterion 4.1 the candidate needs to **describe** how candidates are selected for an interview for a job, training programme or course. This can include job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a candidate statement.

For 4.2 the candidate needs to **complete** an application for a specific job, training programme or course. 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 4.3 the candidate needs to **produce** relevant documentation to support their application. Evidence could include certificates, examples of work, driving licence, permit to work.

Unit 502

Effective skills, qualities and attitudes for learning and work

UAN:	T/600/6195
Level:	2
Credit value:	3
GLH:	22
Aim:	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.
Assessment	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 323 Entry Level 1 Attitudes and values for personal development• 425 Level 1 Effective skills, qualities and attitudes for learning and work

Learning outcome
The learner will: <ol style="list-style-type: none">1. demonstrate a range of positive qualities, attitudes and behaviours for learning and work
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 explain the importance of positive qualities, attitudes and behaviours for employment1.2 consistently demonstrate appropriate codes of conduct1.3 demonstrate his/her adaptability and flexibility1.4 demonstrate his/her motivation and enthusiasm1.5 demonstrate his/her commitment and professionalism1.6 reflect on his/her positive qualities, attitudes and behaviours for learning and work.

Learning outcome
The learner will: 2. understand why effective communication is important
Assessment criteria
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.

Learning outcome
The learner will: 3. work effectively.
Assessment criteria
The learner can: 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

Guidance and Evidence

For criterion 1.1 the candidate needs to **explain** (orally or in writing) the importance of positive and appropriate behaviour eg dressing appropriately including wearing Personal Protective Equipment (PPE). Evidence for 1.1 may be a candidate statement.

For 1.2 the candidate needs to **consistently demonstrate** appropriate codes of conduct over a significant period of time in the context of the length of the candidate's programme of study. If the programme lasts a year, then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.

For 1.3 the candidate needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the candidate needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the candidate needs to **demonstrate** commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples or an assessor observation.

For 1.6 the candidate needs to **reflect** on his/her own positive qualities, attitudes and behaviours. This could be through self review or a review with a tutor or employer. Evidence for 1.6 may be a candidate statement.

For criterion 2.1 the candidate needs to **explain** (orally or in writing) the importance of effective a) verbal communication (eg to be heard and understood) and b) non verbal communication (eg eye contact in appropriate circumstances). Evidence may be a candidate statement.

For 2.2 the candidate needs to **demonstrate** effective face-to-face communication with colleagues or customers. This can be a real or simulated situation. Evidence may be a video or witness statement.

For 2.3 the candidate needs to **demonstrate** effective communication with colleagues or customers who are not present eg in writing, by email or on the telephone.

For 2.4 the candidate needs to **explain** and **discuss** ideas using technical language where appropriate eg language relating to a specific subject or vocational area.

Evidence for 2.2 to 2.4 may be a witness statement giving specific examples or assessor observation.

For 2.5 the candidate needs to **give examples** of different forms of written communication and when they are used eg letters, reports, notes. Evidence may be a list of examples or actual examples of these forms with suitable annotation.

For 2.6 the candidate needs to **describe** the possible impact of inappropriate use of social network sites eg employers may access these sites and make judgements which have an adverse effect on an individual's employment. Evidence may be a candidate statement.

For criterion 3.1 the candidate needs to **identify** the tasks to be done and the deadlines. The assessor, supervisor or employer needs to give to/agree with the learner a project or piece of work which involves multiple tasks. It is these tasks which the learner needs to identify in 3.1 and plan for in 3.2.

For 3.2 the candidate must **produce** a plan for the working day. This should show the tasks and the order in which they are to be completed. The working day may be a full day, half day or shift, depending on working practice.

For 3.3 the candidate must **work safely** following health and safety guidelines ie follow the organisation's health and safety procedures and use PPE if appropriate.

For 3.4 the candidate needs to **carry out** multiple tasks or projects. This should be linked to the plan produced in 3.2.

For 3.5 the candidate needs to **complete** the tasks to the required standard and deadlines. The standards may be set by the organisation and the deadlines may be set by the assessor, supervisor or the candidate.

Evidence for 3.1 to 3.5 may include a work diary and witness statement or assessor observation.

For 3.6 the candidate needs to **reflect** on his/her work and identify ways of working more effectively. This could be through self review or a review with an assessor or employer and should show areas for improvement. Evidence for 3.6 may be a candidate statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 503

Preparing for an interview

UAN:	D/506/2721
Level:	2
Credit value:	2
GLH:	13
Aim:	The learner will understand how to prepare for an interview.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 309 Entry 3 Prepare for and attend an interview

Learning outcome
The learner will: 1. understand the interview process
Assessment criteria
The learner can: 1.1 describe the topics explored at an interview 1.2 describe different types of interview.

Learning outcome
The learner will: 2. know own skills, qualities, experience and qualifications
Assessment criteria
The learner can: 2.1 assess own skills, qualities, experience and qualifications .

Range
2.1 assess – personal audit, SWOT analysis, online quiz, discussion with colleagues, friends, family, tutor, supervisor, assessor. 2.1 skills – learned behaviour throughout life. 2.1 qualities – characteristics, personality traits. 2.1 experience – work, life, personal. 2.1 qualifications –academic and/or vocational.

Learning outcome
The learner will: 3. be able to prepare for an interview
Assessment criteria
The learner can: 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.

Guidance and Evidence

For criterion 1.1 the learner must **describe** the topics explored at an interview eg skills, qualifications, the job, the employer, products/services, ambitions, work history, experience, motivation, personal interests. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **describe** different types of interview eg one to one, group, panel, telephone and Skype. The interview process might include, skills test, psychometric testing, presentation, competency/technical based questions, practical activity, team work/leadership skills. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.1 the learner must **assess** own skills, qualities, experience and qualifications eg skills – speaking another language, driving, IT skills, qualities – punctual, honest, reliable, experience – job history, volunteering, caring for relative, qualifications – GCSE's, First Aid, Community Sports Leaders Award. Evidence may be a written or verbal learner statement, rate yourself table.

For criterion 3.1 the learner must **describe** steps to be taken before an interview eg research employer business type and location, look at transport options and timetables, consider clothing, prepare questions to ask and answers to those that may be asked, references, collate documents required. Evidence may be a written or verbal learner statement, could be in table format, assessor record.

For criterion 3.2 the learner must **give examples** of questions that could be asked at an interview eg interviewer – availability, leadership skills, voluntary work, flexibility, motivation, career path, transport, greatest achievement, why should we employ you? Interviewee – start date, uniform, location, hours of work, career prospects, training, holidays, further qualifications, salary, refreshment facilities. Evidence may be a written or verbal learner statement, assessor record.

For criterion 3.3 the learner must **give examples** of effective and ineffective interview practise eg effective – on time, good personal presentation, take appropriate documents, ask relevant questions, good body language, attentive, polite, enthusiastic, ineffective – late, lack of concentration, rude, argumentative, poor posture, lack of eye contact, mobile left on, unaware of job requirements, poor presentation, forgetting relevant documents. Evidence may be a written or verbal learner statement, assessor record.

For criterion 3.4 the learner must **demonstrate** interview preparation eg simulated interview with peer/assessor observation/feedback. Suggest learners follow the steps in 3.1 to prepare for 3.4. Evidence may include a witness statement, assessor observation and/or video of simulated interview.

For criterion 3.5 the learner must **evaluate** preparation for interview eg what was prepared well, what was not prepared well and what would be done differently in the future. Suggest learners base the evaluation on experience from the simulated interview. Evidence may be a written or verbal learner statement, assessor record.

Unit 504

Communicating with others in the workplace

UAN:	R/506/2666
Level:	2
Credit value:	2
GLH:	11
Aim:	The learner will be able to recognise the most appropriate way of communicating within the work place.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 304 Entry 3 Effective communication• 322 Entry 3 Effective speaking for the workplace• 404 Level 1 Effective communication

Learning outcome
The learner will: 1. understand the meaning of communication
Assessment criteria
The learner can: 1.1 define the meaning of communication 1.2 describe different methods of communication.

Learning outcome
The learner will: 2. understand the difference between formal and informal communication
Assessment criteria
The learner can: 2.1 give examples of formal and informal communication 2.2 compare the positive and negative effects of different methods of communication.

Learning outcome
The learner will: 3. know the most appropriate methods of communicating in the workplace
Assessment criteria
The learner can: 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.

Guidance and Evidence

For criterion 1.1 the learner must **define** the meaning of communication eg exchange/convey/impart/share/transfer information. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 1.2 the learner must **describe** different methods of communication eg verbal, non-verbal, written. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 2.1 the learner must **give examples** of formal and informal communication eg formal – a presentation or written piece that strictly adheres to rules and conventions that is free of colloquial expressions eg letter, report, presentation, informal – a casual discussion, verbal exchange, note or email that may adhere less strictly to rules or conventions and may use more colloquial language eg note, chat with friends, phone text. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 2.2 the learner must **compare** the positive and negative effects of different methods of communication eg positive – verbal is quick response, can hear tone and intonation, non verbal body language, can see people's reactions, written can be planned, provides a paper trail and can refer back to the written document, negative – verbal has no paper trail, requires less thinking and planning time, non-verbal body language, can see people's reactions, written, requires time and thought. Evidence may be a written or verbal learner statement, an assessor record, table format.

For criterion 3.1 the learner must **define** the most appropriate methods of communication within the workplace e.g. one to one, telephone, letters, meetings, face to face, conference call, Skype, Webinars. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.2 the learners must **state** the benefits of using the most appropriate method for communicating with others in the workplace e.g. sensitivity, confidentiality, paper trail, clarity, read body language, hear tone and attitude, addressing small or large groups of people. Evidence may be a written or verbal learner statement or an assessor record.

Unit 505

Candidate project for learning and work

UAN:	D/600/7793
Level:	2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to support the learner in planning, carrying out, presenting and evaluating a project (an activity or a piece of research) of his/her own choice.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 319 Entry 3 Candidate project• 418 Level 1 Candidate project

Learning outcome
The learner will: 1. plan a project (activity or piece of research)
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. carry out a project
Assessment criteria
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.

Learning outcome
The learner will: 3. Present a project.
Assessment criteria
The learner can: 3.1 describe process 3.2 present project outcomes.

Learning outcome
The learner will: 4. evaluate a project
Assessment criteria
The learner can: 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.

Guidance and Evidence

This unit is an opportunity for learners to explore an area that may relate to their learning, work and/or personal/leisure interests. The project may take the form of a piece of research (eg the history of the local town, researching a family tree) or a practical activity (eg planting a herb garden, making a vocationally related artefact). A project may include both research and practical activities eg researching the dietary requirements of a person with a specific health condition and cooking a meal suitable for them.

The length and scope of the project will depend on the time and resources available and should be appropriate for the candidate.

For criterion 1.1 the candidate needs to **agree** a suitable project (a piece of research or practical activity) with the assessor or supervisor and state the desired outcomes.

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

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

For 1.4 the candidate needs to **identify** potential hazards and/or risks in carrying out the project eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc.

Evidence for 1.1 to 1.4 may be a candidate statement.

For 1.5 the candidate needs to **submit** the plan to a suitable person for feedback ie assessor or supervisor. Evidence for 1.5 will be the project plan.

For 1.6 the candidate needs to **respond** to feedback ie from the assessor or supervisor. Evidence for 1.6 may be a candidate statement.

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

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

For 2.3 the candidate 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 candidate 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 criterion 3.1 the candidate needs to **describe** the process of carrying out the project eg different stages, the types of research.

For 3.2 the candidate needs to **present** project outcomes eg outcomes of the research. This could be a formal or an informal presentation.

Evidence for 3.1 and 3.2 may be a work diary, a presentation and a witness statement.

For criterion 4.1 the candidate needs to **obtain** feedback and **reflect** on the feedback received. The feedback can be from peers, a supervisor or assessor or from other appropriate internal or external sources. Evidence for 4.1 may be written feedback or notes taken from a discussion such as a tutorial plus evidence of reflection in their reference to this in the written report for 4.2 to 4.4.

For 4.2 the candidate needs to **explain** what went well in the planning, carrying out and/or presenting of the project.

For 4.3 the candidate needs to **explain** what did not go so well in the planning, carrying out and/or presenting of the project.

For 4.4 the candidate needs to **describe** what he/she has learned from planning, carrying out and presenting the project.

Evidence for 4.2 to 4.4 may be a written report or audio recording.

Unit 506

Applying for a job

UAN:	J/506/2714
Level:	2
Credit value:	2
GLH:	13
Aim:	The aim of this unit is to give the learner an understanding of how jobs are advertised and know what skills and qualities an employer is looking for.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 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

Learning outcome
The learner will: 1. understand the different ways of applying for jobs
Assessment criteria
The learner can: 1.1 describe the different ways of applying for jobs 1.2 describe the different types of job applications.

Learning outcome
The learner will: 2. be able to produce targeted Curricula Vitae (CV)
Assessment criteria
The learner can: 2.1 outline the key components of a CV 2.2 produce clearly structured and legible CVs for different purposes .

Range
2.2 different purposes – speculative or focused.

Learning outcome

The learner will:

3. be able to write a covering letter

Assessment criteria

The learner can:

- 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.

Range

3.3 formal – using formal structure for recipient and sender addresses, date, salutation, ending and formal language.

Learning outcome

The learner will:

4. be able to complete job applications

Assessment criteria

The learner can:

- 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.

Range

4.1 skills – learned behaviour throughout life

4.1 experience – work, life, personal.

Guidance and Evidence

For criterion 1.1 the learner must describe the different ways of applying for a job eg application form (paper based/ online), email, in person, telephone, Skype, letter, video. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.2 the learner must **describe** the different types of job applications eg job application form (paper based/online), CV, covering letter, video. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **outline** the key components of a CV eg personal details, personal statement/profile, education, qualifications, work experience, additional information eg hobbies and interests, references. Evidence may be a written or verbal learner statement, an assessor record. Images can be used in conjunction with text.

For criterion 2.2 the learner must **produce** clearly structured and legible CVs for different purposes. Evidence must be written CV's (can be scribed by someone else).

For criterion 3.1 the learner must **describe** the range of information required in a covering letter eg personal details, reason for applying/wanting the a job, availability for interview or work, best contact phone number. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.2 the learner must **explain** the importance of a covering letter eg the opportunity to match skills, qualities and experiences to the job requirements, opportunity to 'sell yourself' and point out unique selling points, demonstrate personality. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.3 the learner must **produce** a formal covering letter. Evidence must be a written learner statement/plan (can be scribed by someone else).

For criterion 4.1 the learner must **assess** own skills and experience relevant to the job specifications. Evidence may be a written or verbal learner statement, a rate yourself table.

For criterion 4.2 the learner must **complete** an application providing the information requested. Evidence must be a written learner statement/plan (can be scribed by someone else).

For criterion 4.3 the learner must **review** the application to ensure it meets required standards. Evidence may be a written or verbal learner statement, annotated application.

Unit 507

Improving practical skills and techniques

UAN:	Y/506/2717
Level:	2
Credit value:	3
GLH:	19
Aim:	The learner will use practical skills and techniques to carry out an activity and will reflect on how to improve these.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. be able to plan a chosen activity
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. be able to use practical skills and techniques for a chosen activity
Assessment criteria
The learner can: 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.

Learning outcome

The learner will:

- | |
|---|
| 3. understand the health and safety requirements to undertake a chosen activity |
|---|

Assessment criteria

The learner can:

- | |
|---|
| 3.1 describe safe working practices |
| 3.2 assess risks and hazards |
| 3.3 demonstrate safe working practices. |

Learning outcome

The learner will:

- | |
|--|
| 4. be able to recognise areas for development and/or improvement |
|--|

Assessment criteria

The learner can:

- | |
|--|
| 4.1 outline skills/techniques requiring development |
| 4.2 outline actions required to improve skills/techniques. |

Unit 507

Improving practical skills and techniques

Supporting information

Guidance and Evidence

For criterion 1.1 the learner must **identify** an activity to be undertaken eg in the work place, classroom, home, place of learning. Evidence may be a written or verbal learner statement, an assessor record. Images can be used in conjunction with text.

For criterion 1.2 the learner must **develop** a plan for an activity detailing each stage of the process/development eg written plan, schedule of action, flow chart, diagram, mind map, concept map, method statement. Evidence can be one of the above or learner written or verbal statement or an assessor record.

For criterion 1.3 the learner must **select** the materials and equipment for each stage of a plan eg decide type of materials and equipment needed, decide on quantities. Evidence may be a written or verbal learner statement, an assessor record. Images can be used in conjunction with text.

For criterion 2.1 the learner must **describe** the skills and techniques needed to undertake the chosen activity. Evidence may be a written or verbal learner statement, an assessor record. Images can be used in conjunction with text.

For criterion 2.2 the learner must **use** skills and techniques to undertake the chosen activity. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.3 the learner must **describe** any problems that may have been encountered at each stage eg timescales, shortage of materials, inappropriate materials, wrong equipment, disruptions, lack of manpower, shortage of fuel, accident, personal issues, illness. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.4 the learner must **assess** what could be done to overcome any problems eg better planning, check materials and equipment, check forms of supply, practise, ask for assistance. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.1 the learner must **describe** safe working practices eg use of fire extinguishers, safety helmets, steel cap boots, high visibility vests, harnesses, goggles, overalls/aprons, gloves, ensure adequate ventilation, lighting, even floor surface, follow instructions/safety guideline/company policies and procedures, switching off machines not in use, keep food and drink away from computers and machinery Evidence may be a written or verbal learner statement, an assessor record. Images can be used in conjunction with text.

For criterion 3.2 the learner must **assess** risks and hazards eg complete risk assessment, pre-exercise screening questionnaire (PAR-Q). Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.3 the learner must **demonstrate** safe working practices at all times during the activity being undertaken. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 4.1 the learner must **outline** skills/techniques requiring development. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

For criterion 4.2 the learner must **outline** actions required to improve skills/techniques eg planning sequence, amount of materials, timescales, additional/different equipment, techniques used, safety equipment needed. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

Unit 508

Introduction to career progression

UAN:	D/506/2718
Level:	2
Credit value:	1
GLH:	7
Aim:	The learner will understand the process of career progression.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. be able to plan for career progression
Assessment criteria
The learner can: 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.

Range
1.2 different sources - within the organisation at a higher grade, a career move to another organisation. 1.3 skills – learned behaviour throughout life. 1.3 qualities – characteristics, personality traits. 1.3 experience – work, life, personal.

Guidance and Evidence

For criterion 1.1 the learner must **identify** opportunities for career progression eg promotion, training courses, gaining extra qualifications, taking on extra work/role taking a different job role at the same level to gain wider experience, moving to a different company at the same level with a different job for wider experience within a given field or moving to a totally different job role to move career in a different direction, retirement by a superior, new position created. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 1.2 the learner must **find** different sources of information related to career progression eg supervisor, HR department, colleagues,, company website/noticeboard, family/friends, manager, college/university, Job Centre Plus, training organisations, National Careers Service, professional magazines, library. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.3 the learner must **review** own skills, qualities and experiences eg communications skills, plumbing, adaptable, helpful, numeracy, confidence, self-motivation, problem solving, hairdressing, leadership, research skills, loyalty, negotiation skills, goal setting, creative skills, honesty. Evidence may be a written or verbal learner statement, a rate yourself table.

For criterion 1.4 the learner must **produce** a career progression plan eg over a period of time with dates, steps/stages of action, milestones, regular reviews. Evidence must be a written learner statement/plan (can be scribed by someone else).

Unit 509

Introduction to continued professional development

UAN:	A/506/2791
Level:	2
Credit value:	1
GLH:	10
Aim:	The learner will become familiar with the appraisal process and CPD.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the appraisal process
Assessment criteria
The learner can: 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.

Range
1.1 appraisal – assessing/rating someone or something.

Learning outcome
The learner will: 2. be able to identify the importance of keeping skills and knowledge up to date
Assessment criteria
The learner can: 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.

Guidance and Evidence

For criterion 1.1 the learner must **describe** the appraisal process eg pre meeting paperwork, meeting looking at issues and problems, any training needs, observations, feedback and action plan for the future. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **assess** self against performance. Evidence may be a written or verbal learner statement, rate yourself table.

For criterion 1.3 the learner must **reflect** on personal strengths and weaknesses.

Evidence may be a written (can be scribed by someone else) or verbal learner statement, an assessor record, SWOT analysis.

For criterion 1.4 the learner must **create** a development plan to support performance improvement eg could include dates, people, resource, actions, steps and dates for review. Evidence must be a record of a development plan (can be scribed by someone else).

For criterion 2.1 the learner must **identify** how to improve own performance through learning eg training course, correspondence course, evening classes, shadowing, observation. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 2.2 the learner must **identify** areas for development eg punctuality, organisational skills, experience, qualifications, confidence, presentation, IT skills, time management. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 2.3 the learner must **produce** an action plan for self-development eg could include dates, people, resource, actions, steps and dates for review.

Evidence must be written action plan (can be scribed by someone else).

For criterion 2.4 the learner must **keep** a record of own learning eg diary log, notebook, on phone etc. Evidence must be a record of own learning (can be scribed by someone else).

UAN:	A/506/2712
Level:	2
Credit value:	1
GLH:	7
Aim:	This unit aims to give the learner an understanding of the basic principles of leadership.
Assessment:	Learner portfolio
Barring:	None

Learning outcome

The learner will:

- | |
|---|
| 1. understand the main styles of leadership |
|---|

Assessment criteria

The learner can:

- | |
|---|
| 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. |

Range

1.3 skills – learned behaviour throughout life.
--

1.3 qualities – characteristics, personality traits.

Guidance and Evidence

For criterion 1.1 the learner must **describe** the main styles of leadership eg authoritarian/autocratic (strict, close control kept over everyone), paternalistic (father figure takes care of workers in return for their trust and loyalty), democratic/participative (sharing decision making), transactional (motivating others through rewards and punishments), laissez faire (all rights and power to make decisions given to the worker), transformational (change or transform workers' needs, challenge and inspire to redirect their thinking). Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **give examples** of leadership skills eg organisation, planning, risk management, problem solving, time management, self motivation, delegation, teamwork, motivational skills, communication skills, flexibility, decision making, listening. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 1.2 the learner must **explain** how own skills and qualities relate to the main features of leadership eg being good at organising, planning or delegating and being assertive, charismatic or empathetic. Evidence may be a written or verbal learner statement, an assessor record.

Unit 511

Introduction to the benefits of coaching

UAN:	F/506/2713
Level:	2
Credit value:	1
GLH:	7
Aim:	This unit aims to give the learner an understanding of the benefits of coaching.
Assessment:	Learner portfolio
Barring:	None

Learning outcome

The learner will:

1. understand the purpose and benefits of coaching

Assessment criteria

The learner can:

- 1.1 define the purpose of coaching
- 1.2 describe situations when coaching is used
- 1.3 describe the **benefits** of coaching.

Range

1.3 benefits – to the person being coached and the coach.

Unit 511

Introduction to the benefits of coaching

Supporting information

Guidance and Evidence

For criterion 1.1 the learner must **define** the purpose of coaching eg to teach, train or instruct. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 1.1 the learner must **describe** situations when coaching is used eg sport, singing, dancing (usually physical activities). Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.1 the learner must **describe** the benefits of coaching eg learn new skills and techniques, motivation and encouragement, generate enthusiasm, keep up to date with new developments, pass on experience, keeping fit. Evidence may be a written or verbal learner statement, assessor record.

Unit 512

Introduction to the benefits of mentoring

UAN:	H/506/2719
Level:	2
Credit value:	1
GLH:	7
Aim:	The aim of this unit is to give the learner an understanding of the benefits of mentoring.
Assessment:	Learner portfolio
Barring:	None

Learning outcome

The learner will:

1. understand the purpose and benefits of mentoring

Assessment criteria

The learner can:

- 1.1 define the purpose of mentoring
- 1.2 describe situations when mentoring is used
- 1.3 describe the **benefits** of mentoring.

Range

1.3 benefits – to the person being mentored and the mentor.

Guidance and Evidence

For criterion 1.1 the learner must **define** the purpose of mentoring eg to advise, guide and counsel a person or persons. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 1.2 the learner must **describe** situations when mentoring is used eg school/college, work experience, new job, developing a new business, sport, young people/families in difficult situations. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **describe** the benefits of mentoring eg to pass on experience, to teach new techniques and skills, to avoid mistakes, point out errors, encouragement and motivation, reduce stress and anxiety for mentees, improve life choices. Evidence may be a written or verbal learner statement, assessor record.

Unit 513

Introduction to the principles of setting up a business

UAN:	Y/506/2720
Level:	2
Credit value:	3
GLH:	18
Aim:	The aim of this unit is to introduce the learner to the principles of setting up a business.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the rewards and risks of setting up a new business
Assessment criteria
The learner can: 1.1 explain the potential rewards of setting up a new business 1.2 explain the potential risks of setting up a new business.

Learning outcome
The learner will: 2. be able to identify a viable product or service to market and sell
Assessment criteria
The learner can: 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.

Range
2.3 target market – a group of customers to whom a business has decided to market its products or services.

Learning outcome

The learner will:

- | |
|--|
| 3. understand how to fund new business |
|--|

Assessment criteria

The learner can:

- | |
|--|
| 3.1 list sources of funding |
| 3.2 evaluate ways of funding new business. |

Learning outcome

The learner will:

- | |
|---|
| 4. be able to identify sources of advice and support for new business |
|---|

Assessment criteria

The learner can:

- | |
|--|
| 4.1 list different sources of advice and support |
| 4.2 describe support available locally |
| 4.3 describe support available from other organisations. |

Guidance and Evidence

For criterion 1.1 the learner must **explain** the potential rewards of setting up a new business eg flexibility of working hours, possibility of greater income, freedom to work without a manager/supervisor, ownership of the business, meeting new contacts, creative freedom. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **explain** the potential risks of setting up a new business eg poor work/life balance, losing money, not generating enough income, stress, sole responsibility for self and possibly others, competition. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.1 the learner must **describe** the selected product or service. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 2.2 the learner must **give reasons** for selecting a product or service eg niche market, new innovative product, identified gap in the market, ability to work from home, existing expertise and knowledge. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.3 the learner must **describe** the target market for the product or service. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 2.4 the learner must **describe** the main competitors. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 2.5 the learner must **assess** the risk factors eg too expensive to produce or market, lack of market research, not enough funding, too much competition, ineffective marketing, finding skilled workers. Evidence may be a written or verbal learner statement, assessor record, table format.

For criterion 3.1 the learner must **list** sources of funding eg bank, family, friends, own savings, previous employer, local and national grants, sponsorship.

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

For criterion 3.2 the learner must **evaluate** ways of funding new business eg looking at pros and cons of each method of funding. Evidence may be a written or verbal learner statement, assessor record, table format.

For criterion 4.1 the learner must **list** different sources of advice and support eg Citizens Advice Bureau (CAB), local Chamber of Commerce, GOV.UK. Smallbusiness.co.uk, startupdonut, HMRC. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 4.2 the learner must **describe** support available locally. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 4.3 the learner must **describe** support available from other organisations. Evidence may be a written or verbal learner statement, assessor record.

Unit 514

Healthy living

UAN:	R/506/2716
Level:	2
Credit value:	2
GLH:	11
Aim:	The aim of this unit is to encourage the learner to adopt and maintain a healthy lifestyle.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 312 Entry 3 Healthy living• 412 Level 1 Contribute to own healthy living

Learning outcome
The learner will: 1. understand the importance of healthy living
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. know sources of support for healthy living
Assessment criteria
The learner can: 2.1 describe support available.

Range
2.1 support – national, local.

Learning outcome

The learner will:

- | |
|--|
| 3. be able to demonstrate a commitment to healthy living |
|--|

Assessment criteria

The learner can:

- | |
|---|
| 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. |

Range

3.2 goals - long term and short term.
--

3.5 review – assess what went well and not so well.
--

Guidance and Evidence

For criterion 1.1 the learner must **describe** the key elements of healthy living eg making positive choices that enhance personal, physical mental and spiritual health such as healthy eating, taking exercise, reducing stress, getting enough sleep, limiting alcohol consumption, avoid illegal drugs. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.2 the learner must **describe** the benefits of healthy living eg longer life expectancy, avoidance of many diseases/illness, more energy, stronger bones, reduce impact of hereditary diseases/illnesses, improve fertility. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.3 the learner must **explain** the consequences of not living a healthy life eg early death, more susceptible to disease/illness, less energy, greater risk of osteoporosis, fertility issues, obesity, more likely onset of hereditary diseases/illnesses, diabetes Type11. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.1 the learner must **describe** support available eg NHS, Wellspring Healthy Living Centre, Walk4life plus local organisations. Evidence may be a written or verbal learner statement, assessor record.

For criterion 3.1 the learner must **assess** own living to identify areas for improvement. Evidence may be a written or verbal learner statement, rate yourself table.

For criterion 3.2 the learner must **select** goals to promote own healthy living eg take more exercise, eat less, eat more fruit and vegetables, cut down on red meat, stop smoking, reduce alcohol intake. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.3 the learner must **produce** a plan to improve own healthy living eg could include dates, people for support, resources, action points, steps to be taken, dates for review. Evidence must be a written learner statement/plan (can be scribed by someone else).

For criterion 3.4 the learner must **implement** a healthy living plan. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 3.5 the learner must **review** the effects of own healthy living eg to check to see if steps and actions have been completed and how they have contributed to healthier living. Evidence may be a written or verbal learner statement, annotated plan.

UAN:	L/506/2715
Level:	2
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner an opportunity to explore and understand the importance of equality and diversity.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> • 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

Learning outcome
The learner will: 1. understand the meaning of equality
Assessment criteria
The learner can: 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.

Range
1.2 employment – paid work 1.3 education – school, college, place of learning 1.4 healthcare – doctors, hospitals, community care 1.5 housing – private, council, associations 1.6 society – people living together in a community, country with shared laws and regulations

Learning outcome
The learner will: 2. understand the meaning of diversity
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. understand stereotyping and its effects
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 4. understand prejudice and discrimination and their effects
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 5. understand why equality and diversity is important
Assessment criteria
The learner can: 5.1 explain the importance of equality and diversity 5.2 give examples of current legislation that protects equality and diversity.

Range
5.2 legislation – laws.

Guidance and Evidence

For criterion 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 criterion 1.2 the learner must **give examples** of equality in relation to employment eg allocating some of a disabled person's duties to another person to reduce work load, altering someone's hours of work to take breaks when needed, allowing flexible working, getting or changing equipment, providing disabled access to all parts of building, allowing time and facilities for religious worship, providing a variety of foods in canteen. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 1.3 the learner must **give examples** of equality in relation to education eg providing a reader, scribe or interpreter, allowing use of assistive technology, allowing time and facilities for religious worship, providing a variety of foods at mealtimes., providing disabled access to all parts of site. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 1.4 the learner must **give examples** of equality in relation to healthcare eg providing disabled access to all parts of site, providing signage in braille, providing a variety of places of worship for those in need, providing gender specific medical staff for those whose religious beliefs require it, providing cross-cultural foods. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 1.5 the learner must **give examples** of equality in relation to housing eg allocating housing in certain areas, allocating ground floor housing, ensuring disabled access is in place (lifts working), no discrimination when allocating housing. The Public Sector Equality duty requires housing providers to give 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations. The Localism Act 2011 gives local authorities and housing associations greater flexibility to make best use of their housing to meet the diverse and changing needs of their communities. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 1.6 the learner must **give examples** of the problems society can face due to inequality eg health problems, social unrest and crime, lack of education, ghettos. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 2.1 the learner must **define** the term '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 criterion 2.2 the learner must **describe** the diversity that exists within own local community eg land available for a variety of religious buildings, knowledge of different faiths being taught in schools, observance of a variety of religious holidays/feasts, tolerance of religious dress, multicultural festivals. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.3 the learner must **describe** the benefits of diversity within own local community eg everyone feels valued and respected, can take advantage of a huge variety of experience and knowledge such as the arts, music, cuisine, passes on message to young people that diversity is important. Evidence may be a written or verbal learner statement, assessor record.

For criterion 3.1 the learner must **explain** what is stereotyping eg judging a group of people who are different from you based on your own and/or others opinions and/or encounters. This can lead to prejudice and discrimination. Evidence may be a written or verbal learner statement, assessor record.

For criterion 3.2 the learner must **give examples** of the factors that can lead to stereotyping eg fear of the unknown, fear of people who are 'different', lack of understanding of cultures, religions, disabilities, sexual preferences etc, the media, lack of personal experience, family & friends. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 3.3 the learner must **give examples** of the effects of stereotyping eg undermine self-esteem, cause emotional damage, cause fear and other psychological issues, isolation, lack of opportunities, unfair generalisations. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 4.1 the learner must **explain** what is prejudice eg an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason. Evidence may be a written or verbal learner statement, assessor record.

For criterion 4.2 the learner must **explain** what is 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, assessor record.

For criterion 4.3 the learner must **give examples** of how people can develop prejudice and discriminate against others eg influence from friends, family, the media, their own experiences causes them to develop prejudice and treat others unfairly. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 4.4 the learner must **give examples** of the effects of prejudice and discrimination eg social and emotional tension, fear, anxiety, hostility, violence, undermine self-esteem, damage confidence, make people feel unaccepted and unworthy, social withdrawal, health problems, social unrest and crime. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 5.1 the learner must **explain** the importance of equality and diversity eg respect and fairness for all people regardless of differences to ensure no one feels disadvantaged or discriminated against. Evidence may be a written or verbal learner statement, assessor record.

For criterion 5.2 the learner must **give examples** of current legislation that protects 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, mind map.

Unit 516

Using tools and equipment

UAN:	T/506/2790
Level:	2
Credit value:	1
GLH:	10
Aim:	The learner will know how to care for and use safely a range of tools and equipment for a practical application.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. be able to maintain a range of tools and/or equipment
Assessment criteria
The learner can: 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.

Range
1.1, 1.2 & 1.3 maintenance – keep something in working order.

Learning outcome
The learner will: 2. be able to use a range of tools and equipment
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. be able to store a range of tools and equipment
Assessment criteria
The learner can: 3.1 demonstrate how to make tools and equipment safe 3.2 demonstrate how to store tools and equipment safely.

Guidance and Evidence

For criterion 1.1 the learner must **describe** the maintenance needed for a range of tools and /or equipment eg sharpen, clean, check performance, oil, check all parts present, and charge. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 1.2 the learner must **describe** the safety precautions relevant to the maintenance of a range of tools and/or equipment eg checking guards/safety covers present, unplugging electrical leads, use correct cleaning materials, safe storage, personal protection equipment. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 1.3 the learner must **perform** the appropriate maintenance of a range of tools and/or equipment. Evidence may be a learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.1 the learner must **identify** the tools and/or equipment to be used. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

For criterion 2.2 the learner must **describe** the purpose of the tools and/or equipment eg cutting, milling, painting, drilling, cooking, sanding, digging. Learners to give a description of the purpose and not one-word answers. Evidence may be a written or verbal learner statement, assessor record. Images could be used in conjunction with text.

For criterion 2.3 the learner must **outline** the safety precaution associated with the tools and/or equipment selected eg steel cap boots, safety visors, hard hats, goggles, gloves, manual handling, following manufacturers instructions. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

For criterion 2.4 the learner must **select and use** tools and equipment to complete an agreed activity in a safe manner eg knives, lathes, drills, kitchen equipment, shears, paintbrushes. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 3.1 the learner must **demonstrate** how to make tools and equipment safe eg use appropriate storage and packaging, turning off equipment, reading instruction for storage. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 3.2 the learner must **demonstrate** how to store tools and equipment safely eg using appropriate packaging/containers, reading instructions for storage, keeping out of reach of children, keeping dry, keeping dust free. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

UAN:	F/506/2663
Level:	2
Credit value:	1
GLH:	8
Aim:	The aim of this unit is to help the learner identify ways to manage time and to plan and review own time management.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the importance of time management
Assessment criteria
The learner can: 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.

Range
1.4 impact – strong effect.

Learning outcome
The learner will: 2. understand the techniques that can be used to manage time
Assessment criteria
The learner can: 2.1 describe techniques that can be used to manage time 2.2 identify the advantages of time management techniques.

Learning outcome
The learner will: 3. be able to use time management techniques
Assessment criteria
The learner can: 3.1 assess own time management skills 3.2 produce a plan to improve time management skills 3.3 review own time management skills.

Guidance and Evidence

For criterion 1.1 the learner must **give a definition** of time management eg the ability to use one's time effectively or productively, especially in the workplace.

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

For criterion 1.2 the learner must **describe** the importance of time management eg completing tasks in the time available. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.3 the learner must **describe** ways to effectively manage time eg forward planning, delegating, diary, plan of action. Evidence may be a written or verbal learner statement, assessor record.

For criterion 1.4 the learner must **describe** factors that can impact on time management eg family, personal commitments, illness, additional/unexpected work, breakdown/failure of equipment, absence of colleagues, holidays. Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.1 the learner must **describe** techniques that can be used to manage time eg diary, log, reminders on phones, alerts, schedule, record of thoughts, make lists, planning, computer based Personal Diary Assistant (PDA). Evidence may be a written or verbal learner statement, assessor record.

For criterion 2.2 the learner must **identify** the advantages of time management techniques eg achieve all task within time scales, create a better work/life balance, less stress, more productive, not miss meetings/appointments. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 3.1 the learner must **assess** own time management skills. Evidence may be a written or verbal learner statement or an assessor record, rate yourself table.

For criterion 3.2 the learner must **produce** a plan to improve time management skills eg could include dates, people, resources, actions, step and date for review.

Evidence must be a written learner plan (can be scribed by someone else).

For criterion 3.3 the learner must **review** own time management skills eg to check to see if steps and actions have been completed and if own time management skills have improved. Evidence may be a written or verbal learner statement (can be scribed by someone else) or annotated plan.

UAN:	R/600/7791
Level:	2
Credit value:	3
GLH:	26
Aim:	The aim of this unit is to help the learner to understand how to manage their personal finance.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> • 302 Entry 3 Personal finance • 402 Level 1 Managing personal finance

Learning outcome
The learner will: 1. understand sources of income and expenditure
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand pay slips and bank statements
Assessment criteria
The learner can: 2.1 explain key terms on a pay slip 2.2 explain the deductions on a payslip including tax and National Insurance contributions 2.3 explain key terms on a bank statement

Learning outcome

The learner will:

3. understand the need to manage income and expenditure

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

4. know how to reduce debt

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

5. understand a range of financial products and services

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

6. understand the advantages and disadvantages of saving money

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

7. understand the advantages and disadvantages of borrowing money

Assessment criteria

The learner can:

- 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

Guidance and Evidence

For the first criterion (1.1) the candidate needs to **give examples** of sources of earned and unearned income eg benefits, allowances. This is about income in general not the learner's own income.

For 1.2 the candidate needs to **describe** state benefits payable in different situations eg pensions, child benefit, Job Seeker's Allowance.

For 1.3 the candidate needs to **give examples** of a range of work related expenditure eg travel to work, work clothing and non work-related expenditure eg rent, telephone, clothing, fuel, food, entertainment.

For 1.4 the candidate needs to **describe** advantages and disadvantages of different payment methods eg cash, cheques, credit cards, debit cards, direct debit, standing orders.

Evidence for 1.1 to 1.4 may be a candidate statement or record of questioning.

For the first criterion (2.1) the candidate needs to **explain** the key terms on a pay slip eg gross, net, deductions.

For 2.2 the candidate needs to **explain** deductions on a pay slip eg tax, National Insurance, pension contributions.

For 2.3 the candidate needs to **explain** the key terms on a bank statement eg balance, charges, direct debit, standing order, BAC.

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

For this criterion (3.1) the candidate needs to **plan** and **record** income and expenditure, identifying any surplus/deficit. This could be paper-based or electronic. Evidence for 3.1 may be the income and expenditure plan (a budget) and a record of actual income and expenditure in a given period (eg a month) identifying surplus and deficit.

For 3.2 the candidate must **state** why a contingency fund may be useful eg for unexpected items of expenditure and bills.

For 3.3 the candidate needs to **identify** the problems which may occur if expenditure is greater than income eg reduction in savings, rent arrears, unable to borrow or pay back existing loans.

For 3.4 the candidate needs to **identify** the possible benefits of effective management of personal finances eg savings for holidays, lack of debt.

Evidence for 3.2 to 3.4 may be a candidate statement or record of questioning.

For the first criterion (4.1) the candidate needs to **describe** ways of reducing expenditure eg managing own budget to reduce spending on non-essential items, buying in bulk or second hand, taking advantage of special offers and sales, using freecycle or similar websites. Generating income could include selling items at car boot sales, taking on additional work.

For 4.2 the candidate needs to **list** sources of support for serious debt problems eg Citizens Advice, debt counselling, repayment plans.

For 4.3 the candidate needs to **define** bankruptcy.

Evidence for 4.1 to 4.3 may be a candidate statement or record of questioning.

For the first criterion (5.1) the candidate needs to **give examples** of types of products and services provided by banks and building societies eg bank accounts, mortgages, insurance.

For 5.2 the candidate needs to **state** advantages and disadvantages of different types of accounts eg interest earned on deposit and savings accounts, penalties for withdrawing early from long term savings accounts.

For 5.3 the candidate must **choose** a suitable account for themselves or a given person and **give reasons** for choice.

For 5.4 the candidate needs to **outline** some of the risks involved in shares and other types of investments eg administration costs, falling interest rates.

Evidence for 5.1 to 5.4 may be a candidate statement or record of questioning.

For the first criterion (6.1) the candidate needs to **describe** the advantages of saving eg able to take advantage of discounts, cash deals, cope with large unexpected items of expenditure.

For 6.2 the candidate needs to **describe** the disadvantages of saving eg less disposable income.

For 6.3 the candidate needs to **give examples** of the financial rewards from different types of saving eg long and short term, rates of return.

Evidence for 6.1 to 6.3 may be a candidate statement or record of questioning.

For the first criterion (7.1) the candidate needs to **describe** the advantages of borrowing eg to take advantage of special offers and purchase large items.

For 7.2 the candidate needs to **describe** the disadvantages of borrowing eg debt, arrears in payments, effect of increases in interest rates.

For 7.3 the candidate needs to **give examples** of the financial costs of short term borrowing eg the total amount to be repaid for borrowing on credit cards, short term loan/credit agreement to purchase a television.

For 7.4 the candidate needs to **give examples** of the financial costs of long term borrowing eg lower interest rates, longer repayment period, mortgage to buy a house.

Evidence for 7.1 to 7.4 may be a candidate statement.

UAN:	M/600/7796
Level:	2
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to help the learner to recognise that challenge can be positive as well as negative and to recognise how he/she reacts to challenges.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> • 337 Entry 3 Dealing with problems in daily life • 430 Level 1 Dealing with problems

Learning outcome
The learner will:
1. understand different types of challenge
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. understand how to cope with challenges
Assessment criteria
The learner can:
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 your ability to cope
2.4 recognise signs of stress
2.5 describe ways of dealing with stress

Learning outcome
The learner will: 3. respond positively to challenges
Assessment criteria
The learner can: 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 your actions 3.5 state what he/she has learnt from this experience

Guidance and Evidence

For the first criterion (1.1) the candidate needs to **list** types of challenge. These could be physical, mental, or work or people related.

For 1.2 the candidate needs to **describe** potential opportunities of challenging situations eg development of coping skills, increasing his/her motivation.

For 1.3 the candidate needs to **describe** potential threats of challenging situations eg emotions, stress.

For 1.4 the candidate needs to **describe** attitudes to challenge eg avoidance, accommodation.

Evidence for 1.1 to 1.4 may be a candidate statement, records of discussions or an assessor report.

For the first criterion (2.1) the candidate needs to **describe** personal strengths needed to cope with challenges eg thinking and decision making skills.

For 2.2 the candidate needs to **identify** own abilities to cope eg dealing with consequences of own actions or emotions.

For 2.3 the candidate needs to **explain** possible effects of emotions on ability to cope eg impeding decision making; inspiring creative thinking.

For 2.4 the candidate needs to **recognise** signs of stress eg increased heart rate.

For 2.5 the candidate needs to describe ways of dealing with stress eg improving time management, improving work-life balance.

Evidence for 2.1 to 2.5 may be a candidate statement, records of discussions or an assessor report.

For this criterion (3.1) the candidate needs to **describe** a challenge. The challenge described may be used for the other criteria for this outcome. Evidence may be a candidate statement.

For 3.2 the candidate needs to **demonstrate** a positive response eg compromise, collaborate. Evidence may be a witness statement or an assessor observation.

For 3.3 the candidate needs to **analyse** own approach and actions eg co-operation, confrontation. Evidence may be a candidate statement.

For 3.4 the candidate needs to **review** the effectiveness of own actions. Evidence may be a candidate statement or a review record.

For 3.5 the candidate needs to **state** what he/she learned from the experience. Evidence may be a candidate statement.

UAN:	T/600/7797
Level:	2
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner understand the importance of a balanced lifestyle and be able to identify ways of making himself/herself more effective.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the importance of life/work balance
Assessment criteria
The learner can: 1.1 state why life/work balance is important 1.2 list the roles you have 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

Learning outcome
The learner will: 2. understand the importance of a healthy lifestyle for personal effectiveness
Assessment criteria
The learner can: 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

Learning outcome

The learner will:

- | |
|-----------------------------------|
| 3. understand how to 'work smart' |
|-----------------------------------|

Assessment criteria

The learner can:

- | |
|---|
| 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 you work best |

Learning outcome

The learner will:

- | |
|--|
| 4. carry out an analysis of self management skills |
|--|

Assessment criteria

The learner can:

- | |
|---|
| 4.1 analyse current self management skills |
| 4.2 identify ways of making yourself more effective |
| 4.3 produce an action plan for personal improvement |

Guidance and Evidence

For the first criterion (1.1) the candidate needs to **state** why life/work balance is important.

For 1.2 the candidate needs to **list** the roles he/she has in life and the time implications of these roles. The roles could include carer, partner, employee, volunteer.

For 1.3 the candidate needs to **list** the support available for these roles. Support could include help with childcare from family, friends or other sources.

Evidence for 1.1 to 1.3 may be a candidate statement.

For 1.4 the candidate needs to **complete** a time log for a given period and identify any areas of concern. A suitable period could be a day or week depending on the individual and area of concern.

Evidence for 1.4 may be a paper-based or electronic log.

For the first criterion (2.1) the candidate needs to **state** why sleep is important.

For 2.2 the candidate needs to **state** why regular exercise is important.

For 2.3 the candidate needs to **list** at least three benefits of eating healthily.

For 2.4 the candidate needs to **describe** the effects of alcohol and the effects of drugs on performance.

Evidence for 2.1 to 2.4 may be a candidate statement.

For the first criterion (3.1) the candidate needs to **list** possible internal and external barriers to effective working. Internal barriers could include lack of motivation or lack of confidence. External barriers could include family commitments, amount of work, distractions.

For 3.2 the candidate needs to **state** the difference between urgent and important tasks.

For 3.3 the candidate needs to **state** when (eg early morning) and where (eg in the library, at the dining room table, in the office) he/she works best. The candidate could also consider why those surroundings are more favourable; perhaps he/she prefers somewhere quiet or prefers working with noise such as music or people in the background.

Evidence for 3.1 to 3.3 may be a candidate statement.

For the first criterion (4.1) the candidate needs to **analyse** current self management skills to discover strengths and weaknesses.

For 4.2 the candidate needs to **identify** ways of making him/herself more effective. This could include changes to the environment, planning tasks, 'chunking' work.

Evidence for 4.1 and 4.2 may be a candidate statement.

For 4.3 the candidate needs to **produce** an action plan for personal improvement. Evidence for 4.3 should be the action plan.

Unit 521

Introduction to sustainable development and global citizenship

UAN:	T/600/7802
Level:	2
Credit value:	3
GLH:	26
Aim:	The aim of the unit is to introduce the learner to sustainable development and global citizenship.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the significance of sustainable development
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. understand the significance of global citizenship
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. understand the relationship between sustainable development and global citizenship
Assessment criteria
The learner can: 3.1 give examples of how sustainable development and global citizenship relate to one another

Learning outcome
The learner will: 4. be aware of actions to promote sustainable development and/or global citizenship
Assessment criteria
The learner can: 4.1 describe a global initiative 4.2 describe a local project

Learning outcome
The learner will: 5. conduct a sustainability survey
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 6. know how to take action to promote sustainable development and/or global citizenship
Assessment criteria
The learner can: 6.1 describe actions he/she is taking/could take to promote sustainable development and/or global citizenship

Unit 521

Introduction to sustainable development and global citizenship

Supporting information

Guidance and Evidence

For the first criterion (1.1) the candidate needs to **define** sustainable development. This can be a recognised definition or in their own words.

For 1.2 the candidate needs to **list** at least three of the principles of sustainable development eg reducing damage to the environment.

For 1.3 the candidate needs to **describe** at least three of the threats to sustainable development eg government policies.

Evidence for 1.1 to 1.3 may be a candidate statement.

For the first criterion (2.1) the candidate needs to **define** global citizenship. This can be a recognised definition or in their own words.

For 2.2 the candidate needs to **list** at least three of the key features of global citizenship.

For 2.3 the candidate needs to **choose** one of these features and explain why it is important.

Evidence for 2.1 to 2.3 may be a candidate statement.

For this criterion (3.1) the candidate needs to **give examples** of how sustainable development and global citizenship relate to one another. Evidence for 3.1 may be a candidate statement or assessor record.

For the first criterion (4.1) the candidate needs to **describe** a global initiative eg G20.

For 4.2 the candidate needs to **describe** a local project eg recycling.

Evidence for 4.1 and 4.2 may be a written report or an oral presentation with a witness statement and candidate notes.

For the first criterion (5.1) the candidate needs to **survey** own workplace, home or learning environment in relation to sustainable development. Focus of survey can be given by assessor or chosen by the candidate.

For 5.2 the candidate needs to **list** areas that contribute to sustainable development eg recycling paper.

For 5.3 the candidate needs to **list** areas that threaten sustainable development eg using chemical fertilisers.

Evidence for 5.1 to 5.3 may be an annotated survey.

For 5.4 the candidate needs to **make** appropriate recommendations to address these areas eg taking bottles to bottle bank. These recommendations could be short term or long term improvements and should take into consideration cost and other limiting factors. Evidence for 5.4 may be a candidate statement.

Alternatively, evidence for 5.1 to 5.4 could be brought together in a report.

For this criterion (6.1) the candidate needs to **describe** actions he/she is taking/could take to promote sustainable development and/or global citizenship. This could be practical action in the home (reduce, reuse, recycle) or local area (taking part in a project), raising awareness for a project, raising funds. Evidence may be a candidate statement.

Unit 522

Teamworking skills

UAN:	K/600/7795
Level:	2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 311 Entry Level 3 Working as part of a team• 411 Level 1 Working as part of a team• 426 Level 1 Contributing to a team

Learning outcome
The learner will: 1. understand why effective teamwork is important
Assessment criteria
The learner can: 1.1 define effective teamwork 1.2 describe the advantages and disadvantages of teamwork for a given situation

Learning outcome
The learner will: 2. understand the roles people may take in a teamwork situation
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. understand the role of conflict

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 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

Learning outcome

The learner will:

5. work with others towards achieving shared objectives

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 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

Learning outcome

The learner will:

6. reflect on own performance and that of the team

Assessment criteria

The learner can:

- 6.1 reflect on his/her own performance and the performance of the team
- 6.2 suggest ways of improving own teamworking skills.

Guidance and Evidence

The learner is expected to be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

The learner is able to define effective teamwork and describe the advantages and disadvantages of teamwork for a given situation. He/she demonstrates an understanding of the role of conflict and suggests ways to manage and resolve conflict. The learner demonstrates an ability to work with others to achieve objectives; provides feedback in a considerate and constructive manner; reflects on his/her own performance and the performance of the team and suggests ways of improving own team working skills.

A teamwork situation involves three or more people working together to achieve shared objectives.

The team activity should be collaborative and purposeful and give each candidate the opportunity to meet all the criteria. However, all the team members may not be working towards this unit. For example, the teamwork 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. Role play could be used to explore conflict and/or enable learners to practise providing and receiving constructive feedback. Games and activities that develop teamworking skills can be used to ensure the learning is interactive, fun and appeals to a range of learning styles.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

For the first criterion (1.1) the candidate needs to **define** effective teamwork.

For 1.2 the candidate needs to **describe** the advantages and disadvantages of teamwork for a given situation. The situation could be given by the assessor or supervisor and although it is likely to be the teamwork situation in outcomes 4, 5 and 6, it could be another situation.

Evidence for 1.1 and 1.2 may be a candidate statement.

For the first criterion (2.1) the candidate needs to **give examples** of formally allocated roles eg team leader, supervisor, reviewer, planner.

For 2.2 the candidate needs to **give examples** of less formal roles eg joker, negotiator, completer.

For 2.3 the candidate needs to **describe** the impact these roles could have on the way a team works and on members of the team. Candidates may wish to reflect on teams they have worked in or observed.

Evidence for 2.1 to 2.3 may be a candidate statement.

For the first criterion (3.1) the candidate needs to **list** factors that could contribute to conflict in a team eg views, attitudes, misunderstanding, previous experiences.

For 3.2 the candidate needs to **explain** how conflicting views could be an advantage eg providing a different interpretation.

For 3.3 the candidate needs to **suggest** ways to manage and resolve conflict.

Evidence for 3.1 to 3.3 may be a candidate statement.

For the first criterion (4.1) the candidate 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 candidate needs to **identify** own strengths, skills and experiences relevant to this teamwork situation eg good with figures, previous experience of accounting.

For 4.3 the candidate needs to **describe** his/her own role as part of this team eg treasurer.

Evidence for 4.1 to 4.3 may be a candidate statement.

For the first criterion (5.1) the candidate 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 candidate needs to **clarify** the action plan if necessary. The candidate should be able to state what he or she needs to do.

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

Evidence for 5.2 and 5.3 may be a candidate statement.

For 5.4 the candidate needs to **carry out** the individual and group activities as agreed in 5.1. The candidate needs to follow health and safety guidelines given by assessor or supervisor and wear appropriate clothing.

For 5.5 the candidate needs to **motivate** the team to achieve its objectives. This could include completing own tasks with a positive attitude, offering help, support and encouragement.

For 5.6 the candidate needs to **provide feedback** in an appropriate and constructive manner. This can be during or following the teamwork activity.

For 5.7 the candidate needs to **receive** and **respond** to constructive feedback. The candidate should acknowledge the feedback without taking offence, asking for clarification or examples if necessary. He/she should consider the point(s) made before taking/planning any further action eg changing behaviour.

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

For the first criterion (6.1) the candidate needs to **reflect** on his/her own performance and the performance of the team. This 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. The candidate needs to identify how he/she contributed to achieving objectives together. The focus should be on the candidate's interaction with the group not just the objectives achieved. He/she will identify what went well and what went less well in working with others.

For 6.2 the candidate needs to **suggest** ways of improving own team working skills. The focus should be on improving the candidate's interaction with others as a transferable skill and not on how successfully the activity was completed.

Evidence for 6.1 and 6.2 may be a candidate statement or review record.

Unit 523

Valuing customers

UAN:	A/600/7798
Level:	2
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner understand the importance of customers to organisations.
Assessment:	Learner portfolio
Barring:	None

Learning outcome
The learner will: 1. understand the importance of customers to organisations
Assessment criteria
The learner can: 1.1 explain why customers are important to organisations 1.2 differentiate between internal and external customers

Learning outcome
The learner will: 2. understand the importance of customer confidence and retention
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 3. know how to interact effectively with customers
Assessment criteria
The learner can:

- | | |
|-----|---|
| 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 |

Learning outcome

The learner will:
4. understand how to develop productive relationships with customers

Assessment criteria

- | |
|--|
| The learner can: |
| 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 |

Guidance and Evidence

Customers may be internal or external customers. The learner does not need to work with customers to achieve this unit.

Tutors may use a wide range of learning resources including videos and role play. External speakers (eg employers or vocational trainers) could be invited to give an insight into customer service.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

For the first criterion (1.1) the candidate needs to **explain** the importance of customers eg income, profit, successful organisation.

For 1.2 the candidate needs to **differentiate** between internal and external customers.

Evidence for 1.1 and 1.2 may be a candidate statement.

For the first criterion (2.1) the candidate needs to **describe** how to create customer confidence eg be polite, helpful, knowledgeable.

For 2.2 the candidate needs to **outline** the benefits of having a positive reputation eg retaining existing customers and attracting new customers.

For 2.3 the candidate needs to **list** ways in which an organisation can build a good reputation eg quality, reliability.

For 2.4 the candidate needs to **give examples** of how an organisation's reputation can be damaged.

Evidence for 2.1 to 2.4 may be a candidate statement.

For this criterion (3.1) the candidate needs to **list** some positive and some negative aspects of personal presentation eg cleanliness, dress.

For 3.2 the candidate needs to **explain** the importance of effective communication skills in dealing with customers.

Evidence for 3.1 and 3.2 may be a candidate statement.

For the first criterion (4.1) the candidate needs to **describe** the benefits of having a customer service policy eg consistency, transparency.

For 4.2 the candidate needs to **describe** ways of responding positively to customers eg helpful, patient.

For 4.3 the candidate needs to **give examples** of when behaviour may need to be adapted to meet specific needs of customers eg language barriers.

For 4.4 the candidate needs to **give examples** of situations where support may be needed eg lack of product knowledge, aggressive behaviour by customer.

Evidence for 4.1 to 4.4 may be a candidate statement, assessor report or record of questioning.

UAN:	L/506/8630
Level:	2
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give learners an opportunity to explore and understand conflict in the place of work and how this can be prevented
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> • 449 Level 1 Understanding conflict at work

Learning outcome
The learner will: 1. Understand the cause and effect of conflict in the place of work.
Assessment criteria
The learner can: 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.

Range
1.3 and 1.4 effects include: motivation, behaviour, productivity, sickness and absence.

Learning outcome
The learner will: 2. Recognise types of behaviour that are unacceptable in a work situation.
Assessment criteria
The learner can: 2.1 describe what is acceptable behaviour in the work place 2.2 describe types of behaviour that are unacceptable in a work situation.

Learning outcome
The learner will: 3. Understand how conflict in a work situation can be prevented.

Assessment criteria
The learner can: 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.

Range
3.1 methods include: formal and informal 3.2 Responsibilities: intervening quickly, dealing with the issue, communicating procedures and policies, mediation.

Guidance and Evidence

For criterion 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 criterion 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 criterion 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 criterion 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 criterion 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 criterion 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.

UAN:	A/506/8879
Level:	2
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> • 336 Entry 3 Introduction to drug and alcohol awareness • 444 Level 1 Introduction to drug awareness

Learning outcome
The learner will: 1. Know the difference between legal and illegal drugs.
Assessment criteria
The learner can: 1.1 describe what a drug is 1.2 give examples of legal drugs 1.3 give examples of illegal drugs.

Range
1.2 legal: not breaking the law. 1.3 illegal: breaking the law.

Learning outcome
2. Understand current drug classification and the law.
Assessment criteria
2.1 describe the differences between the classifications of drugs 2.2 identify 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
3. Understand effects of drug misuse.

Assessment criteria
3.1 describe the effects of drug misuse .

Range
3.1 misuse – excessive and use for the wrong purpose

Learning outcome
4. Understand the impact of drug misuse.
Assessment criteria
4.1 describe the impact of drug misuse.

Range
4.1 impact – on self and others.

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 identify where you can obtain information for treatment and support to help overcome drug misuse.

Guidance and Evidence

For criterion 1.1 the learner must **describe** 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 criterion 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 criterion 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 criterion 2.1 the learner must **describe** 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 criterion 2.2 the learner must **identify** 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 criterion 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 criterion 4.1 the learner must **describe** the impact of drug misuse eg on self - health issues, loss of motivation, poor performance at work or school. Others – friends, family wider society - increased likelihood that family members might develop drug problems, financial cost, relationship conflict and breakdowns. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 5.1 the learner must **identify** where you can obtain information for treatment and support to help overcome drug misuse eg National Drugs

Helpline, NHS, Narcotics Anonymous, Addaction and local support services.
Evidence may be a written or verbal learner statement, an assessor record,
mind map, images with text.

Unit 526

Alcohol awareness

UAN:	T/506/8878
Level:	2
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 336 Entry 3 Introduction to drug and alcohol awareness• 442 Level 1 Introduction to alcohol awareness

Learning outcome
The learner will: 1. Know the difference between soft drinks and alcoholic drinks.
Assessment criteria
The learner can: 1.1 describe the difference between soft and alcoholic drinks.

Learning outcome
The learner will: 2. Understand current guidelines regarding alcohol.
Assessment criteria
The learner can: 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

Range
Guidelines include: general rule, piece of advice. 2.1 current laws: applicable to their region 2.2 & 2.3 recommended units – suggested safe limits for weekly alcohol consumption. 2.4 range - beer, wine, spirits and alcopops.

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 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.

Range
3.3 Psychological – mental and emotional state of a person. 3.4 Irresponsible – binge drinking, drink driving, anti social behaviour.

Learning outcome
The learner will: 4. Understand the impact alcohol misuse.
Assessment criteria
The learner can: 4.1 describe the impact of alcohol misuse .

Range
4.1 impact – self and others 4.1 misuse – excessive use and use 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 identify where you can get support, advice and treatment to help overcome alcohol misuse.

Guidance and Evidence

For criterion 1.1 the learner must **describe** 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, images with text.

For criterion 2.1 the learner must **give examples** of current laws (applicable to their region) 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 criterion 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 criterion 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 criterion 2.4 the learner must **state** the unit strength of a range of alcoholic drinks eg beer 2 units. Evidence may be a written or verbal learner statement or an assessor record, images with text, a table.

For criterion 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 criterion 3.2 the learner must **describe** 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 criterion 3.3 the learner must **describe** 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 criterion 3.4 the learner must **describe** the effects of irresponsible drinking eg binge drinking, drink driving anti-social behaviour. Evidence may be a written or verbal learner statement, an assessor record, images with text.

For criterion 3.5 the learner must **define** social drinking. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 4.1 the learner must **describe** 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 criterion 5.1 the learner must **identify** 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 or other local support services. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

Appendix 1 Level 2 units available in 5546-01-02-03-04-05-06

This is a list of all the Level 2 units available in the Employability Skills (England and Wales) qualifications 5546-01-02-03-04-05-06:

Unit	QAN	Title	Credit value	GLH
501	A/600/6196	Career planning and making applications	3	20
502	T/600/6195	Effective skills, qualities and attitudes for learning and work	3	22
503	D/506/2721	Preparing for an interview	2	13
504	R/506/2666	Communicating with others in the workplace	2	11
505	D/600/7793	Candidate project for learning and work	3	20
506	J/506/2714	Applying for a job	2	13
507	Y/506/2717	Improving practical skills and techniques	3	19
508	D/506/2718	Introduction to career progression	1	7
509	A/506/2791	Introduction to continued professional development	1	10
510	A/506/2712	Introduction to leadership	1	7
511	F/506/2713	Introduction to the benefits of coaching	1	7
512	H/506/2719	Introduction to the benefits of mentoring	1	7
513	Y/506/2720	Introduction to the principles of setting up a business	3	18
514	R/506/2716	Healthy living	2	11
515	L/506/2715	Exploring equality and diversity	2	12
516	T/506/2790	Using tools and equipment	1	10
517	F/506/2663	Managing time in the workplace	1	8
518	R/600/7791	Managing personal finance	3	26
519	M/600/7796	Dealing with challenges	2	17
520	T/600/7797	Managing yourself	3	26

Unit	QAN	Title	Credit value	GLH
521	T/600/7802	Introduction to sustainable development and global citizenship	3	26
522	K/600/7795	Team working skills	3	20
523	A/600/7798	Valuing customers	2	16
524	L/506/8630	Understanding conflict at work	1	6
525	D/506/8244	Introduction to drug awareness	3	30
526	H/506/8244	Introduction to alcohol awareness for the individual	3	30

Appendix 2 Level 2 units available in 5546-31-32-34

This is a list of all the Level 2 units available in the Personal and Social skills qualifications 5546-31-32-34:

Unit	QAN	Title	Credit value	GLH
502	T/600/6195	Effective skills, qualities and attitudes for learning and work	3	22
507	Y/506/2717	Improving practical skills and techniques	3	19
514	R/506/2716	Healthy living	2	11
515	L/506/2715	Exploring equality and diversity	2	12
516	T/506/2790	Using tools and equipment	1	10
517	F/506/2663	Managing time in the workplace	1	8
518	R/600/7791	Managing personal finance	3	26
519	M/600/7796	Dealing with challenges	2	17
520	T/600/7797	Managing yourself	3	24
521	T/600/7802	Introduction to sustainable development and global citizenship	3	26

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

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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.

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