

# **City & Guilds Level 1 Certificate for Skills for Working in the Construction Industry (5546-60)**

November 2022 Version 1.3

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Employability with Construction
<b>City &amp; Guilds number</b>	5546
<b>Age group approved</b>	Pre 16, 16-18, 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Learner portfolio/Assignment/MC test
<b>Approvals</b>	Fast Track Available
<b>Support materials</b>	Assessment packs
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Ofqual number	GLH	TQT
City & Guilds Level 1 Certificate for Skills for Working in the Construction Industry	5546-60	601/7375/0	170	280

Version and date	Change detail	Section
v1.2 March 2022	City & Guilds added to qualification titles GLH/TQT clarified	Throughout Qualification at a glance, Structure
V1.3 Nov. 2022	GLH updated.	Qualification at a glance, Structure

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# 1 Introduction

This document tells you everything you need to know to deliver the qualification:

Area	Description
Who is the qualification for?	<p>This qualification supports learners in their first experience of work in the Construction sector - as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work.</p> <p>This qualification is for learners wishing to gain an understanding and practical experience of a variety of trades in the Construction industry alongside gaining essential employability knowledge and skills.</p> <p>On completion learners will be able to understand and demonstrate suitable work, personal skills, attitudes, thinking and behaviour and will be more confident at interview, when completing an application or on their first day on site.</p>
What does the qualification cover?	<p>This qualification combines core Employability Skills including communication, personal finance, team work, attitudes and values for work and undertaking a high quality work placement with basic trade skills across a number of trades enabling learners to develop and practise the construction skills required for employment in the construction industry.</p> <p>Alongside construction and employability knowledge and skills the qualification incorporates Health and Safety in a Construction Environment (6072-101).</p>
What opportunities for progression are there?	<p>Learners can progress into employment or on to the following City &amp; Guilds qualifications:</p> <p>Construction Apprenticeships 6219 – Construction Skills</p> <p>Learners may also wish to progress to full VRQ Diplomas in a particular trade area.</p>
Who did we develop the qualification with?	<p>We developed this qualification with over 250 employers, training providers and FE Colleges.</p>
Is it part of an apprenticeship framework or initiative?	<p>Skills for Work qualifications address the values, principles, skills and attitudes for working in different vocational sectors and are designed as pre-apprenticeship programmes to meet Traineeship and Work Programme requirements and get learners working from day one.</p>

## Structure

To achieve the **City & Guilds Level 1 Certificate for Skills for Working in the Construction Industry** learners must achieve:

28 credits in total.

4 credits from the **Mandatory Group** plus a maximum of 4 credits from **Optional Group A** and a minimum of 20 credits from **Optional Group B**.

City & Guilds Level 1 Certificate for Skills for Working in the Construction Industry					
UAN	City & Guilds unit number	Unit title	Unit Links	Credit Value	GLH
<b>Mandatory</b>					
K/505/1933	5546-463	Health and Safety in a construction environment	6072-101	4	40
<b>Optional Group A</b>					
A/507/5606	5546-464	Fixing architraves and skirting	<i>New</i>	2	17
M/507/5330	5546-465	Fitting a lock	<i>New</i>	2	17
Y/507/5693	5546-466	Painting and wallpapering	<i>New</i>	2	15
H/507/5339	5546-467	Decorative tiling	<i>New</i>	2	18
D/507/5341	5546-468	Constructing a block wall	<i>New</i>	2	17
T/507/5443	5546-469	Constructing a one brick wall in English Bond	<i>New</i>	2	17
T/507/5345	5546-470	Laying an underground domestic drainage system	<i>New</i>	2	17
K/507/5357	5546-471	Preparing background surfaces and applying finishing coats	<i>New</i>	2	18
D/507/5694	5546-472	Bending and jointing copper pipes	<i>New</i>	2	20
H/507/5695	5546-473	Assembling 13amp switched sockets wired in a ring final circuit	<i>New</i>	2	19
K/507/5696	5546-474	Installing a one way lighting circuit	<i>New</i>	2	19

**Optional  
Group B**

F/501/6878	5546-401	Planning for Progression		3	20
K/501/6891	5546-403	Work-based experience		3	15
R/506/2702	5546-404	Effective communication		2	13
A/501/6880	5546-405	Career planning and making applications		3	24
K/505/4654	5546-407	Interview skills		3	18
J/506/2731	5546-408	Searching for a job		2	20
F/505/4658	5546-409	Career progression		2	16
L/506/2732	5546-410	Keeping safe		3	26
L/505/4663	5546-411	Working as part of a team		3	25
A/506/2709	5546-414	Preparing for work		2	12
F/505/4661	5546-415	Building working relationships in the workplace		2	17
Y/501/6899	5546-418	Candidate project		3	20
J/505/4659	5546-419	Enterprise activity - producing a product or service		1	23
Y/505/4665	5546-420	Undertaking work placement		4	14
T/501/6893	5546-421	Community project		3	22
J/505/4743	5546-422	Self assessment and development		3	25
Y/506/2703	5546-425	Effective skills, qualities and attitudes for learning and work		2	14
A/501/6894	5546-426	Contributing to a team		3	20
J/506/2664	5546-427	Recognising employment opportunities		2	12
J/506/2700	5546-428	Business and customer awareness		1	7
Y/506/2698	5546-429	Alternatives to paid work		2	11
M/506/2786	5546-430	Dealing with problems		1	10
L/506/2701	5546-431	Developing personal confidence		1	10
T/506/2711	5546-432	Understanding assertive behaviour		1	10
R/506/2733	5546-433	Coping with change		2	20
R/505/4664	5546-434	Interpersonal relationships		2	14
D/506/2699	5546-435	Awareness of equality and diversity		2	17
F/600/7804	5546-436	Valuing equality and diversity		2	16
K/600/6193	5546-437	Understanding the language and culture of a community		3	26



<b>Optional Group B Continued</b>				
H/501/6887	5546-438	Supporting others	3	22
D/506/2704	5546-439	Environmental awareness	2	12
L/501/6883	5546-441	Rights and responsibilities in the workplace	3	20
T/506/2787	5546-442	Introduction to alcohol awareness	3	30
K/506/2706	5546-443	Introduction to decision-making	1	9
M/506/2707	5546-444	Introduction to drug awareness	2	12
L/506/2665	5546-445	Understanding crime and its effects	3	18
F/506/2789	5546-446	Using materials and equipment for a practical activity	1	10
Y/506/6234	5546-448	Awareness of stress and stress management	3	30
L/506/8126	5546-449	Understanding conflict at work	1	6
R/506/8127	5546-450	Understanding personal finance for employment	2	12
Y/506/8128	5546-451	Assertive living	3	27
F/506/8883	5546-460	Introduction to working with vulnerable adults	1	9
L/507/0295	5546-462	Applying for a job	2	16

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- 1) The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 1 Certificate for Skills for Working in the Construction Industry	170	280



## 2 Centre requirements

### Approval

If your Centre is approved to offer the 6219 qualifications in Construction Skills you can apply for approval for the new Level 1 Certificate for Skills for Working in the Construction Industry using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### *Physical resources and site agreements*

Centres must ensure that learners have access to the equipment, resources and space required to successfully complete the tasks detailed in the assignment packs.

Centres must ensure that learners are familiar, with and act according to, health and safety requirements.

#### *Centre staffing*

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

All staff who quality assure these qualifications must have:

- a good working knowledge and experience within the construction industry;
- an established strategy and documentary audit trail of internal quality assurance;
- a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

## **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

## ***Age restrictions***

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Learner Assignment Pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessor Assignment Pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### *Recording documents*

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

Learners must:

- successfully complete one on-line multiple choice test for the mandatory unit (463)
- successfully complete one assignment for each optional unit chosen from (464-474)
- successfully complete a learner portfolio for each optional unit chosen from (401, 403-405, 407-411, 414-415, 418-422, 425-439, 441-446, 448-451, 460, 462).

City & Guilds has written the following assessments to use with this qualification:

- an on-line multiple choice test for unit (463)
- assignments for units (464-474)

### Test specification

The way the knowledge is covered by the on-line multiple choice tests is laid out in the table below:

#### Test 1: Unit 463

**Duration:** 70 minutes

Unit	Outcome	Number of questions	%
475	1 Know the principles of risk assessment for maintaining and improving health and safety at work	11	24
	2 Know the importance of safe manual handling in the workplace	8	18
	3 Know the importance of working safely at height in the workplace	9	20
	4 Know risks to health within a construction environment	12	27
	5 Know the importance of working around plant and equipment safely	5	11
	<b>Total</b>	<b>45</b>	<b>100</b>

The grade boundary for this test will be approximately 80% for a pass.

The boundary may be subject to slight variation to ensure fairness should any variations in the difficulty of the test be identified.

The assignments for (464-474) cover the skills and knowledge in each unit. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.

The assessments can be found in the **Assignment Packs** on the City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)).

### *Time constraints*

The following must be applied to the assessment of this qualification:

- the on-line multiple choice test is 70 minutes
- assignments have been given suggested time allowances and learners should take anywhere up to, but not over, the suggested time for each one.

## 5 Units

### Availability of units

All of the units which make up this qualification are contained within this section. Assignments for units (464-474) can be found within the 5546-60 Level 1 Assignment Packs ([www.cityandguilds.com](http://www.cityandguilds.com)).

A sample test for unit (463) can be downloaded from [www.cityandguilds.com](http://www.cityandguilds.com).

**Please note:** the units appear in group order **not** in numerical order and are shown as follows:

<b>Mandatory Unit:</b>	463
<b>Optional Group A:</b>	464-474
<b>Optional Group B:</b>	401-, 403-405, 407-411, 414-415, 418-422, 425-439, 441-446, 448-451, 460, 462-474



## Unit 463

## Health and safety in a construction environment

<b>UAN:</b>	K/505/1933
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	40
<b>Aim:</b>	This unit enables the learner to know the principles of risk assessments, the importance of safe manual handling, working safely at height, and using equipment safely and the general health risks in a construction environment.
<b>Assessment type:</b>	On-line multiple choice test.
<b>Links to other qualifications</b>	This unit covers the content of Unit 101 in 6072-01

### Learning outcome:

The learner will:

1. Know the principles of risk assessment for maintaining and improving health and safety at work.

### Assessment criteria

The learner can:

- 1.1 state the purpose of risk assessments and method statements
- 1.2 state the legal requirements of risk assessments and method statements
- 1.3 state common causes of work-related:
  - a. fatalities
  - b. injuries
- 1.4 state the **implications** of not preventing accidents and ill health at work
- 1.5 state the meaning of the following in relation to health and safety at work:
  - a. accident
  - b. near miss
  - c. hazard
  - d. risk
  - e. competence
- 1.6 list typical hazards/risks associated with the following:
  - a. resources
  - b. equipment
  - c. obstructions
  - d. storage
  - e. services
  - f. wastes

g. work activities

- 1.7 state the importance of reporting accidents and near misses
  - 1.8 state typical accident reporting procedures
  - 1.9 state who is responsible for making accident reports
- 

### Range

#### Implications

Death, injury, legal action, insurance, delays, morale at work.

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### Learning outcome

The learner will:

2. Know the importance of safe manual handling in the workplace.

### Assessment criteria

The learner can:

- 2.1 state the reasons for ensuring safe manual handling in the workplace
  - 2.2 state potential injuries and ill health that may occur from incorrect manual handling
  - 2.3 state the employee's responsibilities under current legislation and official guidance for:
    - a. moving and storing materials
    - b. manual handling
    - c. mechanical lifting
  - 2.4 state the procedures for safe lifting in accordance with official guidance
  - 2.5 state the importance of using site safety equipment when handling materials and equipment
  - 2.6 list **aids** available to assist manual handling in the workplace
  - 2.7 state how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace.
- 

### Range

#### Aids

Pallet truck, forklift truck, lifting sling, roust-about, wheelbarrow, sack barrow, kerb/vacuum lifters.

Learning outcome

The learner will:

3. Know the importance of working safely at height in the workplace.

### Assessment criteria

The learner can:

- 3.1 define the term 'working at height'
  - 3.2 state the employee's responsibilities under current legislation and official guidance whilst working at height
  - 3.3 list hazards/risks associated with the following:
    - a. dropping tools and debris
    - b. stability of ladders
    - c. overhead cables
    - d. fragile roofs
    - e. scaffolds
    - f. internal voids
-

- g. equipment
- h. the working area
- i. other people

3.4 state how hazards/risks associated with working at height can be **controlled**

3.5 state the regulation that controls the use of suitable equipment for working at height

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### Range

#### Controlled

Following safe systems of work, tool lanyards, collective protective measures, securing items, inspections.

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### Learning outcome

The learner will:

4. Know risks to health within a construction environment.

### Assessment criteria

The learner can:

- 4.1 list **substances** hazardous to health under current regulations
- 4.2 list common **risks** to health within a construction environment
- 4.3 state the types of hazards/risks that may occur in the workplace linked with use of drugs and alcohol
- 4.4 state the importance of the correct storage of combustibles and chemicals on site
- 4.5 state the importance of personal hygiene within a construction environment
- 4.6 state the potential hazards/risks to the health of workers exposed to asbestos
- 4.7 state **types** of asbestos waste
- 4.8 state **types** of personal protective equipment (PPE) used when dealing with hazardous materials.

## Range

### Substances

Dust, fumes/vapours, chemicals, gases.

### Risks

Hand arm vibration, noise, respiratory illness, dermatitis, muscular skeletal problems, falling from height, struck by moving plant machinery.

### Types (4.7)

Roofing/sheeting materials, lagging, textured coatings, gaskets, fire resistant boards, sprayed.

### Types (4.8)

Eye protection, hand and arm protection, respiratory protection, head protection, safety footwear, hearing protection, overalls.

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## Learning outcome

The learner will:

5. Know the importance of working around plant and equipment safely.

## Assessment criteria

The learner can:

- 5.1 list ways in which moving machinery can cause injuries
- 5.2 state **hazards/risks** relating to the use of plant and equipment
- 5.3 state the importance of safeguards located near where plant and machinery is being used
- 5.4 state the importance of keeping a safe distance away from plant/machinery and equipment until clear contact is made with the operator
- 5.5 outline how method statements can assist in ensuring the safety of workers where moving plant is in use
- 5.6 state ways to eliminate or control hazards/risks relating to working around plant and equipment
- 5.7 identify hazard warning signs and symbols used around the use of plant and equipment.

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## Range

### Hazards/risks

Struck by moving machinery, striking cables and buried services, trapped by moving machinery, damage from flying debris, electric shocks, burns, noise, tripping, injury during use of and changing of tooling, dust.

## Unit 463

## Health and safety in a construction environment

### Supporting information

#### *Guidance and Evidence*

For 1.6 learners must list:

One hazard/risk must be listed for each of the following:

- resources
- equipment
- obstructions
- storage
- services
- wastes
- work activities.

For 2.6 learners must list four aids.

For 3.3 learners must list:

One hazard/risk must be listed for each of the following:

- dropping tools and debris
- stability of ladders
- the working area
- overhead cables
- fragile roofs
- scaffolds
- internal voids
- equipment
- other people.

For 4.2 learners must list five risks to health.

For 4.7 learners must state two types of asbestos waste

For 4.8 learners must state three types of personal protective equipment (PPE).

For 5.2 learners must state five hazards/risks.

## Unit 464

## Fixing architraves and skirting

<b>UAN:</b>	A/507/5606
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to teach the learner how to cut and fix sections of architraves and skirting.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 108 Level 1 Fixing architraves and skirtings ( <b>T/505/1885</b> ) in 6219 Construction Skills.

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### Learning outcome:

The learner will:

1. Know how to cut and fix architraves and skirting.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to cutting and fixing architraves and skirting
- 1.2 identify **materials** required to cut and fix architraves and skirting
- 1.3 identify **tools and equipment** required to cut and fix architraves and skirting
- 1.4 identify the **joints** used to cut and fix architraves and skirting.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, high visibility jacket, safety goggles, knee pads.

#### Materials

European redwood, MDF, adhesives, nails.

#### Tools and equipment

Combination square, rule, sliding bevel mitre saw/box, handsaw and coping saw, nail punch, claw hammer, block plane.

#### Joints

Mitred, scribed, heading.

---

### Learning outcome:

The learner will:

2. Be able to cut and fix architraves and skirting.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** required to fix architraves and skirting
- 2.2 select **materials** required to fix architraves and skirting
- 2.3 select **tools and equipment** required to fix architraves and skirting
- 2.4 cut and fix architraves and skirting to given specifications.

---

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, safety goggles, knee pads.

#### **Materials**

European redwood, MDF, adhesives, nails.

#### **Tools and equipment**

Combination square, rule, sliding bevel mitre saw/ box, handsaw and coping saw, nail punch, claw hammer, block plane.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use.

## Unit 465

## Fitting a lock

<b>UAN:</b>	M/507/5330
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to teach the learner how to fit a lock.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 110 Level 1 Fitting locks and latches ( <b>F/505/1887</b> ) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to fit a lock.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** required to fit a lock
- 1.2 identify **types** of locks
- 1.3 identify **tools and equipment** required to fit a lock.

### Range

#### Personal Protective Equipment (PPE)

Safety boots, high visibility jacket, safety goggles.

#### Types

Mortice lock, dead lock.

#### Tools and equipment

Mortice/ marking gauge, combination square, rule, battery drill, auger bits, chisel, carpenter/ swing brace, mallet, screw driver, bradawl.



### Learning outcome:

The learner will:

2. Be able to fit a lock.

### Assessment criteria

The learner can:

- 2.1 use Personal Protective Equipment (PPE) required to fit a lock
  - 2.2 select **tools and equipment** required to fit a lock
  - 2.3 position, cut and fit a **lock** and **handle** to given specifications and manufacturer's instructions.
- 

### Range

#### Personal Protective Equipment (PPE)

Safety boots, safety goggles, high visibility jacket.

#### Tools and equipment

Mortice/ marking gauge, combination square, rule, battery drill, auger bits, chisel, carpenter/ swing brace, mallet, screw driver, bradawl.

#### Lock

Mortice lock.

#### Handle

Lever lock.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use.

## Unit 466

## Painting and wallpapering

<b>UAN:</b>	Y/507/5693
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Aim:</b>	The aim of this unit is to teach the learner how to prepare and decorate wall surfaces and mouldings using wallpaper and paint.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 111 Level 1 Painting and wallpapering (F/505/1372) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to prepare and decorate wall surfaces and mouldings.

### Assessment criteria

The learner can:

- 1.1 identify the **Personal Protective Equipment (PPE)** appropriate to preparing and decorating wall surfaces
- 1.2 identify the **materials** required to prepare and decorate wall surfaces
- 1.3 identify the **tools and equipment** required to prepare and decorate wall surfaces
- 1.4 identify different **types** of wallpaper and paint.

### Range

#### Personal Protective Equipment (PPE)

Appropriate to the environment; glasses, dust mask, gloves, boots, overalls, high visibility jacket.

#### Materials

Abrasive papers, stripping agents, fillers, tack cloth, masking tape, primer, suitable emulsion, suitable under coat and gloss for mouldings, wallpaper, wallpaper paste.

#### Tools and equipment

Scissors/craft knife, pasting table, plumb bob/spirit level, Tape measure, pencil, paste brush, scrapers, buckets, flexible filling knives, filling board, hanging brush, sponges, dust brush, mastic gun, access equipment (steps, hop-ups), rollers and brushes.

### Types

Paint: Vinyl soft sheen, vinyl silk, acrylic eggshell, vinyl matt, undercoat, gloss.

Wallpaper: Embossed (blown) vinyl/anaglypta, lining papers.

---

### Learning outcome:

The learner will:

2. Be able to prepare and decorate wall surfaces and mouldings.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to preparing and decorating wall surfaces
  - 2.2 select the **materials** required to prepare and decorate wall surfaces
  - 2.3 select the **tools and equipment** required to prepare and decorate wall surfaces
  - 2.4 **prepare** previously decorated wall surfaces for wallpapering to given specifications.
- 

### Range

#### Personal Protective Equipment (PPE)

Glasses/goggles, dust mask, gloves, Safety boots, overalls, high visibility jacket.

#### Materials

Abrasive papers, stripping agents, fillers, tack cloth, masking tape, primer, suitable emulsion, suitable under coat and gloss for mouldings, wallpaper, wallpaper paste.

#### Tools and equipment

Scissors/craft knife, pasting table, plumb bob/spirit level, Tape measure, pencil, paste brush, scrapers, buckets, flexible filling knives, filling board, hanging brush, sponges, dust brush, mastic gun, access equipment (steps, hop-ups), rollers and brushes.

#### Prepare

To include: stripping existing wall paper, washing down, sanding, filling the wall area.

---

### Learning outcome:

The learner will:

3. Be able to apply wallpaper to prepared wall surfaces.

### Assessment criteria

The learner can:

- 3.1 select tools and equipment to apply wallpaper to prepared wall surfaces
  - 3.2 select the materials required to apply wallpaper to prepared wall surfaces
  - 3.3 prepare, measure and cut lengths of wallpaper to given specifications
  - 3.4 prepare and paste wallpaper in accordance with manufacturers' instructions
  - 3.5 hang wallpaper to given specifications.
-

---

## Range

### Tools and equipment

Hanging brush, plumb bob, spirit level, pencil, tape measure, paste brush, paste table, scissors, bucket, sponge, access equipment (steps, hop ups, working platforms).

### Materials

Wallpaper, wallpaper paste.

---

## Learning outcome:

The learner will:

4. Be able to paint wall surfaces and mouldings.

## Assessment criteria

The learner can:

- 4.1 select **tools and equipment** for painting wall surfaces and mouldings
  - 4.2 prepare the **paint to manufacturers' instructions**
  - 4.3 **apply paint** using different **painting techniques**.
- 

## Range

### Tools and equipment

Brushes, rollers, scuttle, kettle, tray, extension pole, dust sheets, access equipment (steps, hop ups, working platforms).

### Paint

Select one from the following: vinyl soft sheen, acrylic eggshell, vinyl silk, vinyl matt, undercoat, gloss.

### Manufacturers' instructions

Eg: Stir paint thoroughly, decant paint, thin and strain paint to the correct viscosity.

### Apply paint

Brush, roller.

### Painting techniques

Brush, roller, cutting in.

---

## Learning outcome:

The learner will:

5. Be able to maintain a clean and safe working environment.

## Assessment criteria

The learner can:

- 5.1 maintain a clean and safe working area following health and safety guidelines
  - 5.2 clear work area of surplus materials and debris on completion of the jobs
  - 5.3 clean all tools and equipment ready for re-use as per **manufacturers' instructions**.
-

---

Range

**Manufacturers' instructions**

Eg: water or cleaning agents.

## Unit 467

## Decorative tiling

<b>UAN:</b>	H/507/5339
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to teach the learner how to prepare, set out, cut and attach tiles.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 115 Level 1 Cutting and fixing decorative panels (R/505/0856) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare and tile surfaces.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to preparing and tiling surfaces
- 1.2 identify **materials** required to prepare and tile surfaces
- 1.3 identify **tools and equipment** required to prepare and tile surfaces.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, high visibility jacket, dust mask and safety glasses/goggles, gloves/barrier cream.

#### Materials

Adhesive, tiles, grout.

#### Tools and equipment

Tile cutter, tile file, tile nibblers and tile saw, hand cutters, spirit level, notched trowel, gauging or bucket trowel, grout float, sponge, bucket, tile spacers, straight edge, pencil, tape measure, hammer, screws, screwdriver, batten.

### Learning outcome:

The learner will:

2. Be able to set out, cut and fix tiles to given specifications.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to setting out, cutting and fixing tiles to given specifications
  - 2.2 select **materials** required to set out, cut and fix tiles to given specifications
  - 2.3 select **tools and equipment** required to set out, cut and fix tiles to given specifications
  - 2.4 set out and mark decorative wall tiles to given specifications
  - 2.5 cut and shape decorative tiles to given specifications
  - 2.6 set out datum line to given specifications
  - 2.7 apply adhesive to receive tiles
  - 2.8 fix decorative tiles to given specifications.
- 

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, overalls, high visibility jackets, dust mask and safety glasses/goggles, gloves/barrier cream.

#### **Materials**

Adhesive, tiles, grout.

#### **Tools and equipment**

Tile cutter, tile file, tile nibblers and tile saw, hand cutters, spirit level, notched trowel, gauging or bucket trowel, grout float, sponge, bucket, tile spacers, straight edge, pencil, tape measure, hammer, screws, screwdriver, batten.

---

### Learning outcome:

The learner will:

3. Be able to finish wall tiles.

### Assessment criteria

The learner can:

- 3.1 apply grout to tiled area
- 3.2 clean and polish tiles.

### Learning outcome:

The learner will:

4. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 4.1 maintain a clean and safe working area following health and safety guidelines
- 4.2 clear work area of surplus materials and debris on completion of jobs
- 4.3 clean all tools and equipment ready for re-use
- 4.4 store all tools and equipment ready for re-use.



## Unit 468

## Constructing a block wall

<b>UAN:</b>	D/507/5341
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to teach the learner how to set out and build 100mm thick block walls to given specifications.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 118 Level 1 Constructing block walling (A/505/1564) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to prepare for, set out and build 100mm thick block walls.

### Assessment criteria

The learner can:

- 1.1 identify the **Personal Protective Equipment (PPE)** appropriate to building 100mm thick block walls
- 1.2 identify the **materials** required to build 100mm thick block walls
- 1.3 identify the **tools and equipment** required to build 100mm thick block walls.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

Lightweight or concrete blocks, mortar.

#### Tools and equipment

Brick trowel, pointing trowel, jointing iron, line and pins, hammer and bolster, brick hammer, level, tape measure, hand saw (suitable for cutting lightweight blocks), mortar board, profiles (x2), hand brush.

### Learning outcome:

The learner will:

2. Be able to prepare, set out and build 100mm thick block walls.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to building 100mm thick block walls
  - 2.2 select the **tools, equipment** and **materials** required to build block walls
  - 2.3 measure and set up profiles to given specifications
  - 2.4 set up mortar boards and stack with the required number of blocks to build 100mm thick block walls
  - 2.5 dry bond blockwork between profiles
  - 2.6 build 100mm thick block wall to given specifications.
- 

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### **Materials**

Lightweight or concrete blocks, mortar.

#### **Tools and equipment**

Brick trowel, pointing trowel, jointing iron, line and pins, hammer and bolster, brick hammer, level, tape measure, hand saw (suitable for cutting lightweight blocks), mortar board, profiles (x2).

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 clean all tools and equipment ready for re-use.

## Unit 469

## Constructing a one brick wall in English Bond

<b>UAN:</b>	T/507/5443
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to teach the learner how to set out and build one brick thick walls in English Bond to given specifications.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 121 Level 1 One brick walling (K/505/0734) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to prepare, set out and build a one brick wall in English Bond.

### Assessment criteria

The learner can:

- 1.1 identify the **Personal Protective Equipment (PPE)** appropriate to building a one brick wall in English Bond
- 1.2 identify the **materials** required to build a one brick wall in English Bond
- 1.3 identify the **tools and equipment** required to build a one brick wall in English Bond.

### Range

#### Personal Protective Equipment (PPE)

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### Materials

Common bricks, facing bricks, mortar.

#### Tools and equipment

Brick trowel, line and pins, joining iron, brick hammer, level, tape measure, mortar board, profiles (x2), hand brush.

### Learning outcome:

The learner will:

2. Be able to prepare, set out and build a one brick wall in English Bond.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to building a one brick wall in English Bond
  - 2.2 select the **tools, equipment** and **materials** required to build a one brick wall in English Bond
  - 2.3 measure and set up profiles to given specifications
  - 2.4 dry bond brickwork to set profiles
  - 2.5 set up a mortar board and stack the required number of bricks
  - 2.6 build a one brick thick wall to given specifications
  - 2.7 point joints to half round finish.
- 

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, hard hat, high visibility jacket, goggles, gloves.

#### **Materials**

Common bricks, facing bricks, mortar.

#### **Tools and equipment**

Brick trowel, line and pins, brick hammer, level, tape measure, mortar board, profiles x 2, pointing trowel, jointing iron, hand brush.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the jobs
- 3.3 clean all tools and equipment ready for re-use.

## Unit 470

## Laying an underground domestic drainage system

<b>UAN:</b>	T/507/5345
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is to teach the learner how to prepare and lay short lengths of underground domestic drainage.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 123 Level 1 Laying underground domestic drainage (F/505/1565) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to prepare and lay short lengths of underground domestic drainage.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to laying an underground domestic drainage system
- 1.2 identify **tools and equipment** required to lay an underground domestic drainage system
- 1.3 identify the **purpose** of underground domestic drainage systems
- 1.4 identify **materials and components** used to install an underground domestic drainage system.

### Range

#### Personal Protective Equipment (PPE)

Safety boots hard hat, high visibility jackets, goggles, gloves.

#### Tools and equipment

Shovel, wheelbarrow, pegs, pipe cutter, saw, level, tape measure, file.

#### Purpose

Combined and separate drainage systems.

### Materials and components

Clay pipes, plastic pipes, bends and collars, pre-fabricated plastic, concrete or brick inspection chambers, pea gravel, sand, concrete, lubricant.

---

### Learning outcome:

The learner will:

2. Be able to lay short lengths of underground domestic drainage.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to laying an underground domestic drainage system
  - 2.2 select **materials and components** required to lay to an underground domestic drainage system
  - 2.3 select **tools and equipment** required to lay to laying an underground domestic drainage system
  - 2.4 prepare the base between two inspection chambers to receive a length of underground domestic drainage
  - 2.5 lay a length of underground domestic drainage between two inspection chambers including the provision of a rodding eye.
- 

### Range

#### Personal Protective Equipment (PPE)

Safety boots hard hat, high visibility jackets, goggles, gloves.

#### Tools and equipment

Shovel, wheelbarrow, pegs, pipe cutter, saw, level, tape measure, file.

#### Purpose

Combined and separate drainage systems.

### Materials and components

Clay pipes, plastic pipes, bends and collars, pre-fabricated plastic, concrete or brick inspection chambers, pea gravel, sand, concrete, lubricant.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
  - 3.2 clear work area of surplus materials and debris on completion of the tasks
  - 3.3 clean all tools and equipment ready for re-use
  - 3.4 store all tools and equipment ready for re-use.
-

## Unit 471

## Preparing background surfaces and applying finishing coats

<b>UAN:</b>	K/507/5357
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Aim:</b>	The aim of this unit is to teach the learner how to prepare background surfaces and apply plaster finishing coats to the prepared surfaces.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 125 Level 1 Preparing background surfaces and applying finishing coats (R/505/1909) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to prepare background surfaces and apply finishing coats.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** for preparing backgrounds and applying finishing coats
- 1.2 identify **tools and equipment** required to prepare background surfaces and apply finishing coats
- 1.3 identify the **materials** required to prepare background surfaces and form a finishing coat
- 1.4 identify types of background surfaces
- 1.5 state the process of preparing backgrounds to receive finishing coats
- 1.6 state the process of applying a finishing coat.

### Range

#### Personal Protective Equipment (PPE)

Hard hat, dust mask, gloves, goggles, Safety boots, high visibility jacket, barrier cream.

#### Tools and equipment

Spot board and stand, plasterer's hawk (hand board), plasterer's trowel, gauging trowel, brush, plasterer's mixing wheel, bucket (x 2), mixing stick.

#### Materials

Light weight plasters, water.

---

### Learning outcome:

The learner will:

2. Be able to prepare background surfaces and apply finishing coats.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** for preparing background surfaces and applying finishing coats
  - 2.2 select **tools and equipment** required to prepare background surfaces and apply finishing coats
  - 2.3 select **materials** required to prepare background surfaces and apply finishing coats
  - 2.4 prepare background surfaces and apply finishing coats to given specifications.
- 

### Range

#### Personal Protective Equipment (PPE)

Hard hat, dust mask, gloves, goggles, Safety boots, high visibility jacket, barrier cream.

#### Tools and equipment

Spot board and stand, plasterer's hawk (hand board), plasterer's trowel, gauging trowel, brush, plasterer's mixing wheel, bucket (x 2), mixing stick.

#### Materials

Light weight plasters, water.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
  - 3.2 clear work area of surplus materials and debris on completion of the tasks
  - 3.3 clean all tools and equipment ready for re-use
  - 3.4 store all tools and equipment ready for re-use.
-



## Unit 472

## Bending and jointing copper pipes

<b>UAN:</b>	D/507/5694
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to teach the learner how to cut, bend and joint copper pipes to given specifications.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 128 Level 1 (R/505/1912) in 6219 Construction Skills.

### Learning outcome:

The learner will:

1. Know how to cut, bend and joint copper pipes.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to cutting, bending and jointing copper pipes
- 1.2 identify **materials** required to cut, bend and joint copper pipes
- 1.3 identify **tools and equipment** required to cut, bend and joint copper pipes
- 1.4 identify the **types** of capillary fittings used to joint copper pipes.

### Range

#### Personal Protective Equipment (PPE)

Steel toe cap boots, protective clothing, suitable gloves, goggles.

#### Materials

Copper pipes, end feed fittings, flux and solder.

#### Tools and equipment

Pipe-slice, junior hacksaw, file, pipe bender, blow torch, soldering mat, tape measure, wire wool/abrasive cloth.

#### Types

End feed, soldering.

## Guidance

Learners should be aware of safe use of gas heating equipment.

---

### Learning outcome:

The learner will:

2. Be able to cut, bend and joint copper pipes.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to cutting, bending and jointing copper pipes
- 2.2 select **materials** required to cut, bend and joint copper pipes
- 2.3 select **tools and equipment** required to cut, bend and joint copper pipes
- 2.4 cut, bend and joint copper pipes to given specifications.

---

### Range

#### **Personal Protective Equipment (PPE)**

Steel toe-cap boots, protective clothing, suitable gloves, goggles.

#### **Materials**

Copper pipes, end feed fittings, flux and solder.

#### **Tools and equipment**

Pipe-slice, junior hacksaw, file, pipe bender, blow torch, soldering mat, tape measure, wire wool/abrasive cloth.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus **materials** and debris on completion of the tasks
- 3.3 clean all **tools and equipment** ready for re-use
- 3.4 store all tools and equipment ready for re-use.

## Unit 473

## Assembling 13amp switched sockets wired in a ring final circuit

<b>UAN:</b>	H/507/5695
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Aim:</b>	The aim of this unit is to teach the learner how to assemble 13amp switched sockets and then wire them into a ring final circuit correctly.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 133 Level 1 Assembling 13amp switched sockets wired in ring final circuit (H/505/2076) in 6219 Construction Skills.

---

### Learning outcome:

The learner will:

1. Know how to assemble 13amp switched sockets wired in a ring final circuit.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to assembling 13amp switched sockets wired in a ring final circuit
- 1.2 identify **materials** required to assemble 13amp switched sockets wired in a ring final circuit
- 1.3 identify **tools and equipment** required to assemble 13amp switched sockets wired in a ring final circuit.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, goggles, gloves.

#### Materials

Twin and CPC, cable clips, back boxes, single sockets, green/ yellow sleeving, appropriate screws.

#### Tools and equipment

Electrician's knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule.

### Learning outcome:

The learner will:

2. Be able to assemble 13amp switched sockets wired in a ring final circuit.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to assembling 13amp switched sockets wired in a ring final circuit
  - 2.2 select **materials** required to assemble 13amp switched sockets wired in a ring final circuit
  - 2.3 select **tools and equipment** required to assemble 13amp switched sockets wired in a ring final circuit
  - 2.4 assemble 13amp switched sockets wired in a ring final circuit to given specifications.
- 

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, overalls, goggles, gloves.

#### **Materials**

Twin and CPC, cable clips, back boxes, single sockets, green/ yellow sleeving, appropriate screws.

#### **Tools and equipment**

Electrician's knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/ steel rule.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 clean all tools and equipment ready for re-use
- 3.4 store all tools and equipment ready for re-use.

## Unit 474

## Installing a one way lighting circuit

<b>UAN:</b>	K/507/5696
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Aim:</b>	The aim of this unit is to teach the learner how to install a one way lighting circuit correctly.
<b>Assessment type:</b>	Assignment.
<b>Links to other qualifications</b>	This unit covers some of the knowledge outlined in Unit 136 Level 1 Installing one way lighting circuits ( <b>K/505/2080</b> ) in 6219 Construction Skills.

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### Learning outcome:

The learner will:

1. know how to install a one way lighting circuit.

### Assessment criteria

The learner can:

- 1.1 identify **Personal Protective Equipment (PPE)** appropriate to installing a one way lighting circuit
- 1.2 identify **materials** required to install a one way lighting circuit
- 1.3 identify **tools and equipment** required to install a one way lighting circuit.

---

### Range

#### Personal Protective Equipment (PPE)

Safety boots, overalls, goggles, gloves.

#### Materials

Twin and CPC/twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, appropriate screws, lamp-holder, flexible cable.

#### Tools and equipment

Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule.

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### Guidance

Although it is not a requirement for this unit, it is recommended that learners have an awareness of working at heights safely.

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### Learning outcome:

The learner will:

2. Be able to install a one way lighting circuit.

### Assessment criteria

The learner can:

- 2.1 use **Personal Protective Equipment (PPE)** appropriate to installing a one way lighting circuit
- 2.2 select **materials** required to install a one way lighting circuit
- 2.3 select **tools and equipment** required to install a one way lighting circuit
- 2.4 install a one way lighting circuit to given specifications.

---

### Range

#### **Personal Protective Equipment (PPE)**

Safety boots, overalls, goggles, gloves.

#### **Materials**

Twin and CPC/ twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, screws.

#### **Tools and equipment**

Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule, bradawl.

---

### Learning outcome:

The learner will:

3. Be able to maintain a clean and safe working environment.

### Assessment criteria

The learner can:

- 3.1 maintain a clean and safe working area following health and safety guidelines
- 3.2 clear work area of surplus materials and debris on completion of the tasks
- 3.3 store all tools and equipment ready for re-use.

## Unit 401

## Planning for progression

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

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### Learning outcome

The learner will:

1. Understand own study or training programme.

### Assessment criteria

The learner can:

- 1.1 define what he/she aims to achieve by the end of the study or training programme
- 1.2 describe what he/she needs to do in order to follow the programme
- 1.3 identify the centre rules and regulations that affect him/her as a learner.



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**Learning outcome:**

The learner will:

2. Know the facilities and services provided in the place of study or training.

**Assessment criteria**

The learner can:

- 2.1 describe the facilities provided in the place of study or training
  - 2.2 outline the support available for learners.
- 

**Learning outcome:**

The learner will:

3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work.

**Assessment criteria**

The learner can:

- 3.1 identify positive qualities and attitudes needed for study and work
  - 3.2 outline his/her own personal strengths
  - 3.3 give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing.
- 

**Learning outcome:**

The learner will:

4. Action plan for self improvement.

**Assessment criteria**

The learner can:

- 4.1 identify areas for improvement
  - 4.2 identify realistic targets
  - 4.3 prepare an action plan or contract to meet targets
  - 4.4 identify arrangements for reviewing progress.
-

### *Guidance and Evidence*

For 1.1 the learner needs to define what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement of practical or theory skills intended to gain during the training programme.

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

For 1.3 the learner needs to identify the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook, induction pack or workshop rules but a handbook or induction pack without annotation or further evidence will not be sufficient.

For 2.1 the learner needs to describe the facilities provided (e.g. library, IT, canteen, construction workshops, material and tool stores).

For 2.2 the learner needs to outline the support available (e.g. internal support could be tutor guidance and student support services and external support could be Connexions and Information, Advice and Guidance (IAG) services), local colleges or apprenticeship companies.

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

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

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

For 3.3 the learner needs to give an example of something relating to learning or work that he/she felt good about (e.g. successfully completing a practical task or an activity) and something he/she feels confident doing (e.g. laying bricks, blocks, measuring, making joints in joinery or working in a team etc).

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

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

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



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

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

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

## Unit 403

## Work-based experience

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

---

### Learning outcome:

The learner will:

1. Be able to prepare for his/her work experience.

### Assessment criteria

The learner can:

- 1.1 suggest options for or agree suitable work experience
- 1.2 apply or prepare for work experience
- 1.3 state how this work experience relates to his/her employment and/or learning goals.

---

### Learning outcome:

The learner will:

2. Be able to plan a journey to work.

### Assessment criteria

The learner can:

- 2.1 find out relevant bus or train times (or the times of another type of public transport)
- 2.2 decide which bus or train (or other public transport) to catch
- 2.3 work out the time he/she needs to leave home in order to arrive at a suitable time.

---

**Learning outcome:**

The learner will:

3. Be able to follow requirements during the work experience.

**Assessment criteria**

The learner can:

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

**Learning outcome:**

The learner will:

4. Be able to complete a work experience review.

**Assessment criteria**

The learner can:

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

## Unit 403

## Work-based experience Supporting Information

### *Guidance and Evidence*

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

For 1.1 the learner needs to suggest options for, or agree, suitable work experience. Work experience might include a placement or a current part time job. The placement could be found by the centre and agreed by the learner or the placement could be suggested by the learner. The learner is expected to attend a suitable work experience for a minimum of 15 hours. Evidence may be a learner statement or review record. Research a local work experience opportunity and give an explanation of the benefit this would be to the learner's career development. An employer witness statement is required.

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

The learner should contact the construction employer and arrange a suitable start date, time, and agree the duration of the project etc.

For 1.3 the learner needs to state how this work experience relates to his/her employment and/or learning goals. This could be directly relevant e.g. intended employment area or indirectly relevant e.g. experience of a workplace. Evidence may be a learner statement providing details of the expected activity in the construction placement.

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

Learners need to determine the location of the work placement and the best methods of transport to arrive at the destination by a set time.

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

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

Learners can use a mock up scenario looking at working patterns, start and finish times and expected transfer from home to the place of work.

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

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

Learners should provide witness testimony and a timesheet.



For 3.2 the learner needs to dress appropriately for the workplace. This may include wearing protective clothing. Identify the appropriate work wear required, different scenarios could be discussed to decide what PPE a painter would wear. Evidence may be a photograph, witness statement or assessor observation.

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

As per site checks - give scenarios of potential accidents or unsafe practices in the workplace and ask for a response.

For 3.4 the learner needs to follow instructions to complete tasks in the workplace. Instructions may be written or verbal. Evidence may be a witness statement or assessor observation. Again give scenarios that may occur in the workplace such as materials delivered late etc.

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

For 4.1 the learner needs to identify what went well. This can include tasks completed and skills, qualities or attitudes identified and/or improved e.g. getting to work on time. The learner needs to reflect/ review work done.

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

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

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

## Unit 404

## Effective communication

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

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### Learning outcome:

The learner will:

1. Understand why effective communication is important.

### Assessment criteria

The learner can:

- 1.1 state the importance of effective verbal communication
- 1.2 give examples of **appropriate** and **inappropriate** verbal communication
- 1.3 state the importance of effective non-verbal communication
- 1.4 give examples of **appropriate** and **inappropriate** non-verbal communication.

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### Range

#### **Appropriate**

suitable and acceptable.

#### **Inappropriate**

unsuitable and unacceptable.

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**Learning outcome:**

The learner will:

2. Understand the importance of positive and appropriate behaviour.

**Assessment criteria**

The learner can:

- 2.1 give examples of positive and appropriate behaviour
  - 2.2 give examples of situations when positive and appropriate behaviour are important.
- 

**Learning outcome:**

The learner will:

3. Understand the importance of feedback.

**Assessment criteria**

The learner can:

- 3.1 give an example of using positive feedback
  - 3.2 give an example of using negative feedback
  - 3.3 state the importance of constructive feedback.
- 

**Range**

**Constructive**

Feedback that is positive and useful.

### *Guidance and evidence*

For 1.1 the learner must state the importance of effective verbal communication e.g. to avoid misunderstanding, to give accurate instructions so that work is carried out to the correct standard, to avoid offence, to give an accurate account of something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of what they believe would be appropriate and inappropriate verbal communication on a construction site, e.g. this will depend on the situation but could include: **appropriate** – clear instructions, polite and respectful, use of language including level, pitch and tone, inoffensive; **inappropriate** – rude, swearing, use of slang, shouting, sexist or ageist comments, offensive language. Evidence may be a written or verbal learner statement, an assessor record, in a table form or mind map, spider diagram.

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

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

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

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

For 3.1 the learner must give an example of using positive feedback e.g. work – 'well done for completing the work in record time and to a high standard', study – 'your coursework has been well thought out with some excellent research' or 'thank you for putting the other tools and equipment away or helping their peers with tasks, it's been a great help'. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must give an example of using negative feedback e.g. work – your work is of a poor standard and is taking too long', study – 'your work area is messy and little care has gone into this work'. Evidence may be a written or verbal learner statement or an assessor record.

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

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

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**Learning outcome:**

The learner will:

1. Be able to choose a suitable career pathway.

**Assessment criteria**

The learner can:

- 1.1 list sources of careers advice and guidance
- 1.2 research career options
- 1.3 agree a suitable career pathway.

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**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

- 2.1 list sources of information for job vacancies, training programmes or courses
- 2.2 find a suitable job vacancy, training programme or course.

---

**Learning outcome:**

The learner will:

3. Understand how to prepare a Curriculum Vitae.

**Assessment criteria**

The learner can:

- 3.1 identify own skills, qualities, experience and qualifications
  - 3.2 draft a Curriculum Vitae.
- 

**Learning outcome:**

The learner will:

4. Understand how candidates are selected for interview.

**Assessment criteria**

The learner can:

- 4.1 describe how candidates are selected for an interview for a job, training programme or course.
- 

**Learning outcome:**

The learner will:

5. Be able to apply for a job, training placement or course.

**Assessment criteria**

The learner can:

- 5.1 obtain an application form and/or job details
  - 5.2 complete the application.
- 

**Learning outcome:**

The learner will:

6. Understand the interview process.

**Assessment criteria**

The learner can:

- 6.1 list what needs to be considered in preparation for the interview
  - 6.2 observe or take part in a real or simulated interview
  - 6.3 give examples of effective and ineffective interview practice.
-

### *Guidance and evidence*

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

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people? Discuss the construction industry, it is a rewarding but dirty, hard, stressful and demanding role.

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

Discuss pathways available in construction and the built environment for management, technical, professional and craft operatives. Discuss career opportunities, salary differences, and hierarchies.

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

Job Centre Plus, Connexions, use mock job applications and skills testing in preparation for job interviews.

For 1.2 the learner needs to research at least two construction career options. Craft and supervisory roles could be printed off from a website.

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

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

For 2.1 the learner needs to list sources of information for job vacancies, training programmes or courses e.g. local media and job centre. They could also look at qualifications available to undertake in the construction and built environment sector ranging from Entry level 3 to Higher education or university.

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

Evidence for 2.1 and 2.2 may be a learner statement.



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

Analyse a range of prepared CVs and grade them in detail of compilation.

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

## Unit 407

## Interview skills

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

### Learning outcome:

The learner will:

1. Know how to prepare for an interview.

### Assessment criteria

The learner can:

- 1.1 research:
  - a. the company
  - b. its values
  - c. its impact on the community
  - d. the job role
- 1.2 prepare answers to a given set of questions that are likely to be asked in the interview
- 1.3 prepare questions to ask in the interview based on research
- 1.4 describe different **interview techniques**
- 1.5 describe how to seek clarity from the interviewer about questions asked
- 1.6 collate any documents that may be asked for at interview
- 1.7 describe the route and means of transport to take to attend the interview on time.

### Range

#### Interview techniques

Individual, group assessment, psychometric testing, presentations, skills test.

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**Learning outcome:**

The learner will:

2. Be able to present and perform well at an interview.

**Assessment criteria**

The learner can:

- 2.1 dress appropriately and display good personal hygiene for the interview
- 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview
- 2.3 take part in a group interview activity
- 2.4 give clear, straightforward answers to the questions asked
- 2.5 prepare a short presentation for use at an interview.

---

**Learning outcome:**

The learner will:

3. Be able to review own performance at an interview.

**Assessment criteria**

The learner can:

- 3.1 describe aspects of the interview that went well
- 3.2 describe one aspect of the interview that did not go well
- 3.3 plan actions to improve performance at future interviews.

#### *Guidance and evidence*

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

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

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

For 1.4 the learner needs to describe different interview techniques.

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

For 1.6 the learner needs to collate any documents that may be asked for interview this may be previous qualifications or CSCS card.

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

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

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

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

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

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

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**Learning outcome:**

The learner will:

1. Be able to research job opportunities.

**Assessment criteria**

The learner can:

- 1.1 describe different resources available to find out about job information
- 1.2 describe the roles and functions of organisations providing employment services
- 1.3 use resources to research job opportunities
- 1.4 describe how to sign up to different organisations' job alert systems.

---

**Learning outcome:**

The learner will:

2. Be able to identify suitable job vacancies.

**Assessment criteria**

The learner can:

- 2.1 list the key elements of job adverts
- 2.2 extract relevant information from job adverts
- 2.3 match personal skills and requirements to job vacancies.

### *Guidance and evidence*

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

Learners should produce a table and list in the table positive and negative information about the agencies above.

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

Learners should look at local and national organisations, microbusinesses, SMEs and large companies and the work they carry out such as roads, bridges, houses, extensions and walls.

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

Produce a range of resources for the learner to job search with, e.g. newspaper, internet, construction news magazine.

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

Learners should create an appropriate email address that is alerted if companies have vacancies.

Jobs could be local, national or global.

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

Learners should look at their own skillset targets what they need to improve on e.g. timekeeping, attendance, communication skills.

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

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**Learning outcome:**

The learner will:

1. Understand the importance of career progression.

**Assessment criteria**

The learner can:

- 1.1 explain the importance of career progression.

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**Learning outcome:**

The learner will:

2. Understand information, advice and guidance available for career progression.

**Assessment criteria**

The learner can:

- 2.1 identify sources of career progression information, advice and guidance
- 2.2 identify different career, course and training options from available sources of information, advice and guidance.

---

### Learning outcome:

The learner will:

3. Understand skills and qualities needed to progress a career.

### Assessment criteria

The learner can:

- 3.1 list **transferable skills**, qualities and experience required to develop a career
- 3.2 review own **transferable skills**, qualities and experience
- 3.3 identify areas of work or study that might be best suited to own **transferable skills**, qualities or experience.

---

### Range

#### Transferable skills

The skills that can be used across a range of different jobs and industries e.g. communications, numeracy, ICT, good time management.

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### Learning outcome:

The learner will:

4. Be able to plan for career progression.

### Assessment criteria

The learner can:

- 4.1 identify short-term goals that will help with career progression
- 4.2 develop a career progression plan.



### *Guidance and evidence*

For 1.1 the learner needs to explain the importance of career progression identifying why it needs to be available and how it affects the construction industry.

For 2.1 the learner needs to identify where to find information, advice and guidance about career progression within the construction industry. This could be in the form of a mind map or spider diagram.

For 2.2 the learner needs to identify different career, course and training options from available sources of information, advice and guidance. This could be identifying the different pathways available e.g. craft or professional careers, vocational or academic.

For 3.1 the learner needs to list transferable skills, qualities and experience required to develop a career. This could be qualities such as motivation, attitude, time keeping, willingness, hard working and key skills such as English and Maths.

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

For 3.3 the learner needs to identify areas of work or study that might be best suited to own transferable skills, qualities or experience. They could build on from 3.1, what skills do they think they have from those listed?

For 4.1 and 4.2 the learner must identify the activities needed to work towards short term goals and identify timescales and deadlines for the achievement of the goal. This could be the achievement of the CSCS Green Card, or may be English and Maths. Prioritise what they think should be the most needed skills or set goals first.

## Unit 410

## Keeping safe

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

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### Learning outcome:

The learner will:

1. Understand different types of risk to personal safety.

### Assessment criteria

The learner can:

- 1.1 identify areas of risk in social situations
- 1.2 identify risks associated with alcohol
- 1.3 identify risks associated with **drugs**
- 1.4 identify risks associated with sexual activity
- 1.5 state risks involved when using **social media**
- 1.6 state risks involved when using the Internet.

---

### Range

#### Drugs

Legal, illegal.

#### Social media

Facebook, Twitter, YouTube, chat rooms, forums, dating sites.

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### Learning outcome:

The learner will:

2. Understand ways of minimising risks to personal safety.

### Assessment criteria

The learner can:

- 2.1 identify ways to minimise risks to **different groups**
- 2.2 identify ways to minimise risks in social situations
- 2.3 identify ways to keep identity and personal information safe.

---

### Range

#### Different groups

Children, young adults, older people, vulnerable adults.

---

### Learning outcome:

The learner will:

3. Know sources of support.

### Assessment criteria

The learner can:

- 3.1 identify different types of **support** available
- 3.2 identify the situations when support is needed
- 3.3 identify the different ways of accessing support
- 3.4 explain the benefits of seeking support.

---

### Range

#### Support

Charities, teachers, counsellors, parents, peers, support groups.

## Unit 410

## Keeping safe Supporting Information

### *Guidance and evidence*

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

Discuss levels of responsibility when holding down a job such as social activities that may put work conditions at risk. Evidence may be in the form of a table describing consequences.

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

Discuss situation that could occur in the event of drinking alcohol in the workplace. Discuss reputations, accidents, death, injury, loss of job, health problems, loss of money. Learners again can produce a table of evidence or a mind map.

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

Discuss situation that could occur in the event of taking drugs in the workplace. Discuss reputations, accidents, death, injury, loss of job, health problems, loss of money. Learners again can produce a table of evidence or a mind map.

For 1.4 the learner needs to identify risks associated with sexual activity, such as sexually transmitted infections, pregnancy etc.

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

Again discussions around reputation, in contact with vulnerable people, what employers think of abuse of social media.

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

Discuss radicalisation, prevention strategies, sensitivity etc.

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

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

At risk, vulnerable people who they may come into contact with, social, ethnic groups.

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

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

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

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

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

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

Learners need to identify different methods of support and know that it is readily available.

## Unit 411

## Working as part of a team

<b>UAN:</b>	L/505/4663
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others to achieve shared objectives.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>311</b> Entry 3 Working as part of a team Unit <b>426</b> Level 1 Contributing to a team

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### Learning outcome:

The learner will:

1. Understand why effective teamwork is important.

### Assessment criteria

The learner can:

- 1.1 describe what makes an effective team
- 1.2 describe benefits of effective teamwork.

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### Learning outcome:

The learner will:

2. Understand team values and goals.

### Assessment criteria

The learner can:

- 2.1 list different types of team
- 2.2 identify the values and goals of a team
- 2.3 describe ways in which team members can work together effectively
- 2.4 describe a method of avoiding conflict within a team
- 2.5 identify methods of making team decisions.

---

### Learning outcome:

The learner will:

3. Understand the roles people may take in a team.

### Assessment criteria

The learner can:

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

### Range

#### Different roles

Formal, informal.

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### Learning outcome:

The learner will:

4. Understand how to achieve a team goal.

### Assessment criteria

The learner can:

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

### Learning outcome:

The learner will:

5. Be able to implement and review the plan.

### Assessment criteria

The learner can:

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

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**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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



## Unit 411

## Working as part of a team Supporting Information

### *Guidance and evidence*

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

For 1.2 the learner needs to describe benefits of effective teamwork, e.g. contracts completed on time, safely with no accidents.

For 2.1 the learner needs to list different types of team. This could be small teams such as a bricklaying squad (1 or 2) or an apprentice and their mentor, or the company as a whole.

For 2.2 the learner needs to identify the values and goals of a team. They should identify the importance of why everyone needs to work towards the goals and how it can have an adverse affect if the goals aren't met, e.g. delays in the progress of work, penalty clauses.

For 2.3 the learner needs to describe ways in which team members can work together effectively. They could use the way in which construction teams interact with one another, same end goals and plans.

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

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

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

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

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

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

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

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

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

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

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

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

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

## Unit 414

## Preparing for work

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

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### Learning outcome:

The learner will:

1. Be able to recognise personal skills and qualities needed for work.

### Assessment criteria

The learner can:

- 1.1 describe personal **skills, qualities** and **achievements**
- 1.2 describe personal **skills** and **qualities** which employers may look for.

---

### Range

#### Skills

Something that is learned.

#### Qualities

Natural characteristics, personality traits.

#### Achievements

Things that you done successfully e.g. qualifications, passing driving test, raising a family.

---

**Learning outcome:**

The learner will:

2. Know how to find out about a range of jobs.

**Assessment criteria**

The learner can:

- 2.1 identify where to look for potential jobs
- 2.2 select a potential job.

---

**Learning outcome:**

The learner will:

3. Understand the need to develop own skills.

**Assessment criteria**

The learner can:

- 3.1 identify personal skills and qualities to be developed in preparation for a potential job.

---

**Learning outcome:**

The learner will:

4. Know the information required by potential employers.

**Assessment criteria**

The learner can:

- 4.1 identify **information needed for work**.

---

**Range**

**Information needed for work**

Proof of personal details, qualifications, work experience etc.

### *Guidance and evidence*

For 1.1 the learner must describe personal skills, qualities and achievements e.g. driving, languages, coaching, honesty, adaptability, trustworthy, hard working, organised, qualifications, First Aid, voluntary work, Duke of Edinburgh Awards, Prince's Trust, communication, team working, IT skills, problem solving, enthusiasm, quick learner, flexibility. Evidence may be a written or verbal learner statement.

Learners should carry out a SWOT analysis of themselves listing all personal skills and qualities that (A) a small company would need and (B) a large company would need.

For 1.2 the learner must describe personal skills and qualities which employers may look for e.g. trustworthy, punctual, honest, polite, positive attitude, commitment, good team player, good leader, IT skills, enthusiasm, quick learner, determination, flexibility, adaptability. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded. Evidence may be a written or verbal learner statement.

Learners should produce a table of evidence listing all above qualities and give examples where they have demonstrated these in use.

For 2.1 the learner must identify where to look for potential jobs e.g. Job Centre Plus, newsagents, websites, High Street, noticeboards, professional magazines, friends, colleagues, employers, recruitment agencies, Human Resources department. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must select a potential job e.g. part time, full time, seasonal, temporary, contract. Evidence may be a written or verbal learner statement.

For 3.1 the learner must identify personal skills and qualities to be developed in preparation for a potential job e.g. passing driving test, lifeguard qualifications, First Aid, Food Hygiene certificate, punctuality, personal presentation, reliability, attention to detail, additional qualifications, work experience. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram, table of personal skills and qualities.

Learners should research a potential job on the internet and state why they want that job and why they would realistically be a suitable candidate to interview.

For 4.1 the learner must **identify** information needed for work e.g. up to date CV, application form, references, certificates, visa, work permit, national insurance number, bank account details, DBS check (formerly CRB). Evidence may be a written or verbal learner statement, an assessor record, spider diagram, list of information needed.

Produce a table listing all the essential information to be taken to an interview and state the reason why that information is required by the interviewer. Such as proof of identity and proof of address.

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

Carry out mock interviews with employers.

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



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

---

**Learning outcome:**

The learner will:

1. Understand why it is important to interact positively with people in the workplace.

**Assessment criteria**

The learner can:

- 1.1 give examples of different people an employee needs to interact positively with in the workplace
- 1.2 explain why an employee needs to interact positively with colleagues
- 1.3 explain why an employee needs to interact positively with visitors to the workplace.

---

**Learning outcome:**

The learner will:

2. Understand the meaning of the term diversity.

**Assessment criteria**

The learner can:

- 2.1 state what is meant by the term diversity.

---

**Learning outcome:**

The learner will:

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

## Assessment criteria

The learner can:

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

*Guidance and evidence*

For 1.1 the learner needs to give three examples of different people an employee needs to interact positively within the workplace. Use a construction based scenario e.g. this could be the customer, supervisor or colleague. They could identify this in a spider diagram with the learner being in the centre.

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues. They could identify what may happen if interaction is not positive e.g. how it might affect the progress on site such as delays, lost days or even sickness.

For 1.3 the learner needs to explain why an employee needs to interact positively with visitors to the workplace. A scenario could be a new housing development, visitors could range from building inspectors, to potential home buyers.

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

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

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

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

For 3.4 the learner needs to seek feedback.

3.1 – 3.4 this could be derived from a record of a work placement e.g. a daily record or observation report.

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

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



## Unit 418

## Candidate project

<b>UAN:</b>	Y/501/6899
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to support the learner in planning, carrying out and evaluating a project (an activity or piece of research) of his/her own choice.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>319</b> Entry 3 Candidate project Unit <b>505</b> Level 2 Candidate project for learning and work

---

### 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
- 1.2 list the stages involved in the project
- 1.3 suggest a timescale for the activities
- 1.4 agree the plan with a suitable person.

---

### 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. Be able to evaluate the project.

**Assessment criteria**

The learner can:

- 3.1 explain what went well
- 3.2 explain what did not go well
- 3.3 describe what he/she has learned from planning and completing the project.

### *Guidance and evidence*

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

The project could be construction based and can be based on tasks such as building a wall, plastering a wall, laying paving stones, installing guttering, a simple pipe rig, a timber gallows bracket.

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

For 1.3 the learner needs to suggest a timescale for the activities, including start and finish times.

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

Evidence for 1.2 to 1.4 may be a detailed project plan signed by learner and assessor, which also needs to list the materials, components, tools and risks involved.

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

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

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

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

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

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

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

Evidence for 3.1 to 3.3 may be a learner statement and a witness testimony, images, risk assessment and a list of the activities carried out.

## Unit 419

## Enterprise activity - producing a product or service

<b>UAN:</b>	J/505/4659
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Aim:</b>	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>320</b> Entry 3 Enterprise activity Unit <b>321</b> Entry 3 Community project Unit <b>421</b> Level 1 Community project

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### Learning outcome:

The learner will:

1. Be able to plan to produce a product or provide a service.

### Assessment criteria

The learner can:

- 1.1 select a product or service to sell
- 1.2 identify who the product or service is for
- 1.3 identify when and where to sell the product or service
- 1.4 identify what needs to be done to produce the product or provide the service
- 1.5 list the equipment and materials needed to produce the product or provide the service
- 1.6 give examples of the possible health and safety hazards of the chosen activity
- 1.7 state the cost of producing the product or providing the service
- 1.8 decide the price and profit
- 1.9 identify where to get the resources to produce the product or provide the service.

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Learning outcome:**

The learner will:

3. Be able to advertise a product or service.

**Assessment criteria**

The learner can:

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

**Learning outcome:**

The learner will:

4. Be able to review an enterprise activity.

**Assessment criteria**

The learner can:

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

## Unit 419

## Enterprise activity - producing a product or service

### Supporting Information

#### *Guidance and Evidence*

Using the construction skills gained learners could produce a saleable product. This could be a group activity which results in the creation of a product, for example the learners could create a bird table, toolbox, small wheel garden wheelbarrow that could be planted with flowers etc., or even a repair service.

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

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

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

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

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

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

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

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

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

Evidence for 1.1 to 1.9 may be a product proposal.

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

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

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

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

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

For 3.2 the learner needs to advertise the product or service. Evidence could be a poster, leaflet or audio recording.

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

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

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

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

## Unit 420

## Undertaking work placement

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

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### Learning outcome:

The learner will:

1. Be able to identify potential work placement opportunities.

### Assessment criteria

The learner can:

- 1.1 identify own skills and interests
- 1.2 describe own skills and interests that match work placement opportunities
- 1.3 research the work-placement company or organisation.

---

### Learning outcome:

The learner will:

2. Know what is expected during the work placement.

### Assessment criteria

The learner can:

- 2.1 describe different responsibilities of the role
- 2.2 describe how the role fits within the work placement company or organisation
- 2.3 describe appropriate behaviours and attitudes expected in the role
- 2.4 identify the route and means of transport to take to attend the work placement on time
- 2.5 describe how to use sources of support during the work placement
- 2.6 describe skills and experiences likely to be achieved from work placement.



---

### Learning outcome:

The learner will:

3. Be able to reflect on the experience of the work placement.

### Assessment criteria

The learner can:

- 3.1 produce evidence of tasks undertaken during work placement
- 3.2 describe positive experiences during the work placement
- 3.3 describe negative experiences during the work placement
- 3.4 describe new skills and experiences gained from the work placement
- 3.5 reflect on how the work placement experience can inform career progression
- 3.6 set goals to build on the work placement experience.

### *Guidance and Evidence*

For 1.1 the learner needs to identify own skills and interests. They should also identify the area of work they would like to be involved in such as civil, repair, renovation, domestic, and understand what the work involves.

For 1.2 the learner needs to describe own skills and interests that match work placement opportunities. The learner must match their own chosen career aim within their skillset discussing reasons why.

For 1.3 the learner needs to research the work placement, company or organisation. Learner should be provided with a range of employer's names with which to carry out research and discuss the range of work the employers carry out.

For 2.1 the learner needs to describe different responsibilities of the role. Look at levels of organisations, craft, supervisory and management

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

For 2.3 the learner needs to describe appropriate behaviours and attitudes expected in the role. What is expected from employers? Produce a generic list of expectations such as punctuality, appearance, etc.

For 2.4 the learner needs to identify the route and means of transport to take to attend the work placement on time. Learners could be provided with a list of local and national employers and must research methods used to get to their place of work.

For 2.5 the learner needs to describe how to use sources of support during the work placement. Learners could list support available in the workplace and whom they would talk to if they had a problem.

For 2.6 the learner needs to describe skills and experiences likely to be achieved from work placement. Learners could list expectations of what they think they will achieve from the work placement such as improved communication and social interaction

For 3.1 the learner needs to produce evidence of tasks undertaken during work placement. Evidence could be a work diary.

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

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

For 3.2 and 3.3 learners could compare their positive and negative experiences in a table.

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

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

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

For 3.4 – 3.6 reflect on work placement what has been gained and what could happen next time?

## Unit 421

## Community project

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

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### Learning outcome:

The learner will:

1. Agree a suitable community project.

### Assessment criteria

The learner can:

- 1.1 list options for a community project
- 1.2 choose a project and give reasons for choice
- 1.3 agree a suitable community project.

---

### Learning outcome:

The learner will:

2. Plan a suitable community project.

### Assessment criteria

The learner can:

- 2.1 produce a list of tasks that need to be done
- 2.2 list who will do what
- 2.3 decide a suitable time frame
- 2.4 identify any equipment and materials needed
- 2.5 identify any help needed
- 2.6 agree a suitable plan (with team members if working in a team).

---

**Learning outcome:**

The learner will:

3. Contribute to a risk assessment for the project.

**Assessment criteria**

The learner can:

- 3.1 list possible risks and hazards
  - 3.2 plan how to reduce any risks or hazards
  - 3.3 agree a risk assessment with his/her tutor or supervisor.
- 

**Learning outcome:**

The learner will:

4. Follow the project plan.

**Assessment criteria**

The learner can:

- 4.1 take responsibility for completing his/her tasks identified in the plan
  - 4.2 review progress (with team members if working in a team)
  - 4.3 revise plan as necessary
  - 4.4 work safely.
- 

**Learning outcome:**

The learner will:

5. Review the project.

**Assessment criteria**

The learner can:

- 5.1 describe what went well
- 5.2 describe what could be improved
- 5.3 describe what he/she has learned about himself/herself and the local community.

### *Guidance and Evidence*

For 1.1 the learner needs to list options for a community project e.g. decorating a community centre, local football/cricket clubs, clearing an overgrown play area.

For 1.2 the learner must choose a project and give reasons for their choice. This could be linked to skills gained from any previous construction units covered.

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

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

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

For 2.2 the learner needs to produce a list of who will do what. Try and link this to a construction task.

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

For 2.4 the learner needs to identify any equipment and materials needed. The learner could create a basic material requisition and a tool inventory.

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

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

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

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

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

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

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

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

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

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

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

For 5.1 the learner needs to describe what went well.

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

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

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

<b>UAN:</b>	J/505/4743
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Aim:</b>	The aim of this unit is to help the learner take an active part in planning, implementing and reviewing their own self development.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

**Learning outcome:**

The learner will:

1. Be able to take an active role in self-assessment and self-development.

**Assessment criteria**

The learner can:

- 1.1 review personal achievements
- 1.2 describe personal strengths or abilities
- 1.3 identify an area for self-development
- 1.4 explain why this area is important for self-development
- 1.5 agree a self-development goal.

---

**Learning outcome:**

The learner will:

2. Be able to develop a plan for self-development.

**Assessment criteria**

The learner can:

- 2.1 prepare a plan for identified area of self-development
- 2.2 list activities, milestones and timelines for self-development plan
- 2.3 identify the support and resources needed to help work towards the agreed goal
- 2.4 plan how to review progress towards achieving the agreed goal.



---

**Learning outcome:**

The learner will:

3. Be able to implement and review a plan for self-development.

**Assessment criteria**

The learner can:

- 3.1 follow plan and review progress at regular intervals
- 3.2 suggest improvements and amendments to the plan.

---

**Learning outcome:**

The learner will:

4. Be able to reflect on the effectiveness of the self-development plan.

**Assessment criteria**

The learner can:

- 4.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal
- 4.2 describe what went well and what did not go well
- 4.3 explain how self-development will continue in the future.

### *Guidance and evidence*

For 1.1 the learner needs to review personal achievements.

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

For 1.3 the learner needs to identify an area for self-development. Learners could complete a SWOT analysis identifying their strengths and weaknesses.

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

For 1.5 the learner needs to agree a self-development goal. Learners could produce a plan to improve areas that could effect them obtaining and holding down a position.

For 2.1 the learner needs to prepare a plan for an identified area of self-development. Produce a self development plan. This may include things such as attitude, punctuality, hygiene.

For 2.2 the learner needs to list activities, milestones and timelines for a self-development plan. Produce a table, setting milestones – who is responsible and who can help?

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

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

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

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

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

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

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

## Unit 425

## Effective skills, qualities and attitudes for learning and work

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

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### Learning outcome:

The learner will:

1. Be able to recognise a range of positive qualities, attitudes and behaviours for learning and work.

### Assessment criteria

The learner can:

- 1.1 state the importance of positive and appropriate **behaviour** for learning and work
- 1.2 give examples of positive and appropriate **behaviour** for learning and work
- 1.3 state the importance of positive **qualities** and **attitudes** for learning and work
- 1.4 give examples of positive qualities and **attitudes** for learning and work.

---

### Range

#### Behaviour

Conduct, actions, manners, ways.

#### Qualities

Characteristics, personality traits.

#### Attitudes

View, position, approach, reaction, opinion, feeling, ideas.

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### Learning outcome:

The learner will:

2. Understand personal development needs.

### Assessment criteria

The learner can:

- 2.1 identify personal strengths
- 2.2 identify personal weaknesses
- 2.3 produce an action plan to address personal weaknesses
- 2.4 **review** personal development action plan.

---

### Range

#### **Review**

Assess what went well and not so well.

## Unit 425

# Effective skills, qualities and attitudes for learning and work

## Supporting Information

### *Guidance and evidence*

For 1.1 the learner must state the importance of positive and appropriate behaviour for learning and work e.g. to appear motivated, always be on time, be prepared with the appropriate PPE, work wear. Be enthusiastic, interested, attentive, to get noticed, to be appreciated, to give a good impression, to keep the job, be considered for promotion, to show respect. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of positive and appropriate behaviour for learning and work e.g. getting to work on time, working hard, meeting deadlines, taking on more duties and responsibilities, show an ability to look for work them selves, e.g. brush up on their knowledge, follow Health and Safety rules and regulations, show respect to others, maintain confidentiality. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

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

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

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

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

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

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

## Unit 426

## Contributing to a team

<b>UAN:</b>	A/501/6894
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>311</b> Entry 3 Working as part of a team Unit <b>411</b> Level 1 Working as part of a team

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### Learning outcome:

The learner will:

1. Be able to give reasons why effective teamwork is important.

### Assessment criteria

The learner can:

- 1.1 list some benefits of effective teamwork.

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### Learning outcome:

The learner will:

2. Understand how team values and procedures can vary.

### Assessment criteria

The learner can:

- 2.1 list different types of teams
- 2.2 describe ways in which team members can make sure they work together effectively
- 2.3 outline different ways of making decisions.

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

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**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

---

**Learning outcome:**

The learner will:

6. Be aware of own contribution to team progress.

**Assessment criteria**

The learner can:

- 6.1 share own views on progress with other members of the team
- 6.2 identify how effective his/her contribution was to the team's progress
- 6.3 identify what went well and what went less well in working with others
- 6.4 suggest ways of improving own working with others in the future.



## Unit 426

# Contributing to a team

## Supporting Information

### *Guidance and evidence*

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

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

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

For 1.1 the learner needs to list some benefits of effective teamwork. Evidence may be a learner statement that would identify benefits of working as part of a team.

For 2.1 the learner needs to list different types of teams e.g. teams for sports, workplace teams. Look at different situations in the construction industry where teamwork is essential – lifting, carrying, digging, mixing, delivery unloading, reading and discussing drawings.

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

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

Evidence for 2.1 to 2.3 may be a learner statement.

For 3.1 the learner needs to give examples of formally allocated roles e.g. team leader, supervisor, reviewer, planner. This could be evidence with a supervisor and operative role play.

For 3.2 the learner needs to give examples of less formal roles e.g. joker, negotiator, completer. This could be evidenced with a role play with one person being a nuisance and disrupting work procedures

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

Evidence for 3.1 to 3.3 may be a learner statement.

For 4.1 the learner needs to explain the overall goal of the team. The team goal may be decided by the team e.g. raising funds for charity or given to the team by the assessor or supervisor e.g. to complete a project. Learners could produce a team mind map in order to determine key requirements for being part of a team.

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

Evidence for 4.1 and 4.2 may be a learner statement.

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

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

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

Learner could produce a building team hierarchy with management, supervisory, craft and operatives and determine methods of interaction.

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

For 5.4 the learner needs to work cooperatively e.g. offering help and support and asking for support if required. Provide a scenario stating different situations to help them think of an area where they would need support to overcome issues e.g. a large delivery of material.

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

For 5.6 the learner needs to carry out well-defined individual and group activities as identified in the action plan and ensuing discussions. Learners could carry out a range of group work such as measuring tasks, calculations and setting out.

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

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

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

Learners could provide a one to one reflection with their peers – informal discussion on how they have contributed in group work. Learners to be constructive and critical with each other.

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

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

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

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



<b>UAN:</b>	J/506/2664
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the labour market.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

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**Learning outcome:**

The learner will:

1. Be able to understand the different types of employment opportunities.

**Assessment criteria**

The learner can:

- 1.1 outline the different types of employment opportunities.
- 

**Learning outcome:**

The learner will:

2. Understand the meaning of the term labour market.

**Assessment criteria**

The learner can:

- 2.1 outline the meaning of the term labour market
  - 2.2 identify the different components of the labour market.
- 

**Learning outcome:**

The learner will:

3. Know local labour market sources of employment opportunities.
-

### Assessment criteria

The learner can:

- 3.1 list sources of where employment opportunities can be found.
- 

### Learning outcome:

The learner will:

4. Understand what is meant by the term 'hidden' labour market.

### Assessment criteria

The learner can:

- 4.1 outline the meaning of the term hidden labour market
- 4.2 outline how you can access the hidden labour market.

*Guidance and evidence*

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

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

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

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

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

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

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

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**Learning outcome:**

The learner will:

1. Be able to recognise different types of employers.

**Assessment criteria**

The learner can:

- 1.1 outline different types of local **employers**
- 1.2 outline different types of national **employers**.

---

**Range****Employers**

Service, manufacturing, retail, public sector, private sector, import, export.

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### Learning outcome:

The learner will:

2. Understand employer needs in the workplace.

### Assessment criteria

The learner can:

- 2.1 describe a range of **transferable skills**
- 2.2 identify own **transferable skills**
- 2.3 give examples of how **transferable skills** could be used in the workplace.

---

### Range

#### **Transferable skills**

Skills that come from work/study/personal life and can be used in new areas of work /study / personal life.



#### *Guidance and evidence*

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

Learners could look at local construction employers- micro, SME, large businesses and produce a spider diagram of each area including who they are and what type of work they would carry out e.g. brick, civil, repair etc.

For 1.2 the learner must outline different types of national employers e.g. National Rail, supermarket chains, HMRC, banks, building societies, insurance companies, clothing chains, fast food outlets, NHS, large companies such as Balfour Beatty, Carillion, Costain, Keepmoat, Taylor Wimpey etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must describe a range of transferrable skills e.g. such as organisational, time management, presentation, IT, communications, listening and leadership skills. Evidence may be a written or verbal learner statement. Learners could use a table to identify how they can interact with employers in a variety of ways.

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

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

Learners could produce a mindmap of what they see as the transferable skills they currently have and how these can be seen as an advantage to an employer.

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

**Learning outcome:**

The learner will:

1. Be able to recognise the different types of alternatives to paid work.

**Assessment criteria**

The learner can:

- 1.1 identify **alternatives to paid work**.

**Range****Alternatives to paid work**

One off, regular, full time, part-time, temporary.

**Learning outcome:**

The learner will:

2. Know how to access information about alternatives to paid work.

**Assessment criteria**

The learner can:

- 2.1 list sources of information about alternatives to paid work
- 2.2 give examples of national organisations associated with alternatives to paid work
- 2.3 give examples of groups and services that are alternatives to paid work in the local area.

---

### Learning outcome:

The learner will:

3. Understand that skills and qualities gained from alternatives to paid work may be used in other areas of life.

### Assessment criteria

The learner can:

- 3.1 outline the **skills** and **qualities** that could be gained from alternatives to paid work
- 3.2 state how skills and qualities gained from alternatives to paid work could help in other **areas of life**.

---

### Range

#### Skills

Learned behaviour throughout life

#### Qualities

Characteristics, personality traits

#### Other areas of life

Personal relationships, work, study, leisure time

### *Guidance and Evidence*

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

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

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

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

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

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

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

## Unit 430

## Dealing with problems

<b>UAN:</b>	M/506/2786
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of problem solving.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following unit within 5546: Unit <b>519</b> Level 2 Dealing with challenges

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### Learning outcome:

The learner will:

1. Know how to recognise a problem.

### Assessment criteria

The learner can:

- 1.1 identify a problem
- 1.2 outline the effects of a problem.

---

### Learning outcome:

The learner will:

2. Be able to plan a solution to a problem.

### Assessment criteria

The learner can:

- 2.1 identify a possible **solution** to solve a problem
- 2.2 identify resources and actions required
- 2.3 outline a plan for solving a problem.

---

### Range

#### Solution

Way and/or means of solving a problem.

---

**Learning outcome:**

The learner will:

3. Be able to review a planned solution to a problem.

**Assessment criteria**

The learner can:

- 3.1 state the **effectiveness** of the plan.
- 

**Range**

**Effectiveness**

Assess what went well and not so well.

## Unit 430

## Dealing with problems Supporting Information

### *Guidance and Evidence*

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

Learners could have a discussion in a team and produce a table together of construction-related problems such as tools stolen, materials stolen, project vandalised, materials not delivered on time etc. Accident in the workplace, bad publicity, staff members being a nuisance.

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

Learners could be provided with scenarios such as – if a learner was an employer and they could not pay their staff wages due to insufficient funds what would happen?

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

Look at solutions to the scenario for 1.2 (if provided) and think about how the problems can be overcome.

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

Learners could be provided with a scenario highlighting a set of problems where they could rank them in order of importance on what should be attempted first. e.g. unsafe site, bank overdrawn, employee theft etc.

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

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

## Unit 431

## Developing personal confidence

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

---

### Learning outcome:

The learner will:

1. Understand the meaning of personal confidence and self-awareness.

### Assessment criteria

The learner can:

- 1.1 define the meaning of **personal confidence**
- 1.2 define the meaning of **self-awareness**.

---

### Range

#### Personal confidence

Belief or faith in oneself and/or ones own abilities, self-assuredness or self-conviction.

#### Self-awareness

Being aware of own character, strengths and weaknesses.

---

### Learning outcome:

The learner will:

2. Know current levels of personal/self confidence.

### Assessment criteria

The learner can:

- 2.1 outline own levels of personal/self confidence in **different situations**
- 2.2 give examples of own personal/self confidence in **different situations**.



---

## Range

### Different situations

Work, home, place of study/training, social situations etc.

---

## Learning outcome:

The learner will:

3. Be able to develop personal confidence and self-awareness.

## Assessment criteria

The learner can:

- 3.1 identify a range of ways to develop personal confidence
- 3.2 state the benefits of improved self-confidence.

## Unit 431

## Developing personal confidence

### Supporting Information

#### *Guidance and evidence*

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

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

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

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

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

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

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

---

**Learning outcome:**

The learner will:

1. Understand the meaning of assertiveness.

**Assessment criteria**

The learner can:

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

---

**Learning outcome:**

The learner will:

2. Understand the effects of assertive behaviour.

**Assessment criteria**

The learner can:

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

### *Guidance and evidence*

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

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

For 2.1 the learner must give examples of when assertive behaviour is appropriate, e.g. interviews, meetings, with customers. The examples given by the learner should include when it is not always be appropriate as this will depend on the circumstances. Evidence may be a written or verbal learner statement, an assessor record, mind map.

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

For 2.3 the learner must state the negative effects of assertive behaviour e.g. isolate self from others, upset colleagues, friends and family, create a poor impression, demonstrate poor attitude, achieve the opposite result to that intended, interpreted as aggressive behaviour. Evidence may be a written or verbal learner statement or an assessor record.

## Unit 433

## Coping with change

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

---

### Learning outcome:

The learner will:

1. Be able to identify types of change.

### Assessment criteria

The learner can:

- 1.1 describe what is meant by planned change
- 1.2 describe what is meant by unplanned change
- 1.3 describe what is meant by progressive change
- 1.4 identify the different stages within a change process.

---

### Learning outcome:

The learner will:

2. Understand the impact of change.

### Assessment criteria

The learner can:

- 2.1 describe the impact of change on an individual
- 2.2 describe the impact of change on an organisation
- 2.3 describe the impact of change on a community.

---

**Learning outcome:**

The learner will:

3. Understand ways of coping with change.

**Assessment criteria**

The learner can:

- 3.1 state ways in which an individual can adapt to change
- 3.2 identify the resources available to help an individual cope with change.

## Unit 433

## Coping with change Supporting Information

### *Guidance and Evidence*

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

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

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

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

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

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

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

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

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

## Unit 434

## Interpersonal relationships

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

---

### Learning outcome:

The learner will:

1. Understand interpersonal relationships.

### Assessment criteria

The learner can:

- 1.1 describe what is meant by the term interpersonal relationships
- 1.2 explain the importance of developing positive interpersonal relationships
- 1.3 describe the differences between interacting with individuals and interacting as part of a group
- 1.4 describe **qualities** important in developing interpersonal relationships
- 1.5 describe **qualities** important in developing group relationships.

---

### Range

#### Qualities

Being sensitive to the needs of others, listening, using appropriate language, leadership skills, understanding emotions, be respectful.



---

**Learning outcome:**

The learner will:

2. Understand how to interact positively with others.

**Assessment criteria**

The learner can:

- 2.1 describe the reasons for having boundaries when interacting with others
- 2.2 give examples of boundaries in interpersonal relationships
- 2.3 outline different ways of making decisions.

## Unit 434

## Interpersonal relationships Supporting Information

### *Guidance and evidence*

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

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

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

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

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

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

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

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

## Unit 435

## Awareness of equality and diversity

<b>UAN:</b>	D/506/2699
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Aim:</b>	The aim of this unit is for the learner to become aware of equality & diversity and what this means.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following unit within 5546: Unit <b>515</b> Level 2 Exploring equality and diversity

---

### Learning outcome:

The learner will:

1. Understand the meaning of the term equality.

### Assessment criteria

The learner can:

- 1.1 define the term equality
- 1.2 define the term prejudice
- 1.3 define the term discrimination
- 1.4 list the key **legislation** that promotes equality and diversity
- 1.5 give examples of discrimination that can happen in the workplace.

---

### Range

#### Legislation

Laws.

---

### Learning outcome:

The learner will:

2. Understand the meaning of diversity.

### Assessment criteria

The learner can:

- 2.1 state the meaning of diversity.

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

---

**Range**

**Faiths**

Strong belief in a religion, a system of religious beliefs.

## Unit 435

# Awareness of equality and diversity

## Supporting Information

### *Guidance and evidence*

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

For 1.2 the learner must define the term prejudice e.g. an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason. Evidence may be a written or verbal learner statement or an assessor record.

For 1.3 the learner must define the term discrimination e.g. the unjust or unfair treatment of people, especially because of their race, sex or age. Evidence may be a written or verbal learner statement or an assessor record.

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

For 1.5 the learner must give examples of discrimination that can happen in the workplace e.g. not promoting a woman just because she is female, paying men and women unequally for doing exactly the same job, not allowing the same opportunities for workers regardless of their sexual orientation, religion, age etc. Evidence may be a written or verbal learner statement, an assessor record, mind map.

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

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

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

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

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

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

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

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

## Unit 436

## Valuing equality and diversity

<b>UAN:</b>	F/600/7804
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner to understand the value of equality and diversity in society.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following unit within 5546: Unit <b>515</b> Level 2 Exploring equality and diversity

---

### Learning outcome:

The learner will:

1. Understand aspects of equality.

### Assessment criteria

The learner can:

- 1.1 define the term 'equality'
- 1.2 list the key legislation
- 1.3 give examples of inequality in a range of situations
- 1.4 identify bodies who work on equality issues.

---

### Learning outcome:

The learner will:

2. Understand aspects of diversity

### Assessment criteria

The learner can:

- 2.1 define the term 'diversity'
- 2.2 list the key legislation
- 2.3 give examples of positive and negative stereotyping
- 2.4 give examples of how diversity can benefit society.

---

**Learning outcome:**

The learner will:

3. Understand aspects of discrimination.

**Assessment criteria**

The learner can:

- 3.1 state the difference between discrimination and prejudice
- 3.2 list the areas of discrimination covered by legislation
- 3.3 give an example of direct discrimination
- 3.4 give an example of indirect discrimination.



## Unit 436

# Valuing equality and diversity

## Supporting Information

### *Guidance and Evidence*

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

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

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

For 1.1 the learner needs to define the term equality.

For 1.2 the learner needs to list the key legislation e.g. Equality Act 2006.

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

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

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

For 2.1 the learner needs to define the term diversity.

For 2.2 the learner needs to list the key legislation e.g. Sex Discrimination Act 1975.

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

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

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

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

For 3.2 the learner needs to list the areas of discrimination covered by legislation e.g. race, gender, and disability.

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

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

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

## Unit 437

## Understanding the language and culture of a community

<b>UAN:</b>	K/600/6193
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	The aim of this unit is to help the learner understand the language and culture of a community or country.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following unit within 5546: Unit <b>515</b> Level 2 Exploring equality and diversity

---

### Learning outcome:

The learner will:

1. Understand how the cultures of communities vary.

### Assessment criteria

The learner can:

- 1.1 give a definition of 'community'
- 1.2 give examples of similarities between the culture of own community and the cultures of other communities
- 1.3 give examples of differences between the culture of own community and the cultures of other communities
- 1.4 explain how some of these similarities and differences could benefit the community he/she lives in.

---

### Learning outcome:

The learner will:

2. Understand the culture of a community.

### Assessment criteria

The learner can:

- 2.1 choose a community to study giving reasons for choice
- 2.2 outline the historical influences on the community
- 2.3 outline the key features of the culture.

---

**Learning outcome:**

The learner will:

3. Be able to use another language.

**Assessment criteria**

The learner can:

- 3.1 identify the key features of the chosen language
- 3.2 obtain simple information using the chosen language
- 3.3 provide simple information using the chosen language.

## Unit 437

# Understanding the language and culture of a community

## Supporting Information

### *Guidance and Evidence*

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

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

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

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

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

Evidence for 1.1 to 1.4 may be a learner statement.

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

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

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

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

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

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

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

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

## Unit 438

## Supporting others

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

---

### Learning outcome:

The learner will:

1. Identify others who need support.

### Assessment criteria

The learner can:

- 1.1 list the person(s) who need support in different ways
- 1.2 describe the support needs of the person(s) he/she has decided to support.

---

### Learning outcome:

The learner will:

2. Know what he/she can do to support others.

### Assessment criteria

The learner can:

- 2.1 state two ways he/she could support the person(s)
- 2.2 agree how to support the person(s).

---

**Learning outcome:**

The learner will:

3. Understand what he/she cannot do to support others and why.

**Assessment criteria**

The learner can:

- 3.1 explain what he/she cannot do to help or support
  - 3.2 explain why he/she cannot help or support in this way.
- 

**Learning outcome:**

The learner will:

4. Be aware of relevant health and safety issues.

**Assessment criteria**

The learner can:

- 4.1 list relevant health and safety issues
  - 4.2 work safely.
- 

**Learning outcome:**

The learner will:

5. Support others.

**Assessment criteria**

The learner can:

- 5.1 support the person or persons.
- 

**Learning outcome:**

The learner will:

6. Review the effectiveness of the support given.

**Assessment criteria**

The learner can:

- 6.1 identify what went well and what did not go well
  - 6.2 identify the changes he/she would make if he/she provides the support again.
-

#### *Guidance and Evidence*

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

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

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

Evidence for 1.1 and 1.2 may be a learner statement.

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

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

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

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

Evidence for 3.1 and 3.2 may be a learner statement.

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

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

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

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

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



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

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

## Unit 439

## Environmental awareness

<b>UAN:</b>	D/506/2704
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to encourage learners to be aware of their environment.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

1. Understand the meaning of environmental awareness.

### Assessment criteria

The learner can:

- 1.1 define the meaning of **environment**
- 1.2 define the meaning of **environmental awareness**.

---

### Range

#### Environment

The natural world around us.

#### Environmental awareness

Being conscious and concerned about the world around us, personally and globally.

---

**Learning outcome:**

The learner will:

2. Know the issues that affect the environment.

**Assessment criteria**

The learner can:

- 2.1 list issues that affect the **local** environment
  - 2.2 list issues that affect the **wider** environment.
- 

**Range**

**Local**

Area near to home/place of work/study

**Wider**

Outside of local area county/country/globally

---

**Learning outcome:**

The learner will:

3. Be able to recognise ways to improve the environment.

**Assessment criteria**

The learner can:

- 3.1 outline ways to address environmental **issues**
  - 3.2 identify ways to raise awareness of environmental **issues**.
- 

**Range**

**Issues**

Industrial, domestic, personal, residential

---

*Guidance and evidence*

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

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

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

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

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

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

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

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

## Unit 441

## Rights and responsibilities in the workplace

<b>UAN:</b>	L/501/6883
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>317</b> Entry 3 Rights, responsibilities and citizenship Unit <b>318</b> Entry 3 Investigating rights and responsibilities at work

---

### Learning outcome:

The learner will:

1. Understand that employees have rights.

### Assessment criteria

The learner can:

- 1.1 list a range of employee rights
- 1.2 state how employee rights are protected by law.

---

### Learning outcome:

The learner will:

2. Understand that employees have responsibilities.

### Assessment criteria

The learner can:

- 2.1 list a range of employee responsibilities
- 2.2 describe his/her responsibilities
- 2.3 explain why it is important to keep some information confidential.

---

**Learning outcome:**

The learner will:

3. Understand why health and safety rules are important.

**Assessment criteria**

The learner can:

- 3.1 recognise and respond to hazards in his/her place of learning or work
- 3.2 list requirements for personal health and safety in his/her place of learning or work
- 3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy
- 3.4 contribute to a risk assessment
- 3.5 work safely following guidelines
- 3.6 explain and follow emergency procedures.

## Unit 441

# Rights and responsibilities in the workplace

## Supporting Information

### *Guidance and evidence*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>UAN:</b>	T/506/2787
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

**Learning outcome:**

The learner will:

1. Know the difference between soft drinks and alcoholic drinks.

**Assessment criteria**

The learner can:

- 1.1 outline 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.

---

**Range****Guidelines –**

General rules, piece of advice.

**Recommended units**

---



Suggested safe limits for weekly alcohol consumption.

---

**Learning outcome:**

The learner will:

3. Understand the effects of alcohol.

**Assessment criteria**

The learner can:

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

**Range**

**Psychological**

Mental or emotional state of a person.

**Responsible**

Having an obligation, care or control to or over someone or something.

---

**Learning outcome:**

The learner will:

4. Understand the impact alcohol misuse can have on others.

**Assessment criteria**

The learner can:

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

**Range**

**Impact**

Effect or influence of one person, thing, or action, on another

**Misuse**

Use something for the wrong purpose

---

**Learning outcome:**

The learner will:

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

## Assessment criteria

The learner can:

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

*Guidance and Evidence*

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

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

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

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

For 3.1 the learner must give examples of the effects of alcohol on the human body e.g. 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 foetus in pregnant women, brain damage as a result of B2 deficiency. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.2 the learner must list the signs of alcohol poisoning e.g. confusion, loss of coordination, vomiting, seizures, irregular or slow breathing, blue tinged or pale skin, low body temperature, stupor (conscious but unresponsive). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

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

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

For 4.1 the learner must give examples of the impact of alcohol misuse e.g. family break up and divorce, domestic abuse, unemployment, homelessness, financial problems, accidents, injury,

violence, anti social behaviour, unsafe sex, loss of personal possessions, unplanned time off work/college. Evidence may be a written or verbal learner statement, an assessor record, mind map.

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

## Unit 443

## Introduction to decision-making

<b>UAN:</b>	K/506/2706
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	The aim of this unit is to enable the learner to be able to understand why it is important to make effective decisions.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

1. Understand the importance of decision-making.

### Assessment criteria

The learner can:

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

---

### Range

#### Situations

Education, social, personal, work, daily, life changing etc.

---

### Learning outcome:

The learner will:

2. Know how to recognise effective decision-making.

### Assessment criteria

The learner can:

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

---

**Range**

**Effective**

Achieve desired outcome

**Ineffective**

Partial or non-achievement of desired outcome

---

**Learning outcome:**

The learner will:

3. Understand the need to **review** the decision-making process.

**Assessment criteria**

The learner can:

- 3.1 outline the importance of reviewing the decision-making process.
- 

**Range**

**Review**

Assess what went well and not so well.

### *Guidance and Evidence*

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

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

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

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

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

## Unit 444

## Introduction to drug awareness

<b>UAN:</b>	M/506/2707
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.
<b>Assessment type:</b>	Portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

1. Know the difference between legal and illegal drugs.

### Assessment criteria

The learner can:

- 1.1 define what a drug is
- 1.2 give examples of **legal** drugs
- 1.3 give examples of **illegal** drugs.

---

### Range

#### Legal

Not breaking the law.

#### Illegal

Breaking the law.



---

**Learning outcome:**

The learner will:

2. Understand current drug classification and the law.

**Assessment criteria**

The learner can:

- 2.1 outline the differences between the **classifications of drugs**
  - 2.2 give an example of a drug from each classification.
- 

**Range**

**Classification of drugs**

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

---

**Learning outcome:**

The learner will:

3. Understand effects of drug misuse.

**Assessment criteria**

The learner can:

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

**Range**

**Misuse**

Use something for the wrong purpose.

---

**Learning outcome:**

The learner will:

4. Understand the impact of drug misuse.

**Assessment criteria**

The learner can:

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

**Range**

**Impact**

Effect or influence of one person, thing, or action, on another.

---

---

**Learning outcome:**

The learner will:

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

**Assessment criteria**

The learner can:

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

*Guidance and Evidence*

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

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

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

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

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

For 3.1 the learner must give examples of the effects of drug misuse e.g. physical effects will depend on drug taken but could include dizziness and sickness, panic and paranoia, loss of co-ordination, lung disease and lung cancer, respiratory problems, high blood pressure and infertility, hallucinations, burst blood vessels, insomnia, depression, weight loss and malnutrition, impotence in men. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

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

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

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

---

**Learning outcome:**

The learner will:

1. Understand why people can be at risk of being involved in crime.

**Assessment criteria**

The learner can:

- 1.1 give examples of what may lead people to offend.
- 

**Learning outcome:**

The learner will:

2. Understand the effects of crime.

**Assessment criteria**

The learner can:

- 2.1 describe the effects of crime for the victim(s)
  - 2.2 describe the effects of crime for the offender.
- 

**Learning outcome:**

The learner will:

3. Understand the support available for victims and offenders.
-

## Assessment criteria

The learner can:

- 3.1 identify the support offered to offenders or those at risk of offending
- 3.2 identify the support offered to victims of crime.

## Unit 445

## Understanding crime and its effects

### Supporting Information

#### *Guidance and Evidence*

For 1.1 the learner must give examples of what may lead people to offend e.g. poverty, drug and alcohol abuse/addiction, mental health problems, peer pressure, lack of education, learnt behaviour, personal/family issues, envy. Evidence may be a written or verbal learner statement, an assessor record, mind map.

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

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

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

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

## Unit 446

## Using materials and equipment for a practical activity

<b>UAN:</b>	F/506/2789
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to enable the learner to use materials and equipment for an agreed activity.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

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

### Assessment criteria

The learner can:

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

---

### Range

#### Practical activity

Within a classroom, outdoors, place of work or in a simulated environment etc.

---

### Learning outcome:

The learner will:

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

### Assessment criteria

The learner can:

- 2.1 use materials and equipment in an activity
- 2.2 outline how materials and equipment were used

2.3 identify alternative materials, equipment and/or techniques that could have been used to improve the activity.

## Unit 446

## Using materials and equipment for a practical activity

### Supporting Information

#### *Guidance and Evidence*

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

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

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

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

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

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

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

<b>UAN:</b>	Y/506/6234
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The aim of this unit is to develop the learner's understanding of the symptoms and causes of stress and how to relax and use coping strategies.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

**Learning outcome:**

The learner will:

1. Understand and recognise the symptoms of stress.

**Assessment criteria**

The learner can:

- 1.1 state what is meant by stress
- 1.2 list the **symptoms** of stress
- 1.3 give examples of how stress changes **behaviour**.

---

**Range****Symptoms**

Include emotions, behaviours and physical health.

**Behaviours**

Include easily agitated, emotional outbursts, violence.



---

### Learning outcome:

The learner will:

2. Understand the impact of stress on an individual.

### Assessment criteria

The learner can:

- 2.1 outline **short-term effects** of stress
- 2.2 outline **long-term effects** of stress
- 2.3 describe how causes of stress can vary between people.

---

### Range

#### Short-term effects

Include 'flight or fight', headaches increase in heart rate.

#### Long-term effects

Include mood swings, memory loss, substance abuse.

---

### Learning outcome:

The learner will:

3. Be able to recognise different stress management techniques.

### Assessment criteria

The learner can:

- 3.1 outline a range of stress management **techniques**
- 3.2 identify support services available to help with stress management.

---

### Range

#### Techniques

Include relaxation, exercise, taking time out e.g. reading, listening to music, going outside.

*Guidance and evidence*

For 1.1 the learner must state the meaning of the term stress e.g. anxiety, mind and body reaction to situations, the unknown threat.

For 1.2 the learner must list at least two symptoms for each category within the range e.g. changes to normal behaviour like mood swings affecting behaviour.

For 1.3 the learner must give an example for each category within the range e.g. people losing their temper easily over a minor incident.

For 2.1 the learner must outline the short-term effects of stress on the body and general well being.

For 2.2 the learner must outline the long-term effects of stress on the body and general well being.

For 3.1 the learner must outline a range of stress management techniques such as physical activity, social engagement, avoiding unnecessary stress, accepting things that can't be changed.

For 3.2 the learner must identify support services that help to manage stress e.g. NHS, mental health charities, employee support services.

## Unit 449

## Understanding conflict at work

<b>UAN:</b>	L/506/8126
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Aim:</b>	The aim of this unit is to give learners an understanding of conflict in the place of work and how this can be prevented.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following unit within 5546: Unit <b>542</b> Level 2 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 define common causes of conflict between individuals
- 1.2 define common causes of conflict between groups/teams
- 1.3 state the **effects** of conflict on individuals
- 1.4 state the **effects** of conflict on a group/team.

---

### Range

#### Effects

Include motivation and productivity.

---

### Learning outcome:

The learner will:

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

### Assessment criteria

The learner can:

- 2.1 identify what is acceptable behaviour in the work place
- 2.2 identify types of behaviour that are unacceptable in a work situation.

---

### 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

#### Methods

Include formal, informal.

#### Responsibilities

Include dealing with the issue, communicating procedures and policies.

#### *Guidance and evidence*

For 1.1 the learner must explain at least three examples of common causes of conflict between individuals, these could include: poor communication, poor management, unfair treatment, unclear job roles, inadequate training, poor communications, poor work environment, lack of equal opportunities, bullying and harassment. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.2 the learner must explain at least three examples of common causes of conflict between groups/teams, these could include: rivalry between colleagues, disagreements over a team's, goals or shared values, resentment that one team is not pulling its weight. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.3 the learner must describe the effects of conflict on individuals. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.4 the learner must describe the effects of conflict on groups/teams. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.1 the learner must describe what is acceptable behaviour in the work place, these could include: code of conduct, verbal communication, dress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must describe types of behaviour that are unacceptable in a work situation, these could include: abusive someone verbally, bullying, harassment, isolating someone at work.

For 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 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 or statement.

## Unit 450

## Understanding personal finance for employment

<b>UAN:</b>	R/506/8127
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of personal finance in relation to employment income.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

1. Understand salary expressed in different ways.

### Assessment criteria

The learner can:

- 1.1 identify money related **terms used** in job advertisements
- 1.2 work out weekly wage from an annual salary
- 1.3 work out hourly rate from a weekly wage
- 1.4 estimate annual salary from an hourly rate.

---

### Range

**Terms used –**

pa, pw, ph, £k, gross, net.

---

### Learning outcome:

The learner will:

2. Understand a payslip.

### Assessment criteria

The learner can:

- 2.1 identify the total gross amount to be paid
  - 2.2 identify the deductions made from a payslip
  - 2.3 outline what these deductions are for
  - 2.4 identify the net amount of pay
  - 2.5 check the payslip calculations for accuracy.
- 

### Learning outcome:

The learner will:

3. Know how to create a budget to cover work related expenses.

### Assessment criteria

The learner can:

- 3.1 compare **different expenditure** for travel
  - 3.2 draw up a budget plan to manage **work-related expenses** over a five day period
  - 3.3 check the calculations for accuracy.
- 

### Range

#### **Different expenditure**

Including cost of a weekly ticket compared to 10 single tickets or cost of the train compared to the bus.

#### **Work-related expenses**

Including travel to and from work, food and drink.

## Unit 450

# Understanding personal finance for employment

## Supporting Information

### *Guidance and evidence*

For 1.1 the learner must identify money related terms used in job advertisements e.g. ph, pw, pa, gross, net, k, pro rata. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must work out weekly wage from an annual salary e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g.  $\text{£}15600 \text{ divided by } 52 = \text{£}300 \text{ pw}$ .

For 1.3 the learner must work out hourly wage from weekly wage e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g.  $\text{£}400 \text{ pw divided by } 40 \text{ hours} = \text{£}10 \text{ pw}$ .

For 1.4 the learner must estimate annual salary from an hourly rate e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g.  $\text{£}9.95 \text{ ph is approximately } \text{£}10 \times 40 \times 50 = \text{£}20000 \text{ pa}$ .

For 2.1 the learner must identify the total gross amount to be paid e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.2 the learner must identify the deductions made e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.3 the learner must outline what these deductions are for e.g. deductions for tax and National Insurance on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.4 the learner must identify the net amount of pay e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.5 the learner must check the payslip calculations for accuracy e.g. on their own payslip or a sample payslip. Evidence may be calculations completed by hand, using a calculator or using a computer.

Evidence for learning outcome 2 could be a photocopy of the learner's payslip annotated to cover 2.1 – 2.4 and accompanying calculations for 2.5.



For 3.1 the learner must compare different expenditure for travel. The learner should consider at least two alternatives. These could include modes of transport e.g. bus, train, or types of tickets e.g. single, return, weekly, monthly. If the learner could walk to the place of work, the learner should evidence this criteria by considering another location. Evidence may be a written or verbal learner statement, printouts or leaflets showing costs, calculations completed by hand, using a calculator or using a computer.

For 3.2 the learner must draw up a budget plan to manage work related expenses over a 5 day period. Learner should consider own outgoings, possible outgoings or a case study. Evidence may be a simple budget plan showing outgoings e.g. transport (possibly from 3.1), drinks, lunch, snacks, any other expenditure.

For 3.3 the learner must check the calculations in 3.2 for accuracy. Evidence may be calculations completed by hand, using a calculator or using a computer.

## Unit 451

## Assertive living

<b>UAN:</b>	Y/506/8128
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The aim of this unit is raise awareness of different types of behaviour and how these behaviours and own self esteem impact on everyday life and career goals and how stress can have a negative impact.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

### Learning outcome:

The learner will:

1. Understand different types of behaviour.

### Assessment criteria

The learner can:

- 1.1 list the main characteristics of different types of **behaviour**.

---

### Range

#### Behaviour

Passive, assertive, aggressive.

---

### Learning outcome:

The learner will:

2. Understand what is meant by the term 'self-esteem' and how it can be improved.

### Assessment criteria

The learner can:

- 2.1 define the term self esteem
- 2.2 describe factors which influence a person's self esteem
- 2.3 identify how self esteem can be improved.

---

**Learning outcome:**

The learner will:

3. Know about stress and ways it can be reduced.

**Assessment criteria**

The learner can:

- 3.1 describe what stress is
  - 3.2 outline causes of stress
  - 3.3 identify ways in which stress could be reduced.
- 

**Learning outcome:**

The learner will:

4. Understand the benefits of being assertive

**Assessment criteria**

The learner can:

- 4.1 state the **benefits** of being assertive
- 

**Range**

**Benefits**

Include personal and career.

### *Guidance and Evidence*

For 1.1 the learner must list two examples of characteristics in each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For the criterion 2.1 the learner must define the term self esteem. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must describe three examples of factors which influence a person's self esteem. Factors could include: relationships with family and friends, image, success. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.3 the learner must identify two examples of how self esteem can be improved. Examples can include self help or from support from others. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.1 the learner must describe what stress is. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.2 the learner must outline three examples of the causes of stress which may be related to their family, education, work, expectations, health and well-being, personality, peer group, friends or conflict. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.3 the learner must identify two ways to reduce stress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For criteria 4.1 the learner must state the benefits of being assertive. These could include: gain self-confidence and self-esteem, improve your decision-making skills, and improve work relationships.

<b>UAN:</b>	F/506/8883
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	This unit aims to develop an understanding of the term 'vulnerable adult' and voluntary and community organisation's responsibilities.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	None

---

**Learning outcome:**

The learner will:

1. Understand what is meant by the term 'vulnerable adult'.

**Assessment criteria**

The learner can:

- 1.1 state the meaning of the term 'vulnerable adult'
- 1.2 give examples of adults who may be vulnerable.

---

**Learning outcome:**

The learner will:

2. Understand what is meant by abuse.

**Assessment criteria**

The learner can:

- 2.1 state the meaning of the term 'abuse'
- 2.2 list the main categories of abuse
- 2.3 give examples of how abuse can be recognised
- 2.4 give examples of people who may be abusers.

---

**Learning outcome:**

The learner will:

3. Understand how to minimise abuse.

**Assessment criteria**

The learner can:

- 3.1 give examples of how to prevent abuse
- 3.2 give examples of how to minimise abuse.

## Unit 462

## Applying for a job

<b>UAN:</b>	L/507/0295
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
<b>Assessment type:</b>	Learner portfolio
<b>Barrings:</b>	This unit is barred with the following units within 5546: Unit <b>206</b> Entry 2 Applying for a job Unit <b>306</b> Entry 3 Applying for a job Unit <b>405</b> Level 1 Career planning and making applications Unit <b>501</b> Level 2 Career planning and making applications Unit <b>506</b> Level 2 Applying for a job

---

### Learning outcome:

The learner will:

1. Understand different methods of applying for jobs.

### Assessment criteria

The learner can:

- 1.1 describe different **methods** of applying for a job
- 1.2 describe when different **methods** of applying for a job are used
- 1.3 describe how to apply for a job online.

---

### Range

#### Methods

Online, paper based, agency, telephone, in person, video.

---

### Learning outcome:

The learner will:

2. Be able to complete a job application.

### Assessment criteria

The learner can:

- 2.1 identify the information needed to prepare a job application
- 2.2 describe formats and styles of presenting information in a job application
- 2.3 assemble the **relevant information** for a job application
- 2.4 prepare a curriculum vitae
- 2.5 present the information for a job application in **different formats**.

---

### Range

#### Relevant information

National Insurance Number, application form, covering letter, appropriate certificates, record of achievement.

#### Different formats

Online, paper based, video, CV.



## Unit 462

## Applying for a job Supporting Information

### *Guidance and evidence*

For 1.1 the learner needs to describe different methods of applying for a job.

For 1.2 the learner needs to describe when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For 2.1 the learner needs to identify the information needed to prepare a job application.

For 2.2 the learner needs to describe formats and styles of presenting information in a job application.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.4 the learner needs to prepare a curriculum vitae.

For 2.5 the learner needs to present the information for a job application in different formats.

## Appendix 1 Relationships to other qualifications

### *Links to other qualifications*

This qualification has connections to the:

- 5546-01 Level 1 Introductory Award in Employability Skills
- 5546-02 Level 1 Award in Employability Skills - Preparing for Employment
  - Level 1 Award in Employability Skills - Preparing for Employment
  - Level 1 Award in Employability Skills - Succeeding at Work
  - Level 1 Award in Employability Skills - Lifestyle
  - Level 1 Award in Employability Skills - Enterprise
  - Level 1 Award in Employability Skills - Planning for Life & Work
  - Level 1 Award in Employability Skills - Work Placement
  - Level 1 Award in Employability Skills - Volunteering
  - Level 1 Award in Employability Skills - Working for yourself
  - Level 1 Award in Employability Skills - Personal Development
- 5546-03 Level 1 Extended Award in Employability Skills
- 5546-04 Level 1 Certificate in Employability Skills
- 5546-05 Level 1 Extended Certificate in Employability Skills
- 5546-06 Level 1 Diploma in Employability Skills
- 6072-01 Level 1 Health and Safety in a Construction Environment
- 6217-01 Level 1 Introductory Certificate in Basic Construction Skills
- 6217-02 Level 1 Certificate in Basic Construction Skills - Carpentry and Joinery
- 6217-03 Level 1 Certificate in Basic Construction Skills - Painting and Decorating
- 6217-04 Level 1 Certificate in Basic Construction Skills – Plastering
- 6217-05 Level 1 Certificate in Basic Construction Skills - Woodworking (Carpentry and Joinery)
- 6217-06 Level 1 Certificate in Basic Construction Skills - Woodworking (Furniture Making)
- 6217-07 Level 1 Certificate in Basic Construction Skills – Bricklaying
- 6217-08 Level 1 Certificate in Basic Construction Skills - Multi-Crafts
- 6219-04 Level 1 Award in Construction Skills
- 6219-05 Level 1 Certificate in Construction Skills
- 6219-06 Level 1 Extended Certificate in Construction Skills
- 6219-07 Level 1 Diploma in Construction Skills
- 6219-08 Level 1 in Construction Skills (trade specific pathway)

## Appendix 2 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 **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

*The City & Guilds Centre Manual* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

*Centre Guide – Delivering International Qualifications* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

#### ***Linking to this document from web pages***

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

### UK learners

General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

### International learners

General qualification information

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

### Centres

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

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

### Single subject qualifications

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

F: +44 (0)20 7294 2413

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

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

### International awards

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

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

### Walled Garden

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

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

T: +44 (0)207 294 8128

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

### Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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## About City & Guilds

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

## City & Guilds Group

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