

City & Guilds Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors (5546- 61)

July 2024 Version 2-1

Qualification Handbook

Qualification at a glance

Subject area	Employability
City & Guilds number	5546-61
Age group approved	Pre 16, 16-18, 19+
Entry requirements	None
Assessment	Portfolio of evidence
Approvals	Fast track
Support materials	Learning Assistant
Registration and certification	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 Health, Adult and Child Care Sectors	5546-61	601/7376/2	107	170

Version and date	Change detail	Section
v1.1 March 2022	City & Guilds added to qualification titles GLH/TQT clarified	Throughout Qualification at a glance, Structure
V1.2 July 2024	Update Quality Assurance Statement Removed withdrawn units and updated contact details	Centre Requirements Throughout Appendix 1
V2-1 July 2024	Removal of information regarding Fast Track Approval	Page 9

Contents

Qualification at a glance		2
Contents	3	
1	Introduction	5
	Structure	6
	Total Qualification Time	8
2	Centre requirements	9
	Approval	9
	Resource requirements	9
	Quality assurance	9
	Learner entry requirements	10
3	Delivering the qualification	11
	Initial assessment and induction	11
	Support materials	11
4	Assessment	12
	Summary of assessment methods	12
5	Units	13
	Availability of units	13
Unit 480	Introduction to working in health care, adult care and child care	14
Unit 481	Introduction to safeguarding in health care, adult care and child care	17
Unit 482	Introduction to working in a person-centred way in health and adult care	19
Unit 402	Managing personal finance	21
Unit 404	Effective communication	26
Unit 407	Interview skills	30
Unit 408	Searching for a job	33
Unit 409	Career progression	35
Unit 410	Keeping safe	38
Unit 412	Contribute to own healthy living	41
Unit 417	Investigating rights and responsibilities at work	44
Unit 418	Candidate project	47
Unit 423	Recognise the benefits of having a work/life balance	50
Unit 424	Introduction to health and safety awareness in the workplace	53
Unit 428	Business and customer awareness	57

Unit 429	Alternatives to paid work	60
Unit 431	Developing personal confidence	63
Unit 432	Understanding assertive behaviour	66
Unit 434	Interpersonal relationships	68
Unit 435	Awareness of equality and diversity	71
Unit 436	Valuing equality and diversity	75
Unit 439	Environmental awareness	79
Unit 440	Family relationships	82
Unit 441	Rights and responsibilities in the workplace	85
Unit 442	Introduction to alcohol awareness	89
Unit 444	Introduction to drug awareness	93
Unit 445	Understanding crime and its effects	98
Unit 448	Awareness of stress and stress management	100
Unit 449	Understanding conflict at work	103
Unit 450	Understanding personal finance for employment	106
Unit 451	Assertive living	110
Unit 454	Understanding child development	113
Unit 455	Understanding children's social and emotional development	116
Unit 457	Understanding the physical and psychological needs of children	118
Unit 459	Using cooking skills in a domestic kitchen	120
Unit 462	Applying for a job	123
Appendix 1	Sources of general information	126

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is the qualification for?	This qualification supports learners embarking on their first experience of work in the Health, Adult Care and Child Care sectors - as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work. This qualification is for learners wishing to gain an understanding of the Health, Adult Care and Child Care sectors alongside gaining essential employability knowledge and skills. 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 working in the Health, Adult Care and Child Care sectors.
What does the qualification cover?	This qualification combines core Employability Skills including communication, conduct at work, personal finance, team work, attitudes and values for work and undertaking a high quality work placement with introductory knowledge of Healthcare, Adult Care and Child Care sector, safeguarding and person centred care; enabling learners to learn and develop to enter employment in the Healthcare, Adult Care and Child Care sector. The qualification has been developed to meet the latest legislative knowledge requirements of the Care Certificate in England and Social Care Induction Framework in Wales.
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: • Health, Adult Care and Child Care Apprenticeships • 3095-21 Level 2 Diploma in Adult Care
Who did we develop the qualification with?	We developed this qualification with over 250 employers, training providers and FE Colleges
Is it part of an apprenticeship framework or initiative?	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.

Structure

To achieve the **City & Guilds Level 1 Certificate for Skills for Working in the Healthcare, Adult Care and Child Care Sectors** learners must achieve:

A minimum of 17 credits in total.

3 credits from the **Mandatory Group** plus either:

- 14 credits from **Optional Group B**.

or

- 2 credits from **Optional Group A** and 12 credits from **Optional Group B**.

or

- 4 credits from **Optional Group A** and 10 from **Optional Group B**.

City & Guilds Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors

UAN	City & Guilds unit number	Unit title	Group (if applicable)	Credit Value	GLH
Mandatory					
M/507/4985	5546-480	Introduction to working in health care, adult care and child care		3	27
Optional Group A					
L/507/5027	5546-481	Introduction to safeguarding in health care, adult care and child care		2	13
Y/507/5029	5546-482	Introduction to working in a person-centred way in health and adult care		2	14
Optional Group B					
T/506/2708	5546-402	Managing personal finance		3	20
R/506/2702	5546-404	Effective communication		2	13
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
D/504/8169	5546-412	Contribute to own healthy living		2	20
L/506/3136	5546-417	Investigating rights and responsibilities at work		2	17
Y/501/6899	5546-418	Learner project		3	20
M/506/2710	5546-423	Recognise the benefits of having a work/life balance		2	9
J/600/7805	5546-424	Introduction to health and safety awareness in the workplace		2	18
J/506/2700	5546-428	Business and customer awareness		1	7

Y/506/2698	5546-429	Alternatives to paid work		2	11
Optional Group B Continued					
L/506/2701	5546-431	Developing personal confidence		1	10
T/506/2711	5546-432	Understanding assertive behaviour		1	10
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
D/506/2704	5546-439	Environmental awareness		2	12
H/506/2705	5546-440	Family relationships		1	10
L/501/6883	5546-441	Rights and responsibilities in the workplace		3	20
T/506/2787	5546-442	Introduction to alcohol awareness		3	30
M/506/2707	5546-444	Introduction to drug awareness		2	12
L/506/2665	5546-445	Understanding crime and its effects		3	18
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
R/506/8144	5546-454	Understanding child development		3	30
R/506/8564	5546-455	Understanding children's social and emotional development		3	27
J/506/8562	5546-457	Understanding the physical and psychological needs of children		3	27
K/506/8120	5546-459	Using cooking skills in a domestic kitchen		3	30
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.

Title and level	GLH	TQT
City & Guilds Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors	107	170

2 Centre requirements

Approval

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 practical Assessment Pack.

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.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

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 are no age restrictions 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,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- 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 these qualifications:

Description	How to access
Fast track approval form	www.cityandguilds.com

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:

- have a completed portfolio of evidence for each unit.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.

5 Units

Availability of units

All of the units which make up this qualification are contained within this section.

Unit 480

Introduction to working in health care, adult care and child care

UAN:	M/507/4985
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to give the learner an overview of the values, principles, skills and attitudes required for working in health, adult care and child care.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning outcome:

The learner will:

1. Know the range of service provision available in health care, adult care and child care.

Assessment criteria

The learner can:

- 1.1 identify different services available within:
 - a. health care
 - b. adult care
 - c. child care
- 1.2 give examples of individuals who might access adult care services
- 1.3 give examples of why individuals might access health care services
- 1.4 outline the difference between statutory, private and third sector services
- 1.5 outline how **informal care** contributes to service provision.

Range

Informal care

Provided by family, friends, neighbours, volunteers, support groups, online forums etc.

Learning outcome:

The learner will:

2. Know the range of job roles within health care, adult care and child care.

Assessment criteria

The learner can:

- 2.1 identify job roles within:
 - a. health care
 - b. adult care
 - c. child care.

Learning outcome:

The learner will:

3. Know the range of **skills** and **attitudes** essential to work within health care, adult care and child care.

Assessment criteria

The learner can:

- 3.1 list **skills** and **attitudes** essential to work within health care, adult care and child care.
- 3.2 identify own **skills** and **attitudes** that require further development to gain employment within health care, adult care and child care.

Range**Skills**

What you must be able to do.

Attitudes

Ways of thinking that influence how you approach your work with individuals, informal carers and other professionals.

Learning outcome:

The learner will:

4. Know legislation, principles and values that underpin health care, adult care and child care.

Assessment criteria

The learner can:

- 4.1 identify legislation, standards and guidance that underpin the principles and values of health care, adult care and child care
- 4.2 outline what is meant by 'person centred practice' or 'child centred practice'
- 4.3 outline what is meant by 'confidentiality' in the context of health care, adult care and child care
- 4.4 outline what is meant by 'duty of care' in health care, adult care and child care
- 4.5 outline what is meant by 'equality' and 'inclusion' within health care, adult care and child care
- 4.6 outline the importance of equality and inclusion within health care, adult care and child care.

Unit 480

Introduction to working in health care, adult care and child care

Supporting information

Guidance and Evidence

For outcome 1.1 different types of service could include any of the following:

- Community based services for adults
- Community based services for children and young people
- Domiciliary services for adults
- Domiciliary services for children and young people
- Day services for adults
- Residential services for adults
- Nursery provision
- Children's Care Learning and Development
- Tele Care
- Extra Care
- Supported Housing
- Supported Employment
- Self Directed Support
- Acute Hospital Services
- Community Hospitals
- General Practitioner Services
- Pharmacy in Hospitals and Community
- Substance Misuse Services
- Complementary Healthcare
- End of life care
- Re-ablement
- Mental health services
- Sexual health services

For outcome 3.1 **skills** and **attitudes** include patience, positive body language, empathy, good listener, caring, literate, numerate, effective communicator, reliable, honest, punctual.

Unit 481

Introduction to safeguarding in health care, adult care and child care

UAN:	L/507/5027
Level:	1
Credit value:	2
GLH:	13
Aim:	The aim of this unit is to give the learner an introduction to safeguarding in a health care, adult care and child care context.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning outcome:

The learner will:

1. Know about protection and safeguarding in the context of health care, adult care and child care.

Assessment criteria

The learner can:

- 1.1 define the term 'safeguarding' in the context of health care, adult care and child care.

Learning outcome:

The learner will:

2. Know about different types of abuse.

Assessment criteria

The learner can:

- 2.1 define the different **types of abuse**
- 2.2 identify indicators of potential abuse
- 2.3 outline reasons why some individuals are more likely to be abused.

Range

Types of abuse as stated in the Care Act 2014.

For Adults these are:

- physical
- psychological / Emotional
- sexual
- financial
- neglect
- discriminatory
- institutional abuse, neglect and poor practice
- self neglect.

For children these are:

- physical
- psychological / emotional
- sexual
- neglect.

Learning outcome:

The learner will:

3. Know what to do if abuse is disclosed or suspected.

Assessment criteria

The learner can:

- 3.1 outline the importance of reporting disclosed or suspected abuse
- 3.2 list the actions that must **not** be taken in cases of disclosed or suspected abuse.
- 3.3 identify sources of support and information in relation to protection and safeguarding.

Unit 482

Introduction to working in a person-centred way in health and adult care

UAN:	Y/507/5029
Level:	1
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to introduce learners to person-centred practice in a health or adult care setting.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning outcome:

The learner will:

1. Understand person-centred practice.

Assessment criteria

The learner can:

- 1.1 outline what is meant by the term 'person-centred'.
- 1.2 outline how laws and regulations support **person-centred practice** in a health or adult care setting
- 1.3 identify how individuals benefit from person-centred practice.

Range

Person-centred practice may include:

- person-centred support
- person-centred care
- person-centred thinking
- person-centred planning.

Individuals

Refers to the person using the health or care service.

Learning outcome:

The learner will:

2. Understand how to work in a person-centred way.

Assessment criteria

The learner can:

- 2.1 identify ways of finding out about an individual's:
 - a. history
 - b. needs
 - c. wishes
 - d. likes
 - e. dislikes
- 2.2 Outline ways of working that support the person centred values of:
 - a. individuality
 - b. independence
 - c. privacy
 - d. partnership
 - e. choice
 - f. dignity
 - g. respect
 - h. rights.

Unit 402

Managing personal finance

UAN:	T/506/2708
Level:	1
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to give the learner an understanding of how to manage personal finance.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 202 Entry 2 Personal finance • 302 Entry 3 Personal finance • 518 Level 2 Managing personal finance

Learning outcome:

The learner will:

1. Understand sources of income and outgoings.

Assessment criteria

The learner can:

- 1.1 identify **sources of income**
- 1.2 give examples of how **money** can be received
- 1.3 identify a range of **outgoings**
- 1.4 give examples of how **payments** can be made.

Range

Sources of income

Include benefit payments, wages, grants, money from parents/carers.

Money

Includes cash, cheques, BAC transfers.

Outgoings

Include rent, telephone, clothing, fuel/travel, entertainment, food.

Payments

Include purchases and regular outgoings.

Learning outcome

The learner will:

2. Know how to reduce expenditure.

Assessment criteria

The learner can:

- 2.1 identify the problems which may occur if **expenditure** is greater than **income**
- 2.2 describe ways of reducing **expenditure**.

Range

Income

All monetary amounts received.

Expenditure

All monetary amounts spent.

Learning outcome

The learner will:

3. Understand how to plan a personal budget.

Assessment criteria

The learner can:

- 3.1 list own sources of income
- 3.2 list own sources of outgoings
- 3.3 produce a personal budget plan
- 3.4 review personal budget plan.

Range

Income

All monetary amounts received.

Outgoings

Include rent, telephone, clothing, fuel/travel, entertainment, food.

Budget plan

A record of all income and expenditure.

Learning outcome

The learner will:

4. Be able to recognise the products provided by financial institutions.

Assessment criteria

The learner can:

- 4.1 identify **financial institutions**
 - 4.2 identify products offered by **financial institutions**.
-

Range

Financial institutions

Organisations that offer money to borrow or ways to save money.

Learning outcome

The learner will:

5. Understand the advantages and disadvantages of borrowing money.

Assessment criteria

The learner can:

- 5.1 describe the advantages of **borrowing**
 - 5.2 describe the disadvantages of **borrowing**.
-

Range

Borrowing

Includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans.

Learning outcome

The learner will:

6. Understand how to obtain help with managing own money.

Assessment criteria

The learner can:

- 6.1 identify **organisations** that can help with money problems.
-

Range

Organisations

Include local and national help.

Guidance and Evidence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note: In the Healthcare, Adult Care and Child Care sector it should be noted that learners may gather evidence by supporting others with any/each of the categories above.

Unit 404

Effective communication

UAN:	R/506/2702
Level:	1
Credit Value:	2
GLH:	13
Aim:	The aim of this unit is to give the learner an understanding of the importance of effective communication and the role of feedback.
Assessment:	Learner Portfolio.
Barrings:	This unit is barred with the following units within 5546: • 304 Entry 3 Effective communication • 315 Entry 3 Effective written communication for the workplace • 322 Entry 3 Effective speaking for the workplace • 504 Level 2 Communicating with others in the workplace

Learning Outcome:

The learner must be able to:

1. Understand why effective communication is important.

Assessment Criteria:

The learner must be able to:

- 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.

Range

Appropriate

Suitable and acceptable.

Inappropriate

Unsuitable and unacceptable.

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, to avoid offence, to give an accurate account of something. Evidence may be a written or verbal learner statement or an assessor record.

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

For 1.3 the learner must state the importance of effective non-verbal communication 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. signalling to say finished or wish to say something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner must give examples of appropriate and inappropriate non-verbal communication e.g. will depend on the situation but could include:

Appropriate – smiling, nodding, a wave, being correctly dressed i.e. a clean uniform, well presented.

Inappropriate – rude hand gestures, lack of eye contact, sighing, distracted i.e. using mobile phones. 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. In the Healthcare, Adult Care and Child Care sector this could include; punctuality, reliability, consistency, respectfulness, flexibility. 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. In the Healthcare, Adult Care and Child Care sector this should include; the values outlined in 2.1 – where it is particularly important. Evidence may be a written or verbal learner statement, an assessor record, mind map, feedback from service users.

For 3.1 the learner must give an example of using positive feedback e.g. giving words of encouragement. 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. being patronising or discouraging. 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.

Unit 407

Interview skills

UAN:	K/505/4654
Level:	1
Credit value:	3
GLH:	18
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following unit within 5546: • 307 Entry 3 Interview skills

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, psychometric testing, presentations, skills test.

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 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 at interview i.e. certificates, DBS confirmation.

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 the learner must prepare a short 3-5 minute presentation and could be based on achievements, 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.

Unit 408

Searching for a job

UAN:	J/506/2731
Level:	1
Credit value:	2
GLH:	20
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following unit within 5546: • 308 Entry 3 Searching for a job

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, word of mouth, direct contact with a company.

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

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

For 1.4 the learner needs to describe how to sign up to different organisations' job alert systems. Jobs could be local, national or global.

For 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.

Unit 409

Career progression

UAN:	F/505/4658
Level:	1
Credit value:	2
GLH:	16
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	None.

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.

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.

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.

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

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

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

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

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

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

Unit 410

Keeping safe

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

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

Social media

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

Drugs

Legal, illegal

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.

For 1.2 the learner needs to identify risks associated with alcohol – both own use and that of others.

For 1.3 the learner needs to identify risks associated with drugs. In a Healthcare, Adult Care and Child Care situation this should include legal or illegal drugs.

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

For 1.5 the learner needs to state risks involved when using social media - in particular breeches of data protection and confidentiality.

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

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

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

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

For 3.1 the learner needs to identify the 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, identify the different methods of support and know that it is readily available.

Unit 412

Contribute to own healthy living

UAN:	D/504/8169
Level:	1
Credit value:	2
GLH:	20
Aim:	In order to begin to understand the effects of a healthy lifestyle, a learner must know and be able to influence their lifestyle. They will then have a better understanding of how food, exercise and the pursuit of different activities contribute to healthy lifestyles of those around them and they will have a solid foundation in place to influence those in their care or those around them.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 312 Entry 3 Healthy living • 514 Level 2 Healthy living

Learning Outcome

The learner will:

1. Understand the importance of leading a healthy lifestyle.

Assessment Criteria

The learner can:

- 1.1 describe the key elements of a healthy lifestyle
- 1.2 explain why a healthy lifestyle is important.

Learning Outcome

The learner will:

2. Describe how they contribute to own healthy lifestyle.

Assessment Criteria

- 2.1 select and carry out activities which contribute to a healthy lifestyle.

Learning Outcome

The learner will:

3. Review the activities undertaken to maintain a healthy lifestyle.

Assessment Criteria

The learner can:

- 3.1 carry out a review of their activities
- 3.2 describe what went well and areas for improvement
- 3.3 describe how the activities have improved their lifestyle
- 3.4 describe how the activities have improved their lifestyle.

Unit 412

Contribute to own healthy living

Supporting information

Guidance and Evidence

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

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

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

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

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

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

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

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

Unit 417

Investigating rights and responsibilities at work

UAN:	L/506/3136
Level:	1
Credit value:	2
GLH:	17
Aim:	This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 317 Entry 3 Rights, responsibilities and citizenship • 318 Entry 3 Investigating rights and responsibilities at work • 416 Level 1 Rights, responsibilities and citizenship • 441 Level 1 Rights and responsibilities in the workplace

Learning Outcome

The learner will:

1. Understand rights and responsibilities in the workplace.

Assessment Criteria

The learner can:

- 1.1 explain the difference between rights and responsibilities
- 1.2 give examples of employee rights in the workplace
- 1.3 give examples of employee responsibilities in the workplace
- 1.4 give examples of employer responsibilities in the workplace
- 1.5 explain why the rights of others should be respected
- 1.6 describe how to access sources of help within the workplace.

Learning Outcome

The learner will:

2. Know laws that can protect the rights of employees.

Assessment Criteria

The learner can:

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

Unit 417

Investigating rights and responsibilities at work

Supporting information

Guidance and Evidence

For 1.2 the learner needs to give at least three examples of employee rights in the workplace i.e. being safe at work.

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

For 1.4 the learner needs to give at least three examples of employer responsibilities in the workplace i.e. provide a safe place for work.

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

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

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

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

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

Unit 418

Candidate project

UAN:	Y/501/6899
Level:	1
Credit value:	3
GLH:	20
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units in 5546: • 319 Entry 3 Learner project • 505 Level 2 Learner 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. evaluate the project

Assessment Criteria

The learner can:

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

Unit 418

Learner project Supporting information

Guidance and Evidence

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

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

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

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

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

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

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

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

For 2.4 the learner needs to complete the project. Evidence may include the project outcome (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. This could be orally or in writing.

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

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

Evidence for 3.1 to 3.3 may be a learner statement.

Unit 423

Recognise the benefits of having a work/life balance

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

Learning Outcome

The learner will:

1. Be able to recognise the importance of having a work/life balance.

Assessment Criteria

The learner can:

- 1.1 define the meaning of work/life balance
- outline the benefits of a work/life balance.

Range

Work/life balance

The amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy.

Learning Outcome

The learner will:

2. Know how the effective use of leisure time helps with work/life balance.

Assessment Criteria

The learner can:

- 2.1 outline positive use of **leisure time**
- 2.2 state the benefits of positive use of **leisure time**.

Range**Leisure time**

Time spent with friends and/or family, following a hobby, playing sport/games or time alone etc.

Learning Outcome

The learner will:

3. Know how to make the most of leisure time.

Assessment Criteria

The learner can:

- 3.1 identify how to make the most of own leisure time
- 3.2 outline how own leisure activities may contribute to work.

Unit 423

Recognise the benefits of having a work/life balance

Supporting information

Guidance and Evidence

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

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

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

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

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

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

Unit 424

Introduction to health and safety awareness in the workplace

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

Learning Outcome

The learner will:

1. Understand the importance of health and safety in the workplace.

Assessment Criteria

The learner can:

- 1.1 state what is meant by health and safety in the workplace and why it is important
- 1.2 describe the legal responsibilities of employers, employees and the self-employed
- 1.3 describe how health and safety law is enforced
- 1.4 identify sources of health and safety information within his/her organisation
- 1.5 identify other sources of health and safety information.

Learning Outcome

The learner will:

2. Understand the need for risk assessment.

Assessment Criteria

The learner can:

- 2.1 define the terms 'hazard' and 'risk'
- 2.2 describe risk assessment
- 2.3 give examples of work related accidents and ill health.

Learning Outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 424

Introduction to health and safety awareness in the workplace

Supporting information

Guidance and Evidence

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

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

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

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

For 1.1 the learner needs to state what is meant by health and safety in the workplace and why it is important e.g. to protect workers, customers, visitors, clients, service users.

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

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

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

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

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

For the 2.1 the learner needs to define the terms 'hazard' and 'risk'.

For 2.2 the learner needs describe risk assessment i.e. what it is and who is responsible.

For 2.3 the learner needs give examples of work related accidents and ill health e.g. trips, slips and falls, incorrect manual handling.

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

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

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

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

For 3.4 the learner needs, for a chosen occupational sector, to describe the appropriate Personal Protective Equipment (PPE) e.g. gloves and apron in the Healthcare, Adult Care and Child Care sector, hazards against which the PPE offers protection.

Evidence for 3.1 to 3.4 may be a learner statement.

UAN:	J/506/2700
Level:	1
Credit value:	1
GLH:	7
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	None.

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, import, export.

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 can be used in work/study/personal life and are not specific to one area.

Guidance and Evidence

For 1.1 the learner must outline different types of local employers 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.

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, 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.

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.

UAN:	Y/506/2698
Level:	1
Credit value:	2
GLH:	11
Aim:	The learner will be able to recognise alternatives to paid work and the development of skills and qualities these can bring.
Assessment type:	Learner portfolio.
Barrings:	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
-

Range

Skills

Learned behaviour throughout life.

Qualities

Characteristics, personality traits.

Other areas of life

Personal relationships, work, study, leisure time.

Unit 429

Alternatives to paid work

Supporting information

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, internships. 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. 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 431

Developing personal confidence

UAN:	L/506/2701
Level:	1
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to give the learner an understanding of how to develop personal confidence.
Assessment type:	Learner portfolio.
Barrings:	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 one's 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 one's 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.

Unit 432

Understanding assertive behaviour

UAN:	T/506/2711
Level:	1
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to give the learner an understanding of how to manage personal finance.
Assessment type:	Learner portfolio.
Barrings:	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, forceful. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of assertive behaviour 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, group discussions. Explain to learners that it may not be appropriate in these examples but will always depend on the circumstances. Evidence may be a written or verbal learner statement, an assessor record, mind map.

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

For 2.3 the learner must state the negative effects of assertive behaviour 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. Consideration should also be given for the effect assertive behaviour has on service users.

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

Unit 434

Interpersonal relationships

UAN:	R/505/4664
Level:	1
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand interpersonal relationships and to explore ways of developing relationships and interacting positively.
Assessment type:	Learner portfolio.
Barrings:	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. In a Healthcare, Adult Care and Child Care capacity this could be positive interpersonal relationships with service users and other professionals.

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 example; trust, respect, empathy.

For 1.5 the learner needs to describe qualities important in developing group relationships. For example; reliability, team skills, trust, good communication.

For 2.1 and 2.2 the learner needs to describe the reasons for having boundaries when interacting with others. In the Healthcare, Adult Care and Child Care sector boundaries are there for legal purposes, safeguarding, maintain professionalism.

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

Unit 435

Awareness of equality and diversity

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

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

UAN:	F/600/7804
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner to understand the value of equality and diversity in society.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following unit within 5546: • 515 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 2.2 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, disability.

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

UAN:	D/506/2704
Level:	1
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to encourage learners to be aware of their environment.
Assessment type:	Learner portfolio.
Barrings:	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, 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, local environmental conditions that may affect the work environment i.e. lone working, poor lighting. 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, disposal of unused medicines, sharps and clinical waste. 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/clinical waste, 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 440

Family relationships

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

Learning Outcome

The learner will:

1. Understand the changing roles of the family.

Assessment Criteria

The learner can:

- 1.1 define the different types of family groups
- 1.2 list the different members of a family group
- 1.3 list roles within a family group.

Learning Outcome

The learner will:

2. Understand the causes and effects of problems in family relationships.

Assessment Criteria

The learner can:

- 2.1 identify causes of problems in family relationships
- 2.2 give examples of possible effects of problems in family relationships.

Learning Outcome

The learner will:

3. Understand personal responsibilities within the family

Assessment Criteria

The learner can:

- 3.1 outline personal responsibilities within a family group.

Learning Outcome

The learner will:

4. Be able to recognise the changing needs of family members.

Assessment Criteria

The learner can:

- 4.1 state how needs may change as circumstances alter.

Guidance and Evidence

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

For 1.2 the learner must list the different members of a family group e.g. mums, dads, step mums, step dads, brothers, sisters, step sisters, step brothers, step children, half sisters, half brothers, grandmothers, grand fathers, great grandparents, aunts, uncles, nieces, nephews, cousins, in-laws, partners, lodgers, friends. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

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

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

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

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

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

Unit 441

Rights and responsibilities in the workplace

UAN:	L/501/6883
Level:	1
Credit value:	3
GLH:	20
Aim:	The learner will develop an awareness and understanding of the importance of the roles, responsibilities and needs of family members.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 317 Entry 3 Rights, responsibilities and citizenship • 318 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 i.e. 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.

UAN:	T/506/2787
Level:	1
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues
Assessment type:	Learner portfolio.
Barrings:	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 rule, 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, oesophagus, 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 444

Introduction to drug awareness

UAN:	M/506/2707
Level:	1
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.
Assessment type:	Learner portfolio.
Barrings:	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.

Unit 444

Introduction to drug awareness

Supporting information

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. prescription, legal highs (from retailers or online), over the counter medicines such as paracetamol, aspirin, tobacco and alcohol (age restricted). 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, 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.

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.

Unit 445

Understanding crime and its effects

UAN:	L/506/2665
Level:	1
Credit value:	3
GLH:	18
Aim:	The learner will have an understanding of the effects of crime on both the victim and the offender.
Assessment type:	Learner portfolio.
Barrings:	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.

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, loss of job, betrayal by trusted professionals. 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. probations service, Prison Fellowship, Prison Reform Trust, Nacro, St Giles Trust, Bridging the Gap, Unlock, Freshwinds, Young Minds, police, local organisations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must identify the support offered to victims of crime 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 448

Awareness of stress and stress management

UAN:	Y/506/6234
Level:	1
Credit value:	3
GLH:	30
Aim:	This unit develops understanding of the symptoms and causes of stress and how to relax and use coping strategies.
Assessment type:	Learner portfolio.
Barrings:	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.

Behaviour

Includes 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, take time out e.g. reading, listening to music go 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 2 symptoms for each category within the range e.g. changes to normal behaviour like mood swings effecting 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

UAN:	L/506/8126
Level:	1
Credit value:	1
GLH:	6
Aim:	The aim of this unit is to give learners an understanding of conflict in the place of work and how this can be prevented.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 542 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

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.

Unit 449

Understanding conflict at work

Supporting information

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, non person-centred approaches. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.3 the learner must describe the effects of conflict on individuals. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.4 the learner must describe the effects of conflict on groups/teams. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.1 the learner must describe what is acceptable behaviour in the work place, these could include: code of conduct, verbal communication, dress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must describe types of behaviour that are unacceptable in a work situation, these could include: abusive someone verbally, bullying, harassment, isolating someone at work.

For criteria 3.1 the learner must explain how conflict in a work situation could be prevented formally and informally, e.g. formally following the company's grievance procedure, negotiation with other parties, informally could be through discussions/negotiations with the parties involved. In all cases the approach should be person centred. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For criteria 3.2 the learner must describe employer responsibilities with reference to conflict in the work place, giving at least one example for each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

Unit 450

Understanding personal finance for employment

UAN:	R/506/8127
Level:	1
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner an understanding of personal finance in relation to employment income.
Assessment type:	Learner portfolio.
Barrings:	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 eg. ph, pw, pa, gross, net, k, pro rata. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must work out weekly wage from an annual salary 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. $\pounds 15600$ divided by $52 = \pounds 300$ 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. $\pounds 400$ pw divided by 40 hours = $\pounds 10$ 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. $\pounds 9.95$ ph is approximately $\pounds 10 \times 40 \times 50 = \pounds 20000$ 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.

UAN:	Y/506/8128
Level:	1
Credit value:	3
GLH:	27
Aim:	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.
Assessment type:	Learner portfolio.
Barrings:	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 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, friends and colleagues, 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, support and being valued by 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 4.1 the learner must state the benefits of being assertive. These could include: gain self-confidence and self-esteem, improve your decision-making skills, and improve work relationships.

Unit 454

Understanding child development

UAN:	R/506/8144
Level:	1
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to give learners an introduction to child development from ages 0-3 and enables the learner to understand the key stages of development whilst recognising the resources available to meet them including childcare provision.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning Outcome

The learner will:

1. Understand the development of children.

Assessment Criteria

The learner can:

- 1.1 illustrate the **development** of a child 0 – 1 years
- 1.2 explain how children's **development** is influenced by a range of **factors**
- 1.3 give an example of how one aspect of a child's development can affect another.

Range

Development

Physical, intellectual, language, emotional, social.

Factors

Health, environment.

Learning Outcome

The learner will:

2. Understand the nature and importance of play in the development of children.

Assessment Criteria

The learner can:

- 2.1 explain the importance of play in the **development** of children
 - 2.2 give examples of play activities that supports a child's 0 – 1 year holistic **development**
 - 2.3 give examples of play activities that will encourage the **development** of a child 1 – 3 years.
-

Range

Development

Physical, intellectual, language, emotional, social.

Learning Outcome

The learner will:

3. Understand how to create a safe environment for children.

Assessment Criteria

The learner can:

- 3.1 explain why a safe but challenging environment is important for children
- 3.2 identify a variety of safety products for children 0-3 years
- 3.3 state how safety products contribute to developing a safe environment
- 3.4 list routine safety checks that should be carried out in a childcare setting to ensure a safe environment for children.

Guidance and Evidence

For 1.1 the learner must illustrate the stages of development of a child 0 – 1 year. Evidence may be in the form of a chart/diagram or a written or verbal learner statement, or an assessor record.

For 1.2 the learner must explain how children's development is influenced by factors such as the environment they are born into and health conditions they suffer from, their diet and the exercise they do. Evidence may be a written or verbal learner statement, an assessor record.

For 1.3 the learner must give at least one example of how one aspect of a child's development can be affected by another. For example if a child has a health condition; this can affect their physical, social and intellectual development. Evidence may be a written or verbal learner statement, an assessor record.

For 2.1 the learner must explain the important role play has in the development of a child. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.2 the learner must give examples of a variety of play activities to show how the development of a child 0 – 1 year is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.3 the learner must give examples of a variety of play activities to show how the development of a child 1– 3 years is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.1 the learner must explain why it is important to maintain a balance between providing a safe environment while at the same time offering children a stimulating and challenging environment for exploring and developing their abilities. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.2 the learner must identify safety products that help ensure a safe environment for children, both internal and external. For each product the learner must state how they contribute to a safe environment.

For 3.3 the learner must state how safety products contribute to developing a safe environment for the child both internal and external. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.4 the learner must list both internal and external safety checks that should be carried out in a childcare setting and the purpose of each check. Evidence may be a written or verbal learner statement, an assessor record.

Unit 455

Understanding children's social and emotional development

UAN:	R/506/8564
Level:	1
Credit value:	3
GLH:	27
Aim:	This unit raises awareness of the social and emotional development of children and will encourage the learner to recognise social and emotional needs in children as well as consider ways of meeting those needs and managing different behaviours.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning Outcome

The learner will:

1. Understand the social and emotional needs of children.

Assessment Criteria

The learner can:

- 1.1 outline the main stages of children's social and emotional development
- 1.2 give examples of social and emotional needs
- 1.3 identify ways to meet the social and emotional needs of young children.

Learning Outcome

The learner will:

2. Understand how children acquire their behaviour patterns.

Assessment Criteria

The learner can:

- 2.1 give examples of how and why children learn to behave in particular ways.
- 2.2 give examples of ways of encouraging children to feel positive about themselves
- 2.3 identify some of the benefits of encouraging children to feel positive about themselves.

Unit 455

Understanding children's social and emotional development

Supporting information

Guidance and Evidence

For 1.1 the learner should be able to outline two examples of the main stages of children's social and emotional development.

For 1.2 the learner should give one example of social needs e.g. mixing with others, interaction, not being isolated etc and one example of emotional needs e.g. nurturing a sense of belonging, well being etc.

For 1.3 the learner should identify at least two ways to meet the social and emotional needs of young children. Social – nursery/playgroup/pre-school, clubs, family events. Emotional – love, listening and talking, comforting, laughing, boundary setting, time.

For 2.1 the learner will give at least two examples of how and why children learn to behave in particular ways e.g. learn from example.

For 2.2 the learner should give at least two examples of ways of encouraging children to feel positive about themselves e.g. positive feedback.

For 2.3 the learner should identify some of the benefits of encouraging children to feel positive about themselves e.g. an increased sense of self esteem, confidence, individuality self worth etc.

Unit 457

Understanding the physical and psychological needs of children

UAN:	J/506/8562
Level:	1
Credit value:	3
GLH:	27
Aim:	This unit is about recognising the physical and psychological needs of children and how such needs can be met by a variety of agencies and strategies. It will enable the learner to consider their own role in meeting such needs.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning Outcome

The learner will:

1. Understand the physical needs of children.

Assessment Criteria

The learner can:

- 1.1 give examples of the **physical needs** of children
- 1.2 state how to provide **physical care** for children of **different ages**
- 1.3 state the importance of exercise and rest in children's healthy development
- 1.4 identify activities to promote exercise in children of **different ages**.

Range

Physical needs

Safe, warm environment with food and drink, exercise, rest.

Physical care

In relation to hair, skin, teeth and feet.

Different ages

Baby, toddler, pre-school and school-aged children.

Learning Outcome

The learner will:

2. Understand the **psychological needs** of children.

Assessment Criteria

The learner can:

- 2.1 give examples of the **psychological needs** of children
 - 2.2 state how to provide support for **psychological needs**.
-

Range

Psychological needs

Caring, stimulation.

Learning Outcome

The learner will:

3. Know what support is available to help meet the needs of children.

Assessment Criteria

- 3.1 give examples of difficulties a carer may have in meeting the needs of a child
- 3.2 outline the role of agencies and organisations that can offer support.

Unit 459

Using cooking skills in a domestic kitchen

UAN:	K/506/8120
Level:	1
Credit value:	3
GLH:	30
Aim:	This unit develops awareness of health and safety in a kitchen and allows learners to develop the skills to cook basic, nutritious food safely and according to requirements.
Assessment type:	Learner portfolio.
Barrings:	None.

Learning Outcome

The learner will:

1. Understand the importance of health and safety in a domestic kitchen.

Assessment Criteria

The learner can:

- 1.1 identify the main **health and safety risks** in a domestic kitchen
- 1.2 outline how to respond to health and safety risks in a domestic kitchen.

Range

Health and safety risks

Sharp items, cleanliness, electrical and gas safety.

Learning Outcome

The learner will:

2. Understand how to plan and cost nutritionally balanced meals.

Assessment Criteria

The learner can:

- 2.1 plan a two-course meal in line with **requirements**.
- 2.2 give **reasons** for the choice of meal.

Range

Requirements

Nutritional value, budget.

Reasons

Consumer preferences, dietary requirements, cost.

Learning Outcome

The learner will:

3. Be able to use a range of domestic equipment and cooking methods to cook a two course meal.

Assessment Criteria

The learner can:

- 3.1 identify examples of **domestic kitchen equipment** and their appropriate uses
 - 3.2 describe different **food preparation methods**
 - 3.3 **cook** a two course meal using a range of food preparation methods
 - 3.4 clean and store the equipment used.
-

Range

Domestic kitchen equipment

Cooker, microwave, deep fat fryer.

Food preparation methods

Boiling, frying, grilling.

Cook

Fresh ingredients, convenience foods.

Unit 459

Using cooking skills in the domestic kitchen

Supporting information

Guidance and Evidence

For 1.1 the learner needs to identify the main health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 1.2 the learner needs to outline how to respond to health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 2.1 the learner needs to plan a two-course meal, taking into account basic nutritional value and costs. The meal can be something suited to themselves, family member or service user with a special requirement or of a different age. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement of observation of safe working methods.

For 2.2 the learner must give at least three reasons for their choice of meal. The learner should show an underpinning knowledge of nutritional requirements, the consumer's personal preferences and the overall cost prior to planning their meal. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement.

For 3.1 the learner needs to identify examples of domestic kitchen equipment and their appropriate uses in the cooking process. Examples should include a cooker, microwave and deep fat fryer. Evidence may be a written or verbal learner statement or report.

For 3.2 the learner needs to describe different food preparation methods. These should include boiling, frying and grilling. Evidence may be a written or verbal learner statement or report.

For 3.3 the learner needs to cook a simple two course meal using both fresh ingredients and convenience foods. The learner may use their plan in Learning Outcome 1. Access to a domestic style kitchen will be required to complete this learning outcome. Evidence may be a written or verbal learner statement, photographs of finished dishes, assessor/witness statement.

For 3.4 the learner needs to clean and store the equipment used. It is important the learner can demonstrate care of the equipment by cleaning it effectively and returning it to the correct storage place. Evidence may be a written or verbal learner statement, assessor/witness statement.

Unit 462

Applying for a job

UAN:	L/507/0295
Level:	1
Credit value:	2
GLH:	16
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
Assessment type:	Learner portfolio.
Barrings:	This unit is barred with the following units within 5546: • 206 Entry 2 Applying for a job • 306 Entry 3 Applying for a job • 405 Level 1 Career planning and making applications • 501 Level 2 Career planning and making applications • 506 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.

Guidance and evidence

For 1.1 the learner needs to describe at least two different methods of applying for a job.

For 1.2 the learner needs to describe at least two occasions of 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 e.g. CVs, application forms, consistency with fonts etc.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.5 the learner needs to present the information for a job application in different formats in line with 2.2.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centre document library on <https://www.cityandguilds.com> or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Handbook: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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