City & Guilds Level 1 Certificate for Skills for Working in the Retail Industry (5546-62)

July 2024 Version 2-1

Qualification Handbook

Qualification at a glance

Subject area	Employability
City & Guilds number	5546-62
Age group approved	Pre 16, 16-18, 19+
Entry requirements	None
Assessment	Portfolio of evidence
Approvals	Full approval required
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 Retail Industry	5546-62	601/7381/6	134	160

Version and date	Change detail	Section
1.1 May 2017	Unit 370 credit value updated from 1 to 2.	Units
1.2 March 2022	City & Guilds added to qualification titles	Throughout
	GLH/TQT clarified	Qualification at a glance, Structure
1.3 July 2024	Update of Quality Assurance Statement	Centre Requirements
	Removed withdrawn pathways	Throughout
19 July 2024	Remove reference to Entry Level 2	Page 5
	Remove reference to automatic approval, and to knowledge of construction industry	Page 8
	Version control – updated to v2-1 to reflect current online version of v2-0	Cover

Contents

Introduction

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

Area	Description
Who are these qualifications for?	These qualifications support learners embarking on their first experience of work in the retail industry - as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work. These qualifications are for learners seeking to gain an understanding of the retail industry and the application of customer service in it 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 retail industry.
What do the qualifications cover?	These qualifications combine core Employability Skills; including communication, conduct at work, team work, attitudes and values for work and undertaking a work placement with knowledge of the retail industry and the fundamental customer service cultures of the retail industry; enabling learners to enter employment within it. These qualifications are available across Level 1 allowing them to fit tailored delivery to suit a variety of retail environments and within different programme delivery models. They are multilevel allowing greater flexibility for learners.
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: • Retail Apprenticeships • 1013 – Retail Knowledge • 7384 – Retail Skills
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 Retail Industry** learners must achieve:

16 credits in total.
2 credits from the **Mandatory Group** plus 14 credits from **Optional Groups A** or **B** (or a combination).
A minimum of 9 credits **must** come from the **Level 1** units in group **B**.

UAN	City & Guilds unit number	Unit title	Unit Links	Credit Value	GLH
Mandatory					
F/507/5185	5546-485	Introduction to retail		2	18
Optional Group A		**Entry 3**			
J/505/4645	5546-303	Conduct at work		1	10
Y/505/4648	5546-304	Effective communication		2	11
K/506/2639	5546-306	Applying for a job		2	11
Y/506/3107	5546-307	Interview skills		3	27
H/506/2641	5546-308	Searching for a job		2	20
M/502/4278	5546-309	Prepare for and attend an interview		2	20
A/506/2726	5546-311	Working as part of a team		3	24
T/505/4656	5546-313	Personal presentation and hygiene		2	15
Y/505/4651	5546-315	Effective written communication for the workplace		2	14
T/506/2725	5546-318	Investigating rights and responsibilities at work		1	10
J/501/6946	5546-319	Learner project		3	20
T/505/4642	5546-323	Attitudes and values for personal development		1	10
J/506/8089	5546-334	Work awareness		2	20
A/506/8882	5546-336	Introduction to drug and alcohol awareness		2	20
K/506/8098	5546-340	Self-assessment		1	10
K/507/5178	5546-371	Introduction to customer service		2	12

Optional Group B		Level 1			
R/506/2702	5546-404	Effective communication		2	13
A/501/6880	5546-405	Career planning and making applications		3	24
K/505/4654	5546-407	Interview skills		3	18
J/506/2731	5546-408	Searching for a job		2	20
F/505/4658	5546-409	Career progression		2	16
L/506/2732	5546-410	Keeping safe		3	26
L/505/4663	5546-411	Working as part of a team		3	25
A/505/4660	5546-413	Safe learning in the workplace		4	23
A/506/2709	5546-414	Preparing for work		2	12
F/505/4661	5546-415	Building working relationships in the workplace		2	17
L/506/3136	5546-417	Investigating rights and responsibilities at work		2	17
Y/501/6899	5546-418	Learner project		3	20
J/505/4743	5546-422	Self assessment and development		3	25
J/600/7805	5546-424	Introduction to health and safety awareness in the workplace		2	18
Y/506/2703	5546-425	Effective skills, qualities and attitudes for learning and work		2	14
A/501/6894	5546-426	Contributing to a team		3	20
J/506/2664	5546-427	Recognising employment opportunities		2	12
J/506/2700	5546-428	Business and customer awareness		1	7
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
D/506/2704	5546-439	Environmental awareness		2	12
R/506/8127	5546-450	Understanding personal finance for employment		2	12
L/507/0295	5546-462	Applying for a job		2	16
R/507/5191	5546-486	Introduction to customer service		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 Retail Industry	134	160

2   Centre requirements

Approval

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 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 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.

Staff who quality assure these qualifications must have:

a good working knowledge and experience within the 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 these qualification unless this is a legal requirement of the process or the environment.

3 Delivering the qualifications

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:

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 not sector specific.

5 Units

Availability of units

All of the units contained within these qualifications can be found in the following section.

Unit 303   Conduct at work

UAN:	J/505/4645
Level:	Entry 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **203** Entry 2 Behaviour at work

Learning outcome:

The learner will:

1. Know about appropriate conduct for the workplace.

Assessment criteria

The learner can:

1.1   identify different kinds of **appropriate** conduct in the workplace
1.2   identify **inappropriate** conduct in the workplace.

Range

Appropriate
Polite, respectful, civility, courtesy, reliable, demonstration of compliance with organisational policies

Inappropriate
Impolite, disrespectful, unreliable, non-compliance with organisational policies.

Learning outcome:

The learner will:

2. Be able to demonstrate good conduct.

Assessment criteria

The learner can:

2.1   interact appropriately with colleagues
2.2   **dress appropriately** for work
2.3   demonstrate conduct suitable for job role
2.4   demonstrate good timekeeping and attendance.

Range

Dress appropriately
Companies' dress code.

Learning outcome:

The learner will:

3. Be able to carry out a review of own conduct.

Assessment criteria

The learner can:

3.1   identify an aspect of own conduct that went well
3.2   identify an aspect of own conduct that did not go so well
3.3   suggest an action point for improvement in own conduct.

Unit 303   Conduct at work
Supporting Information

Guidance and evidence

For 1.1 the learner needs to identify at least two different kinds of appropriate conduct in the workplace. Evidence can be given orally or in writing.

For 1.2 the learner needs to identify at least two different kinds of inappropriate conduct in the workplace. Evidence can be given orally or in writing.

For 2.1 the learner needs to interact appropriately with colleagues. Evidence is likely to be a witness or assessor statement.

For 2.2 the learner needs to dress appropriately for a particular work situation for example following dress code such as a uniform or specific colour and Personal Protective Equipment (PPE).

For 2.3 the learner needs to demonstrate conduct suitable for the job role. For example being courteous, friendly to colleagues/customers and being ready, available and willing to get the job done.

For 2.4 the learner needs to demonstrate good timekeeping and attendance. This is likely to be over at least one month but may be over a shorter period of time depending on the placement. Evidence is likely to be a witness or assessor statement.

For 3.1 and 3.2 evidence can be oral or in writing.

For 3.3 evidence can be an oral suggestion.

Unit 304   Effective communication

UAN:	Y/505/4648
Level:	Entry 3
Credit value:	2
GLH:	11
Aim:	The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **204** Entry 2 Effective communication • **315** Entry 3 Effective written communication for the workplace • **322** Entry 3 Effective speaking for the workplace • **404** Level 1 Effective communication

Learning outcome:

The learner will:

1. Understand why effective communication is important.

Assessment criteria

The learner can:

1.1   state why **effective** communication is important
1.2   give examples of **positive communication and body language**
1.3   give examples of **appropriate** and **inappropriate verbal communication**
1.4   give examples of **appropriate** and **inappropriate non-verbal communication**.

Range

Effective
The content is exchanged clearly, directly and is understood by both the sender and recipient in the way it was intended.

Positive communication and body language
Speaking calmly, clearly, appropriate tone, professional, eye contact, active listening.

Appropriate verbal communication
Positive, smiling, polite respectful, professional.

Inappropriate verbal communication
Shouting, swearing, negative language, abusive, derogatory.

Appropriate non-verbal communication

Positive facial expressions, shaking hands, open body language, smiling.

Inappropriate non-verbal communication

Negative facial expressions, closed body language, rude hand gestures.

The learner will:

2.   Understand the difference between confident, aggressive, passive and assertive behaviour.

Assessment criteria

The learner can:

2.1   list examples of **confident** behaviour
2.2   list examples of **aggressive** behaviour
2.3   list examples of **passive** behaviour
2.4   list examples of **assertive** behaviour
2.5   state the difference between confident, aggressive, passive and assertive behaviour.

Range

Confident

Self-assured, knowledgeable, certain, trust own judgment.

Aggressive

Physical or emotional.

Passive

Not responding, avoidance, indirect.

Assertive

Self-assured, confident, standing up for yourself.

Learning outcome:

The learner will:

3.   Know the difference between positive and negative feedback.

Assessment criteria

The learner can:

3.1   give an example of positive **feedback**
3.2   give an example of negative **feedback**.

Range

Feedback

Can be from a colleague, customer, boss, team leader.

Unit 304   Effective communication
Supporting Information

Guidance and evidence

For 1.1 the learner needs to state why effective communication is important. Evidence may be a written or verbal learner statement

For 1.2 the learner needs to give at least two examples of positive communication and body language in a retail environment. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For 1.3 the learner needs to give at least two examples of appropriate verbal communication and two examples of inappropriate verbal communication in a retail environment. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For 1.4 the learner needs to give at least two examples of appropriate non-verbal communication and give at least two examples of inappropriate non-verbal communication in a retail environment. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For 2.1 the learner needs to list at least three examples of confident behaviour in a retail environment. This can be their own behaviour towards customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

For 2.2 the learner needs to list at least three examples of aggressive behaviour. This can be their own behaviour or the behaviour of customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

For 2.3 the learner needs to list at least three examples of passive behaviour. This can be their own behaviour or the behaviour of customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

For 2.4 the learner needs to list at least three examples of assertive behaviour. This can be their own behaviour or the behaviour of customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

For 3.1 the learner needs to give an example of positive feedback. This can be from customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

For 3.2 the learner needs to give an example of negative feedback. This can be from customers or colleagues. Evidence may be a written or verbal learner statement, an assessor record.

Unit 306   Applying for a job

UAN:	K/506/2639
Level:	Entry 3
Credit value:	2
GLH:	11
Aim:	The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **206** Entry 2 Applying for a job • **405** Level 1 Career planning and making applications • **462** Level 1 Applying for a job • **501** Level 2 Career planning and making applications • **506** Level 2 Applying for a job

Learning outcome:

The learner will:

1. Know different methods of applying for jobs.

Assessment criteria

The learner can:

1.1   identify the different **types** of job applications
1.2   identify the different **methods** for job applications.

Range

Types
CVs, personal statement, application forms (paper based/ online), covering letters, email, in person, telephone.

Methods
Online, paper based, agency, telephone, in person, video.

Learning outcome:

The learner will:

2.   Be able to apply for a job.

Assessment criteria

The learner can:

2.1   identify information needed to apply for a job
2.2   present the information for a job application in **different formats**
2.3   draft a CV
2.4   describe how to apply for a job online.

Range

Different formats

Online, paper based.

Unit 306   Applying for a job
Supporting Information

Guidance and evidence

Jobs could be local, national or global.

For 1.1 the learner needs to identify at least two different types of job applications

For 1.2 the learner needs to identify at least two different methods for job applications.

For 2.1 the learner needs to identify and gather all the required information needed to apply for a job.

For 2.2 the learner needs to complete an online and paper based application form.

For 2.3 the learner needs to draft a CV.

For 2.4 the learner needs to describe how to apply for a job online for example they need to have an email address and Internet access.

Unit 307   Interview skills

UAN:	Y/506/3107
Level:	Entry 3
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to help the learner equip with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following 5546 unit: • **407** Level 1 Interview skills

Learning outcome:

The learner will:

1. Know how to prepare for an interview.

Assessment criteria

The learner can:

1.1   research the company and the job role
1.2   prepare brief answers to a given set of questions that are likely to be asked at the interview
1.3   prepare **questions** to ask in an interview
1.4   identify how to seek clarity from the interviewer about questions asked
1.5   identify any **documents** that may be asked for at interview
1.6   identify the route and means of transport to take to attend the interview on time.

Range

Questions
Open questions.

Documents
Proof of eligibility to work in the UK.

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   give clear, straightforward answers to the questions asked.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 307   Interview skills
Supporting Information

Guidance and evidence

For 1.1 to 1.5 the learner needs to prepare for a real or simulated job interview.

For 1.5 the learner must identify proof of eligibility to work in the UK. For example passport or national ID card, birth certificate or certificate of registration or naturalisation stating British citizenship.

For 1.6 the learner needs to identify the route and means of transport that 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 outcome 3 the leaner needs to review their performance during a real or simulated interview.

For 3.3 Evidence could be a written or oral action plan.

Unit 308 Searching for a job

UAN:	H/506/2641
Level:	Entry 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: **208** Entry 2 Searching for a job **408** Level 1 Searching for a job

Learning outcome:

The learner will:

1. Be able to find out about opportunities for work.

Assessment criteria

The learner can:

1.1 identify different sources of information to find out about jobs
1.2 use sources of information to find key facts about different jobs
1.3 identify different types of **employment and training opportunities**.

Range

Employment and training opportunities

Apprenticeships, training for work, volunteering, internships, jobs.

The learner will:

2. Be able to search for job vacancies.

Assessment criteria

The learner can:

2.1 describe the key features of a job advert
2.2 identify own requirements and skills
2.3 identify job vacancies that meet own requirement and skills
2.4 identify how to sign up to different organisations' job alert systems.

Unit 308   Searching for a job
Supporting Information

Guidance and evidence

For 1.1 the learner needs to identify different sources of information to find out about retail jobs.

For 1.2 the learner needs to use sources of information to find key facts about different retail jobs.

For 1.3 the learner needs to identify at least two different types of employment and training opportunities.

For 2.1 the learner must describe at least two key features of a job advert. Evidence can be orally or written, assessors statement.

For 2.3 the learner is expected to take an active role in matching their own requirements and skills to a range of jobs. Evidence can be highlighted criteria based on retail job descriptions.

For 2.4 the learner is expected to identify some job boards and company websites that require users to create an account when they apply for jobs. Evidence can be a photograph, printed, written or assessor's statement.

Unit 309 Prepare for and attend an interview

UAN:	M/502/4278
Level:	Entry 3
Credit value:	2
GLH:	20
Aim:	The learner will understand how to prepare for an interview.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **503** Level 2 Preparing for an interview

Learning outcome:

The learner will:

1. Be able to prepare for and attend an interview.

Assessment criteria

The learner can:

1.1 check the details of an interview
1.2 confirm attendance and request time off work
1.3 carry out preparations for an interview
1.4 state why it is important to prepare for an interview
1.5 present themselves appropriately at the place of interview
1.6 ask and respond to questions appropriately
1.7 state why it is important to present oneself and respond to questions appropriately.

Unit 309 Prepare for and attend an interview
Supporting Information

Guidance and evidence

For this unit, the interview should be realistic and could be for a job, but it could also be for a volunteer role, a college place or any other suitable situation.

For 1.1 the learner must check all of the details of interview, including:
- time of interview
- place of interview
- date of interview.

For 1.2 the learner must confirm attendance at interview:
- inform workplace that they are/are not able to attend
- notify them of any specific requirements or confirm there are none.

For 1.3 the learner must prepare all of the following for an interview:
- check job description and person specification
- list questions they may be asked
- list questions to ask the interviewer.

For 1.4 the learner must state a reason for:
- checking details of interview
- confirming attendance
- preparing for interview.

For 1.5 the learner must:
- dress appropriately for interview
- arrive on time for the interview
- state the purpose of their visit on arrival
- greet people appropriately.

For 1.6 the learner should be polite and:
- listen carefully to the questions at the interview
- ask if they do not understand a question
- respond appropriately to the questions at the interview.

For 1.7 the learner must state a reason for:
- dressing appropriately
- being punctual
- greeting people appropriately
- listening carefully and responding appropriately to the questions.

Unit 311   Working as part of a team

UAN:	A/506/2726
Level:	Entry 3
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner to develop team working skills by understanding the roles and procedures of teams and being able to work with others to achieve a shared goal.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **211** Entry 2 Working as part of a group • **411** Level 1 Working as part of a team • **426** Level 1 Contributing to a team

Learning outcome:

The learner will:

1. Be working as part of a team.

Assessment criteria

The learner can:

1.1   state what is meant by the term team
1.2   list different types of team
1.3   give an example of a successful team
1.4   list **different roles** in a team.

Range

Different roles
Leader, supervisor, manager etc.

Learning outcome:

The learner will:

2. Understand the benefits of team working.

Assessment criteria

The learner can:

2.1   list the factors that make an effective team
2.2   list benefits of effective teamwork.

Learning outcome:

The learner will:

3. Understand how to work towards a team task.

Assessment criteria

The learner can:

3.1   identify the task of the team
3.2   plan the team task
3.3   identify own role in achieving the team task
3.4   identify others role in achieving the team task
3.5   list the support and resources needed to help work towards the team task.

Learning outcome:

The learner will:

4. Be able to follow the plan.

Assessment criteria

The learner can:

4.1   follow plan
4.2   suggest an improvement to the plan.

Unit 311   Working as part of a team
Supporting Information

Guidance and evidence

For 1.1 the learner needs to state what is meant by the term 'team'.

For 1.2 the learner needs to list different types of team. For example different departments within retail such as customer service, administration, visual merchandising, stock room etc.

For 1.3 the learner needs to give an example of a successful team.

For 1.4 the learner needs to list different roles in a team.

For 2.1 the learner needs to list the factors that make an effective team. For example communication, using each other's skills etc.

For 2.2 the learner needs to list benefits of boosting effective teamwork. For example all working to the same goals, gets the work done, staff moral.

For 3.1 the learner needs to identify the task of the team.

For 3.2 the learner needs to plan the team task. Evidence could be an assessed team discussion or a written plan.

For 3.3 the learner needs to identify own role in achieving the team task.

For 3.4 the learner needs to identify others role in achieving the team task.

For 3.5 the learner needs to list the support and resources needed to help work towards the team task.

For 4.1 the learner needs to follow a plan to achieve the task. Evidence could be an assessor observation.

For 4.2 the learner needs to suggest an improvement to the plan.

Unit 313   Personal presentation and hygiene

UAN:	T/505/4656
Level:	Entry 3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation.
Assessment type:	Learner portfolio
Barring:	None

Learning outcome:

The learner will:

1. Understand the importance of personal hygiene.

Assessment criteria

The learner can:

1.1   identify what makes up a **good personal hygiene** routine
1.2   state why good personal hygiene is important
1.3   state the negative social effects of poor personal hygiene
1.4   identify the health risks associated with personal hygiene.

Range

Good personal hygiene
Bathing, using deodorants, brushing teeth, hand washing.

Learning outcome:

The learner will:

2. Understand the importance of personal presentation.

Assessment criteria

The learner can:

2.1   identify what is meant by **good personal presentation**
2.2   state why good personal presentation is important
2.3   state the negative effects of poor personal presentation.

Range

Good personal presentation

Clean and tidy clothes, clean shoes.

Unit 313   Personal presentation and hygiene
Supporting Information
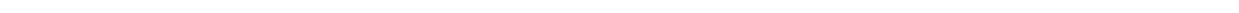
Guidance and evidence

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For 1.1 the learner needs to identify what makes up a good personal hygiene routine.

For 1.2 the learner needs to state why good personal hygiene is important for example social, work, self esteem, health.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene. For example unpleasant odours, skin complaints and infections could develop causing discomfort.

For 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important. For example initial first impressions, quick assumptions.

For 2.3 the learner needs to state the negative effects of poor personal presentation. For example social problems, low esteem and can contribute to not being successful in interviews.

Unit 315   Effective written communication for the workplace

UAN:	Y/505/4651
Level:	Entry 3
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand why effective written communication is important and when different types of written communication could be used. The learner will prepare a range of written communications.
Assessment type:	Learner portfolio
Barring	This unit is barred with the following units within 5546: • **204** Entry 2 Effective communication • **304** Entry 3 Effective communication • **322** Entry 3 Effective speaking in the workplace • **404** Level 1 Effective communication

Learning outcome:

The learner will:

1. Understand different types of written communication.

Assessment criteria

The learner can:

1.1   identify different types of written communication
1.2   state the different situations where formal and informal written communication could be used.

Learning outcome:

The learner will:

2. Understand why effective written communication is important.

Assessment criteria

The learner can:

2.1   state why effective written communication is important
2.2   give examples of **appropriate** and **inappropriate written language**.

Range

Appropriate written language

Suitable format, structured, addressing people correctly.

Inappropriate written language

Using slang, too informal for the situation.

Learning outcome:

The learner will:

3. Be able to send a written communication for the workplace.

Assessment criteria

The learner can:

3.1 send a formal written communication
3.2 send an informal written communication
3.3 answer a written communication.

Unit 315   Effective written communication for the workplace
Supporting Information

Guidance and evidence

For 1.1 the learner needs to identify at least two different types of written communication that can be found in a retail environment, for example notices, product information, staff rota, email, letter. Evidence may be a written or verbal learner statement.

For 1.2 the learner needs to state at least two situations where formal written communication could be used and at least two situations where informal written communication could be used in a retail environment, for example formal written communication - with customers, with colleagues, training. Informal written communication – list of things to do, message to a colleague. Evidence may be a written or verbal learner statement.

For 2.2 the learner needs to give at least two examples of appropriate written language and at least two examples of inappropriate written language in a retail environment, for example appropriate – correct vocabulary, clear, tone, setting. Inappropriate – slang, colloquial, tone, setting. Evidence may be a written or verbal learner statement.

For 2.1 the learner needs to state why effective written communication is important. Evidence may be a written or verbal learner statement.

For 3.1 the learner needs to prepare and send a formal written communication for the retail environment. This can be in handwriting or using ICT. For example, this could be a written letter of application, an email to a company to complain about a service, an email to a manager asking for support.

For 3.2 the learner needs to prepare and send an informal written communication for the retail environment. This can be in handwriting or using ICT. For example, this could be a note or email to a colleague, a notice for a staff room noticeboard.

For 3.3 the learner needs to prepare an answer to a written communication for the retail environment. This can be in handwriting or using ICT. For example this could be a reply to a formal or informal communication. Evidence must be a written response.

For outcome 3 the written communication should be appropriate to the situation. Learners should check their spelling, punctuation and grammar. One or two mistakes are acceptable as long as the meaning is clear.

Unit 318 Investigating rights and responsibilities at work

UAN:	T/506/2725
Level:	Entry 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **317** Entry 3 Rights, responsibilities and citizenship • **416** Level 1 Rights, responsibilities and citizenship • **417** Level 1 Investigating rights and responsibilities at work • **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 identify employee **rights** in the workplace
1.2 identify employee **responsibilities** in the workplace
1.3 identify employer **responsibilities** in the workplace
1.4 state why the **rights** of others should be respected
1.5 identify sources of help within the workplace.

Range

Rights
Principles or benefits that you are entitled to exercise or claim.

Responsibilities
Duties you are expected to fulfil.

Unit 318   Investigating rights and responsibilities at work
Supporting Information

Guidance and evidence

For 1.1 the learner needs to give at least two examples of employee rights in the retail environment, for example national minimum wage, holiday pay, annual leave, do not have to work more than 48 hours per week. Evidence may be a written or verbal learner statement.

For 1.2 the learner needs to give at least two examples of employee responsibilities in the retail environment, for example report absences, adhere to health and safety, keep customer confidentiality. Evidence may be a written or verbal learner statement.

For 1.3 the learner needs to give at least two examples of employer responsibilities in the retail environment, for example contract, pay, to treat employees fairly, health and safety. Evidence may be a written or verbal learner statement.

For 1.4 the learner needs to state why the rights of others should be respected. Evidence may be a written or verbal learner statement.

For 1.5 the learner needs to identify at least two sources of help within the retail environment, for example Human Resources, line manager. Evidence may be a written or verbal learner statement.

Unit 319   Learner project

UAN:	J/501/6946
Level:	Entry 3
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 a piece of research) of his/her own choice.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **418** Level 1 Learner project • **505** Level 2 Learner project for learning and work

Learning outcome:

The learner will:

1. Be able to plan a project (an 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   agree a timescale for the activities
1.4   agree the plan with a suitable person.

Learning outcome:

The learner will:

2. Be able to 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   complete the project.

Learning outcome:

The learner will:

3.   Be able to review the project.

Assessment criteria

The learner can:

3.1   state what went well
3.2   state what did not go well.

Unit 319   Learner project
Supporting Information

Guidance and evidence

For 1.1 the learner needs to agree a suitable project related to retail (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. Evidence may be a written or verbal learner statement.

For 1.3 the learner needs to agree a timescale for the activities with the tutor /assessor or supervisor. Evidence may be an assessor statement.

For 1.4 the learner needs to agree the plan with a suitable person tutor/assessor or supervisor. Evidence maybe an assessor statement.

Evidence for 1.2 to 1.4 may be a spider gram or detailed project plan signed by the learner and assessor or supervisor.

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

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

For 2.3 the learner needs to complete the project. Evidence may include the project outcome for example the completed piece of research or artefact, video, photo, audio recording, an assessor or supervisor statement.

For 3.1 the learner needs to state what went well. Evidence may be a written or verbal learner statement.

For 3.2 the learner needs to state what did not go well. Evidence may be a written or verbal learner statement.

Unit 323   Attitudes and values for personal development

UAN:	T/505/4642
Level:	Entry 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner understand the importance of personal attitudes and values. The learner will be assisted to recognise and build on personal strengths.
Assessment type:	Learner portfolio
Barring;	This unit is barred with the following units within 5546: • **425** Level 1 Effective skills, qualities and attitudes for learning for and work • **502** Level 2 Effective skills, qualities and attitudes for learning and work

Learning outcome:

The learner will:

1. Understand the importance of personal attitudes and values.

Assessment criteria

The learner can:

1.1   state what an **attitude** is
1.2   state what a **value** is
1.3   state the importance of own and others values
1.4   identify own values and attitudes
1.5   state how values and attitudes can influence personal success.

Range

Attitude
How you think or feel about something, expressed behaviour, approach, positive and negative.

Value
The importance you place on something, worth, appreciation.

Learning outcome:

The learner will:

2.   Understand how to develop personal strengths.

Assessment criteria

The learner can:

2.1   state the importance of adaptability and flexibility
2.2   state the importance of motivation
2.3   state the importance of commitment
2.4   state the importance of resilience
2.5   review own personal strengths
2.6   create an action plan to develop **personal strengths**.

Range

Personal strengths

Tasks or actions that you do well; abilities, talents or skills.

Unit 323   Attitudes and values for personal development

Supporting Information

Guidance and evidence

For 1.1 the learner needs to state what an attitude is. Evidence may be a written or verbal learner statement.

For 1.2 the learner needs to state what a value is. Evidence may be a written or verbal learner statement.

For 1.3 the learner needs to state the importance of own and others' values. The learner should recognise that people may have different values and that values are important to people. Evidence may be a written or verbal learner statement.

For 1.4 the learner needs to identify some of his or her own values and attitudes that would be considered suitable for working in a retail environment. Evidence may be a written or verbal learner statement.

For 1.5 the learner needs to state how values and attitudes can influence personal success. The learner may benefit from considering their own values and attitudes, as identified in 1.4, and how these can influence their own personal success. Evidence may be a written or verbal learner statement.

For 2.1 the learner needs to state the importance of adaptability and flexibility. They could give an example, eg be able to respond appropriately to changing circumstance, and say why this is important in a retail environment. Evidence may be a written or verbal learner statement.

For 2.2 the learner needs to state the importance of motivation. For example to stay focussed at difficult times and say why this is important for working in the retail environment. Evidence may be a written or verbal learner statement.

For 2.3 the learner needs to state the importance of commitment. For example to be dependable and say why this is important for working in a retail environment. Evidence may be a written or verbal learner statement.

For 2.4 the learner needs to state the importance of resilience. For example to bounce back after dealing with difficult customers and say why this is important for working in a retail environment. Evidence may be a written or verbal learner statement.

For 2.5 the learner needs to review their own personal strengths, the learner should also identify at least two areas for improvement. Evidence may be a written or verbal learner statement.

For 2.6 the learner needs to create an action plan to develop their personal strengths identified in 2.5. The plan should be achievable and be agreed with an appropriate person. Evidence must be an action plan and can include a written or verbal learner statement.

Unit 334   Work awareness

UAN:	J/506/8089
Level:	Entry 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to introduce the learner to some of the key aspects of working life and what it means to be an employee.
Assessment type:	Learner portfolio
Barring:	None

Learning outcome:

The learner will:

1. Know the types of employers in the local area.

Assessment criteria

The learner can:

1.1   identify employers from different **sectors** in the local area
1.2   identify the employers' main area of business
1.3   identify how employers make money or are **funded**.

Range

Sectors

Private, public, voluntary, hair and beauty, retail, sports and leisure, hospitality and catering, finance, education and training, creative and media

Funded

Charity, government, donations, sponsorship.

Learning outcome:

The learner will:

2. Understand employer's expectations.

Assessment criteria

The learner can:

2.1   list the **expectations** employers may have of their employees
2.2   give a reason why the expectations of employers are important.

Range

Expectations
Where an employer has a strong belief that an employee can do something or will do something.

Learning outcome:

The learner will:

3. Be able to relate employer expectations to own activities.

Assessment criteria

The learner can:

3.1   identify an activity that could meet an employer's expectations
3.2   give reasons why it is important to meet employer expectations.

Unit 334   **Work awareness**
Supporting Information

Guidance and evidence

For 1.1 the learner must identify one employer from 4 different sectors, one of these must be retail. Evidence may be a written or verbal learner statement, an assessor record, table or poster.

For 1.2 the learner must identify the main area of business for each of the employers in 1.1. Evidence may be a written or verbal learner statement, an assessor record, table or poster.

For 1.3 the learner must identify how the retail employers makes money or is funded. Evidence may be a written or verbal learner statement, an assessor record or poster.

For 2.1 the learner must list at least two expectations retail employers would have of their employees for example good timekeeping, commitment, appropriate dress, honesty, reliability, motivation. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or poster

For 2.2 the learner must give a reason why one of these expectations is important eg to maintain standards, to have trustworthy employees, to give a good impression to customers, fulfil health and safety regulations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.1 the learner must identify an activity they have done that could meet a retail employers' expectation for example arrive at work on time, wear appropriate dress, work overtime, work shifts.. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must give one reason why it is important to meet the retail employers' expectations for example keep their job, gain promotion, be trusted, protect their brand. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

Unit 336   Introduction to drug and alcohol awareness

UAN:	A/506/8882
Level:	Entry 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol and drugs misuse.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **442** Level 1 Introduction to alcohol awareness • **444** Level 1 Introduction to drug awareness • **525** Level 2 Drug awareness • **526** Level 2 Alcohol awareness

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.

Range

Soft drink
Soda based.

Alcoholic drink
Alcohol based.

The learner will:

2. Know the difference between legal and illegal drugs.

Assessment criteria

The learner can:

2.1   give an example of a **legal** drug
2.2   give an example of an **illegal** drug.

Range

Legal
Not breaking the law.

Illegal
Breaking the law.

Learning outcome:

The learner will:

3. Understand the effects of drug misuse.

Assessment criteria

The learner can:

3.1   give examples of drug **misuse**
3.2   give examples of the **impact** of drug **misuse**.

Range

Misuse
Excessive use and use for the wrong purpose.

Impact
Self and others.

Learning outcome:

The learner will:

4. Understand the effects of alcohol misuse.

Assessment criteria

The learner can:

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

Range

Misuse

Excessive use and use for the wrong purpose.

Impact

Self and others.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 336   Introduction to drug and alcohol awareness
Supporting Information

Guidance and evidence

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

For 2.2 the learner must give examples of legal drugs eg paracetamol, aspirin, antibiotics, tobacco and alcohol (if of the correct age). Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.3 the learner must give examples of illegal drugs eg cannabis, heroin, marijuana, amphetamines, cocaine, ecstasy. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must give examples of drug misuse eg physical effects panic and paranoia, loss of co-ordination, hallucinations. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.2 the learner must give examples of the impact of drug misuse eg health, physical effects, mental health effects, impact on work performance. Others – friends, colleagues, customers, family relationships. 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 alcohol misuse eg, health, physical effects, mental health effects, impact on work performance. Others – friends, colleagues, customers, family relationships. .Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.2 the learner must give examples of the impact of alcohol misuse eg on family, friends, relationships, at work. 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 drug and alcohol misuse eg Drinkline, Addaction, Alcoholics Anonymous, Al-Anon, Alcohol Concern, NHS Choices, ADFAM, National Association for Children of Alcoholics, Alcohol Focus Scotland, Talk to Frank, Samaritans and local support services. Evidence may be a written or verbal learner statement, assessor record, spider gram, images with text.

Unit 340   Self-assessment

UAN:	K/506/8098
Level:	Entry 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to self-assessment. The learner will consider their strengths and weakness, skills and qualities and personal goals.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the follow unit within 5546: • **422** Level 1 Self-assessment and development.

Learning outcome:

The learner will:

1. Know own strengths and weaknesses.

Assessment criteria

The learner can:

1.1   list own **strengths**
1.2   list own **weaknesses**
1.3   Identify weaknesses for improvement.

Range

Strengths

Skills, qualities, abilities that you are good at.

Weaknesses

Skills, qualities and abilities that need improvement.

The learner will:

2. Know own skills and qualities.

Assessment criteria

The learner can:

2.1   identify own **skills**
2.2   identify own **qualities**
2.3   list ways in which own **skills** can be **helpful**
2.4   list ways in which own qualities can be helpful.

Range

Skills
An ability that is learned.

Qualities
Natural characteristics, personal traits.

Helpful
To themselves or others, in respect of work, learning or personal life.

Learning outcome:

The learner will:

3. Know about setting goals.

Assessment criteria

The learner can:

3.1   identify a **long term goal**
3.2   identify **short term goals**
3.3   identify how **short term goals** may be achieved.

Range

Long term goal
Likely to be achieved at any point longer than 12 months and beyond.

Short term goals
Can be achieved in the near future, possibly within a day, a week or a few months and can relate to work, learning or personal life.

Unit 340   Self-assessment
Supporting Information

Guidance and evidence

For 1.1 the learner must list at least three strengths that will help them in a retail environment, eg confidence, hard working attitude, good organisational skills, ability to work well in a team, energetic, motivated, helpful, reliable, ability to communicate well, good interpersonal skills, ability to solve problems, punctual. Evidence may be a written or verbal learner statement.

For 1.2 the learner must list at least three weaknesses that may hinder them in a retail environment, eg poor time keeping, lazy, poor organisational skills, lack of communication skills, lack of confidence, unreliable, rude, panicky, dishonest. Evidence may be a written or verbal learner statement.

For 1.3 the learner must identify two weaknesses listed in 1.2 needing improvement to help them in a retail environment eg communicate more clearly, interact more with customers. Evidence may be a written or verbal learner statement, an assessor record or an annotated poster.

For 2.1 the learner must identify at least two skills (the ability to do something well, it may relate to knowledge, aptitude or a talent that has been identified) that will benefit them working in the retail environment, eg IT skills, leadership, communication, coaching, organising, problem solving. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For 2.2 the learner must identify at least three qualities (character or nature) that will help them working in the retail environment, eg kindness, patience, understanding, trustworthiness, reliability, caring. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For 2.3 the learner must list three ways in which own skills can be helpful (where skills can be used to benefit themselves or others or support an objective to be achieved. This may relate to work, learning or personal life). For example producing a presentation, organising a meeting, dealing with customers, coaching a team. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For 2.4 the learner must list three ways in which own qualities can be of benefit when working in the retail environment, eg reliable, responsible, trustworthy, help others. Evidence may be a written or verbal learner statement.

For 3.1 the learner must identify a long term goal (the goals need not be complex in nature but should be SMART) eg gain additional qualifications, work towards a promotion, meet an annual sales target, change career direction, learn to drive. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For 3.2 the learner must identify at least two short term goals (the goals need not be complex in nature but should be SMART) eg get to work on time, finish a project, learn how to use a piece of equipment, learn how to use new software, organise a calendar. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For 3.3 the learner must identify (with support) how the short-term goals may be achieved with support from colleagues, a tutor, family or peers. This should include timescales, who will be supporting them, the resources needed and other information as required. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, annotated poster or simple personal development plan (this could include 3.1 and 3.2).

Unit 370   Introduction to retail

UAN:	A/507/5167
Level:	Entry 3
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner a broad introduction to the retail industry. It will introduce the learner to the different types of retailers, their services and the job roles within the sector.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **485** Introduction to retail

Learning outcome:

The learner will:

1. Be able to identify different types of retailer.

Assessment criteria

The learner can:

1.1   give examples of different types of **retailer**.

Range
Retailer
High street store, department store, chain, online, franchise, independent.

Learning outcome:

The learner will:

2. Be able to identify where different types of retailers are located.

Assessment criteria

The learner can:

2.1   identify different types of **retail location**
2.2   outline the reasons for a particular retail location.

Range
Retail locations
Shopping centre, high street, retail parks, outlets, markets.

Learning outcome:

The learner will:

3. Know the different ways to shop within the retail industry.

Assessment criteria

The learner can:

3.1   state **different ways** to shop within the retail industry
3.2   give examples of **products** sold by different retailers.

Range

Different ways

In person, catalogue, online, television, mobile phone

Products

Fashion, homeware, garden, groceries, hardware, electrical, sports equipment.

Learning outcome:

The learner will:

4. Know a range of **services** retailers offer to their customers.

Assessment criteria

The learner can:

4.1   outline a range of **services** retailers can offer their customers
4.2   give examples of some of the services that a retailer can offer their customers.

Range

Services

Delivery service, financial services, mobility aids, bureau de change, personal shoppers, planning and design tools, collect in store, refunds and returns,   cafes and restaurants, crèche, self-service checkouts, promotions.

Learning outcome:

The learner will:

5. Be able to identify different job roles within a retail environment.

Assessment criteria

The learner can:

5.1   give examples of different **job roles** within a retail environment
5.2   outline the main responsibilities of a job role within a retail environment.

Range

Job roles

Manager, a sales assistant, a stock room assistant, a visual merchandiser.

Unit 370   Introduction to retail
Supporting Information

Guidance and evidence

For 1.1 the learner must be able to state different types of retailer. This could be defined by size, products and services available etc.

For 2.1 the learner must identify at least two different types of retail location.

For 2.2 the learner must outline the reasons why a retailer is located in one particular place. For example free parking, access, public transport etc.

For 3.2 the learner must identify at least two products sold by different retailers.

For 4.1 the learner must consider promotional offers such as store/loyalty cards, credit facilities, Buy One Get One Free (BOGOF).

For 4.2 the learner must give at least two examples of services retailers offer to their customers.

For 5.1 the learner must identify at least two roles within a retail environment for example.

For 5.2 the learner must outline the main responsibilities for the job role chosen in 5.1.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

Unit 371   Introduction to customer service

UAN:	K/507/5178
Level:	Entry 3
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner a broad introduction to customer service. It covers the importance of personal appearance, first impressions, different types of customer and how to communicate with them.
Assessment type:	Learner portfolio.
Barring:	This unit is barred with the following unit within 5546: • **486** Introduction to customer service.

Learning outcome:

The learner will:

1. Know why personal appearance is important in the workplace.

Assessment criteria

The learner can:

1.1   state why personal appearance is important for work
1.2   state why following a dress code is important for work
1.3   state why personal hygiene is important for work.

Learning outcome:

The learner will:

2. Know the difference between internal and external customers.

Assessment criteria

The learner can:

2.1   define the term internal customer
2.2   define the term external customer.

Learning outcome:

The learner will:

3. Know how to communicate with customers.

Assessment criteria

The learner can:

3.1 state how to greet customers in a **positive** way
3.2 outline the importance of use of tone when communicating with customers
3.3 outline the importance of speaking clearly when communicating with customers
3.4 outline the importance of positive body language when communicating with customers.

Range

Positive
Confidence, tone, language, body language etc.

Unit 371   Introduction to customer service
Supporting Information

Guidance and evidence

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

For 1.1 the learner will be able to state two examples of why personal appearance is important for work. For example first impressions, company representation, approachability.

For 1.2 the learner will give two examples of why a dress code is important for work. For example: hygiene, Personal Protective Equipment (PPE), company brand eg uniforms, name badges.

For 2.1 the learner will define what an internal customer is. For example people within companies that provide services to deliver their company's products or services.

For 2.2 the learner will define what an external customer is. For example people that buy companies' products or services.

For 3.1 the learner could demonstrate an ability to greet colleagues or customers in a positive way using role play.

Evidence requirements

Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

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 type:	Learner portfolio
Barring:	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 will:

1. Understand why effective communication is important.

Assessment criteria

The learner can:

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

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.

Unit 404   Effective communication
Supporting Information

Guidance and evidence

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

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

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

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

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

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

Unit 405   Career planning and making applications

UAN:	A/501/6880
Level:	1
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **206** Entry 2 Applying for a job • **306** Entry 3 Applying for a job • **462** Level 1 Applying for a job • **501** Level 2 Career planning and making applications • **506** Level 2 Applying for a job

Learning outcome:

The learner will:

1. Be able to choose a suitable career pathway.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

3. Understand how to prepare a Curriculum Vitae.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

4. Understand how learners are selected for interview.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

6. Understand the interview process.

Assessment criteria

The learner can:

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

Unit 405

Career planning and making applications
Supporting Information

Guidance and evidence

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

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work front or back of house (shop floor, customer focused or stock room, office)?

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

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

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

For 1.3 the learner needs to agree a suitable career pathway in retail with an appropriate person for example tutor, supervisor, career's adviser. Evidence may be a learner statement signed by the assessor to confirm agreement. Evidence may be a written statement produced by the learner.

For 2.1 the learner needs to list sources of information for job vacancies, training programmes or courses for example local media and job centre. Evidence may be a written list.

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

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

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

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

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

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

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

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

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

Unit 407 Interview skills

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
Barring:	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 assessment, 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.

Unit 407   Interview skills
Supporting Information

Guidance and evidence

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

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

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

For 1.4 the learner needs to describe different interview techniques.

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

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

For 1.7 the learner needs to identify the route and means of transport that 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, interests 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. Evidence may be a hand or digitally written action plan.

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
Barring:	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.

Range

Resources
Online search, retail companies, Careers Advisor, Job Centre Plus.

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.

Unit 408   Searching for a job
Supporting Information

Guidance and evidence

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

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

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

For 1.4 the learner needs to describe how to sign up to different organisations' job alert systems. Evidence may be written or oral. Oral evidence must be backed up with an assessor statement.

Jobs could be local, national or global.

For 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of retail 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
Barring:	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 eg 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.

Unit 409   Career progression
Supporting Information

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 for working in the retail industry 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 the learner must identify the activities needed to work towards short-term goals

For 4.2 the learner must develop a progression plan and identify timescales and deadlines for the achievement of the goals.

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
Barring:	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

Drugs
Legal, illegal.

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

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 short term and long term.

For 1.3 the learner needs to identify risks associated with drugs (prescription, legal and illegal) short term and the long term.

For 1.4 the learner needs to identify risks associated with sexual activity for example sexually transmitted infections (STI), pregnancy and exploitation.

For 1.5 the learner needs to state risks involved when using social media for example cyber bullying, identity fraud, grooming, stalking, scamming, misinformation.

For 1.6 the learner needs to state risks involved when using the Internet for example identity fraud, scams, viruses, personal data, gaming, dating sites, misuse in the work place.

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

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

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

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

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

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

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

For 1.1 to 3.3 evidence may be a mind map, poster or learner statement.

For 3.4 evidence make be a written or verbal learner statement or an assessor record.

Unit 411   Working as part of a team

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

Learning outcome:

The learner will:

1. Understand why effective teamwork is important.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

2. Understand team values and goals.

Assessment criteria

The learner can:

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

Different types of team

Customer service, administration, visual merchandising, stock   room.

Method

Respect, communicate.

The learner will:

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

Assessment criteria

The learner can:

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

Range

Different roles

Formal, informal, leader, supervisor, manager.

Learning outcome:

The learner will:

4.   Understand how to achieve a team goal.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

5.   Be able to implement and review the plan.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 411   Working as part of a team
Supporting Information

Guidance and evidence

For 1.1 the learner needs to describe what makes an effective team. Evidence may be a learner statement.

For 1.2 the learner needs to describe benefits of effective teamwork in retail. Evidence may be a learner written statement.

For 2.1 the learner needs to list different types of teams in the retail environment. Evidence may be a written list.

For 2.2 the learner needs to identify the values and goals of a team. Evidence may be a poster, mind map or learner written statement.

For 2.3 the learner needs to describe ways in which team members can work together effectively. Evidence may be a mind map or a learner statement.

For 2.4 the learner needs to describe a method of avoiding conflict within a team. For example respect, communicate and don't criticise or blame other team members. Have clear expectations.

For 2.5 the learner needs to identify methods of making team decisions for example discussion, meetings etc.

For 3.1 the learner needs to give at least three examples of different roles within a team in a retail environment.

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

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

For 4.1 the learner needs to describe the overall goal of the team. Evidence may be a written or verbal learner statement.

For 4.2 the learner needs to prepare a plan to achieve a team goal. Evidence may be a written plan created by a group of learners.

For 4.3 the learner needs to describe own role in achieving the goal. Evidence may be a learner's written or verbal statement.

For 4.4 the learner needs to describe others role in achieving the goal. Evidence may be a written or verbal statement.

For 4.5 the learner needs to list activities, milestones and timelines. Evidence may be a written list.

For 4.6 the learner needs to identify the support and resources needed to help work towards the goal. Evidence may be a poster, mind map or a written statement.

For 5.1 the learner needs to follow plan and review progress at regular intervals. Evidence may be assessor observation and a learner's statement.

For 5.2 the learner needs to suggest improvements and amendments to the plan. Evidence may be verbal or written statement.

Unit 413   Safe learning in the workplace

UAN:	A/505/4660
Level:	1
Credit value:	4
GLH:	23
Aim:	The aim of this unit is to introduce the learner to safety legislation and working safely at work.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **314** Entry 3 Safe learning in the workplace

Learning outcome:

The learner will:

1.   Understand health and safety legislation for the workplace.

Assessment criteria

The learner can:

1.1   explain why health and safety legislation is important in the workplace
1.2   identify the health and safety **laws** that apply to different workplaces.

Range

Laws
PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act.

Learning outcome:

The learner will:

2.   Understand risks and hazards in the workplace.

Assessment criteria

The learner can:

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

Examples of hazards

Trailing cables, blocked fire exits, electrical equipment, wet floors, empty arms on rails

Examples of risks

Slips, trips and falls, no escape route, electric shock, injury or death.

Learning outcome:

The learner will:

3. Know how to reduce risk in the workplace.

Assessment criteria

The learner can:

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

Range

Personal behaviour

Following established safe work procedures, keeping the workplace   neat and orderly, avoiding horseplay and other distractions.

Workplace environments

Room temperature, noise, rubbish, fumes.

Learning outcome:

The learner will:

4. Be able to carry out a risk assessment.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 413   Safe learning in the workplace
Supporting Information

Guidance and evidence

For 1.1 the learner needs to explain why health and safety legislation is important in the workplace. Evidence may be a written or verbal learner's statement.

For 1.2 the learner needs to identify the health and safety laws that apply to different workplaces in the retail environment. Evidence may be a poster, mind map or a learner's statement.

For 2.1 the learner needs to define the term hazard in the workplace. Evidence may be a learner's written statement.

For 2.2 the learner needs to define the terms hazard and risk. Evidence may be written examples with an explanation for each.

For 3.1 the learner needs to describe how aspects of personal behaviour can reduce risk in the workplace. Evidence may be a verbal or written statement.

For 3.2 the learner needs to describe aspects of different workplaces in the retail environment that could cause harm. Evidence may be a verbal or written statement.

For 3.3 the learner needs to state the importance of using Personal Protective Equipment (PPE) in the retail workplace. Evidence may be a verbal or written statement.

For 3.4 the learner needs to state why risk assessment is important in reducing risk in the workplace. Evidence may be a verbal or written statement.

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

For 4.2 the learner needs to carry out a risk assessment within their own area of work/placement. Evidence may be a written risk assessment or an assessor's observation.

For 5.1 the learner needs to describe the responsibilities of a health and safety representative in the workplace. Evidence may be a verbal or written statement.

For 5.2 the learner needs to identify the benefits of having nominated first aiders in the workplace. Evidence may be a poster, mind map or a learner's statement.

For 5.3 the learner needs to describe inappropriate and unsafe behaviour in the workplace. Evidence may be a verbal or written statement.

For 5.4 the learner needs to detail the steps to be followed in the case of:
   a. fire
   b. accident
   c. emergency.

The learner should consider hoax calls and the dangers/impacts. Evidence may be a verbal or written statement.

Unit 414   Preparing for work

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Skills
Something that is learned.

Qualities
Natural characteristics, personality traits.

Achievements
Things that you done successfully eg qualifications, passing driving test, raising a family.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

2.1   identify where to look for potential jobs

2.2   select a potential job.

Learning outcome:

The learner will:

3.   Understand the need to develop own skills.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

4.   Know the information required by potential employers.

Assessment criteria

The learner can:

4.1   identify **information needed for work**.

Range

Information needed for work

Proof of personal details, qualifications, work experience etc.

Unit 414   Preparing for work
Supporting Information

Guidance and evidence

For 1.1 the learner must describe at least three personal skills, qualities and achievements that are applicable to the retail environment, eg driving, languages, coaching, honesty, adaptability, trustworthy, hard working, organised, qualifications, First Aid, voluntary work, communication, team working, IT skills, problem solving, enthusiasm, quick learner, flexibility. Evidence may be a written or verbal learner statement.

For 1.2 the learner must describe at least three personal skills and qualities which retail employers may look for, eg trustworthy, punctual, honest, polite, positive attitude, committed, good team player, good leader, IT skills, enthusiasm, quick learner, determination, flexibility, adaptability. Evidence may be a written or verbal learner statement.

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

For 2.2 the learner must select a potential retail job, eg part time, full time, seasonal, temporary, contract, Evidence may be a written or verbal learner statement, or an annotated job advert.

For 3.1 the learner must identify at least three personal skills and qualities to be developed in preparation for a potential retail job, eg passing driving test, time-keeping, being organised, Food Hygiene certificate, punctuality, personal presentation, reliability, attention to detail, additional qualifications, work experience. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram, table of personal skills and qualities.

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

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

Unit 415   Building working relationships in the workplace

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Interact
Communicate with others, have an effect on others.

Learning outcome:

The learner will:

2. Understand the meaning of the term diversity.

Assessment criteria

The learner can:

2.1   state what is meant by the term **diversity**.

Range

Diversity

Race, ethnicity, gender, physical ability, religion, age, status, sexual orientation, differences, uniqueness, range.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 415   Building working relationships in the workplace
Supporting Information

Guidance and evidence

For 1.1 the leaner needs to give three examples of different people an employee needs to interact positively within the retail environment, eg customer, colleague, manager, team leader, human resources, people from other departments. Evidence may be a written or verbal learner statement.

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues in the retail environment, eg professionalism, team working, complete tasks, build relationships, to receive support, good image to customers. Evidence may be a written or verbal learner statement.

For 1.3 the learner needs to explain why an employee needs to interact positively with visitors to the workplace (this can also include customers), eg to keep customer loyalty, customer satisfaction, to cross or up-sell.

For 2.1 the learner needs to state the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means, eg a range of differences between individuals and groups of people. The assessor can expand on this depending on the learner. Evidence may be a written or verbal learner statement.

For 3.1 the learner needs to give examples of appropriate language when communicating with people in the retail environment, this can be with colleagues and or customers, eg no slang, vocabulary, clear, unambiguous, tone, respectful. Evidence may be a written or verbal learner statement.

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

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

For 3.4 the learner needs to seek feedback.

For 3.5 the learner must develop an improvement plan based on constructive feedback. Evidence may be a written or verbal learner statement, developing improvement plan.

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

Unit 417 Investigating rights and responsibilities at work

UAN:	L/506/3136
Level:	1
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to provide 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
Barring	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.

Range

Rights
Principles or benefits that you are entitled to exercise or claim.

Responsibilities
Duties you are expected to fulfil.

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 retail environment, eg national minimum wage, holiday pay, annual leave, do not have to work more than 48 hours per week, itemised payslip. Evidence may be a written or verbal learner statement.

For 1.3 the learner needs to give at least three examples of employee responsibilities in the retail environment, eg report absences, adhere to health and safety, keep customer confidentiality. Evidence may be a written or verbal learner statement.

For 1.4 the learner needs to give at least three examples of employer responsibilities in the retail environment, eg contract, pay, to treat employees fairly, health and safety, data protection, equal opportunities. Evidence may be a written or verbal learner statement.

For 2.1 the learner needs to identify at least two laws that can protect employees, eg Equality Act 2010, Health & Safety, The Employment Rights Act 1999 and 2003, The Equal Pay Act of 1970. Evidence may be a written or verbal learner statement or a print out.

For 2.2 the learner needs to identify at least two laws that can protect employers, eg the Employment Rights Act 1999 and 2003, Equality Act 2010. Evidence may be a written or verbal learner statement or a print out.

For 1.1 the learner needs to explain the difference between rights and responsibilities. Evidence may be a written or verbal learner statement.

For 1.4 the learner needs to explain why the rights of others should be respected. Evidence may be a written or verbal learner statement.

For 1.5 the learner needs to describe how to access at least two sources of help within the retail environment, eg union representative, tam leader, manager, human resource. Evidence may be a written or verbal learner statement.

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 may be a written or verbal learner statement.

Unit 418   Learner 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
Barring:	This unit is barred with the following units within 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. Be able to evaluate the project.

Assessment criteria

The learner can:

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

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 related to retail) with the tutor/assessor or supervisor. Evidence may be a learner and or 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/assessor.

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, assessor observation or a witness statement.

For 2.2 the learner needs to review progress with a suitable person eg assessor. 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 a written or verbal learner statement or an annotated plan.

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

For 3.1 the learner needs to explain what went well.

For 3.2 the learner needs to explain what could be improved.

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, orally or in writing.

Unit 422   Self assessment and development

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Self-assessment
Evaluating yourself eg actions, attitudes, skills, performance.

Self-development
Gradually developing character and abilities; taking steps to better yourself eg learning new skills, overcoming bad habits.

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 422   Self assessment and development
Supporting Information

Guidance and evidence

For 1.1 the learner needs to review personal achievements, eg passing a driving test, getting a qualification, sticking to a budget, eating healthy. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner needs to describe at least three personal strengths and describe at least three abilities, eg confidence, patience, perseverance, problem solving. Evidence may be a written or verbal learner statement or an assessor record.

For 1.3 the learner needs to identify an area for self-development, eg time-keeping, learning to drive, staying on budget. Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner needs to explain why this area is important for self-development, eg stop being late for appointments, driving will open employment opportunities, staying on budget will help to save for a holiday. Evidence may be a written or verbal learner statement or an assessor record.

For 1.5 the learner needs to agree a self-development goal, choosing from what was identified in 1.4. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner needs to prepare a plan for their identified area of self-development. Evidence can be a written plan with steps, spider diagram, images with text or action plan.

For 2.2 the learner needs to list activities, milestones and timelines for self-development plan. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner needs to identify the support and resources needed to help work towards the agreed goal. Evidence may be a written or verbal learner statement or an assessor record.

For 2.4 the learner needs to plan how to review progress towards achieving the agreed goal, eg chart, stickers, rewards. Evidence may be a written or verbal learner statement or an assessor record.

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

For 3.2 the learner needs to suggest improvements and amendments to the plan. Evidence may be a written or verbal learner statement or an assessor record.

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

For 4.2 the learner needs to describe what went well and what did not go well. Evidence may be a written or verbal learner statement or an assessor record.

For 4.3 the learner needs to explain how self-development will continue in the future. Evidence may be a written or verbal learner statement or an assessor record.

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.

Unit 425   Effective skills, qualities and attitudes for learning and work

UAN:	Y/506/2703
Level:	1
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to recognise positive qualities, attitudes and behaviours for learning and work and understand own development needs.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: • **323** Entry 3 Attitudes and values for personal development • **502** Level 2 Effective skills, qualities and attitudes for learning and work

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Behaviour
Conduct, actions, manners, ways.

Qualities
Characteristics, personality traits.

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

The learner will:

2.   Understand personal development needs

Assessment criteria

The learner can:

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

Range

Review

Assess what went well and not so well.

Unit 425 Effective skills, qualities and attitudes for learning and work
Supporting Information

Guidance and evidence

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

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

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

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

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

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

For 2.3 the learner must produce an action plan to address personal weaknesses. To include dates, people and resources, steps to take and review dates. Evidence must be a written learner action plan.

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

Unit 426   Contributing to a team

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   list some benefits of effective teamwork.

Learning outcome:

The learner will:

2. Understand how team values and procedures can vary.

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

6. Be aware of own contribution to team progress.

Assessment criteria

The learner can:

6.1 share own views on progress with other members of the team
6.2 identify how effective his/her contribution was to the team's progress

6.3   identify what went well and what went less well in working with others

6.4   suggest ways of improving own working with others in the future.

Unit 426   Contributing to a team
Supporting Information

Guidance and evidence

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

The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. For example, the teamwork situation could be in the workplace.

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

For 1.1 the learner needs to list at least three benefits of effective teamwork in a retail environment. Evidence may be a learner statement.

For 2.1 the learner needs to list at least three different types of teams eg teams for sports, workplace teams, project teams, virtual teams, committees, political. Evidence may be a learner statement.

For 2.2 the learner needs to describe ways in which team members can make sure they work together effectively eg shared ground rules, clear objectives, effective communication. Evidence may be a written or verbal learner statement.

For 2.3 the learner needs to outline different ways of making decisions eg autocratic, democratic, voting, depending on roles. Evidence may be a written or verbal learner statement.

For 3.1 the learner needs to give at least three examples of formally allocated roles eg team leader, supervisor, reviewer, planner. Evidence may be a written or verbal learner statement.

For 3.2 the learner needs to give examples of less formal roles eg joker, negotiator, completer. Evidence may be a written or verbal learner statement.

For 3.3 the learner needs to identify the impact these roles could have on the way a team works and on members of the team. Evidence may be a written or verbal learner statement.

For 4.1 the learner needs to explain the overall goal of the team. The team goal may be decided by the team, it may be given by a team leader eg to improve sales, raise funds for charity or given to the team by the assessor or supervisor to complete a project. Evidence may be a written or verbal learner statement.

For 4.2 the learner needs to describe his/her own role as part of the team. Evidence may be a written or verbal learner statement.

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

For 5.2 the learner needs to clarify the action plan if necessary. The learner should be able to state what he or she needs to do or whether to amend areas of the action plan. Evidence may be a written or verbal learner statement or review record.

For 5.3 the learner needs to identify who he/she could ask for help eg supervisor, assessor, team member. Evidence may be a written or verbal learner statement or review record.

For 5.4 the learner needs to work cooperatively eg offering help and support and asking for support if required. Evidence may include a witness statement, assessor observation and/or video of activity

For 5.5 the learner needs to receive and act on constructive criticism. The learner should acknowledge the feedback without taking offence, asking for clarification or examples if necessary, and consider the point(s) made before taking any further action eg changing behaviour. Evidence may include a witness statement, review record, assessor observation and/or video of activity.

For 5.6 the learner needs to carry out well-defined individual and group activities as identified in the action plan and ensuing discussions. Evidence may include a witness statement, assessor observation and/or video of activity.

For 5.7 the learner needs to work safely. This includes following health and safety guidelines given by assessor or supervisor and wearing appropriate clothing. Evidence may include a witness statement, assessor observation and/or video of activity.

Evidence for 5.4 to 5.7 should be an assessor observation or witness statement but can include a learner statement.

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

For 6.2 the learner needs to identify how effective his/her contribution was to team progress. The focus should be on the learner's interaction with the group not just the objectives achieved. Evidence can be a learner statement assessor observation or witness statement.

For 6.3 the learner needs to identify at least two things what went well and identify at least one thing that went less well in working with others. The focus should be on the way the group worked together. Evidence can be a learner statement, assessor observation or witness statement.

For 6.4 the learner needs to suggest ways of improving own working with others in the future. The focus should be on improving the learner's interaction with others and not on how successfully the activity was completed. Evidence can be a learner statement, assessor observation or witness statement.

Unit 427   Recognising employment opportunities

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   outline the different types of employment opportunities.

Learning outcome:

The learner will:

2. Understand the meaning of the term labour market.

Assessment criteria

The learner can:

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

Range

Labour market

Where employers compete to hire the best workers and where the workers compete for jobs.

Learning outcome:

The learner will:

3. Be able to know local labour market sources of employment opportunities.

Assessment criteria

The learner can:

3.1   list sources of where employment opportunities can be found.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 427   Recognising employment opportunities
Supporting Information

Guidance and evidence

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

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

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

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

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

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

Unit 428   Business and customer awareness

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
Barring:	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, private 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 come from work/study/personal life and can be used in new areas of work /study / personal life.

Unit 428   Business and customer awareness
Supporting Information

Guidance and evidence

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

For 1.2 the learner must outline different types of national employers eg National Rail, National Grid, mobile communications, 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 that can be used in a retail environment eg such as organising, 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 for a retail environment. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

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

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
Barring:	None

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Self-awareness
Being aware of own character, strengths and weaknesses.

Learning outcome:

The learner will:

2. Know current levels of personal/self confidence.

Assessment criteria

The learner can:

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

Range

Different situations

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Unit 431 Developing personal confidence
Supporting Information

Guidance and evidence

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

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

For 2.1 the learner must outline own levels of personal/self confidence in different situations eg with customers, with colleagues, leading, communicating with managers, solving problems and being in new situations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

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

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

For 3.2 the learner must state the benefits of improved self-confidence eg getting a 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 learner will understand when to be assertive in appropriate situations.
Assessment type:	Learner portfolio
Barring:	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.

Range

Assertive
Having and showing a confident personality.

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.

Unit 432   Understanding assertive behaviour
Supporting Information

Guidance and evidence

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

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

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

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

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

Unit 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
Barring:	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. Evidence may be a verbal or written statement.

For 1.2 the learner needs to explain the importance of developing positive interpersonal relationships. Evidence may be a verbal or written statement.

For 1.3 the learner needs to describe the differences between interacting with individuals and interacting as part of a group. Evidence may be a verbal or written statement.

For 1.4 the learner needs to describe qualities important in developing interpersonal relationships. Evidence may be a verbal or written statement.

For 1.5 the learner needs to describe qualities important in developing group relationships. Evidence may be a verbal or written statement.

For 2.1 the learner needs to describe the reasons for having boundaries when interacting with others. Evidence may be a verbal or written statement.

For 2.2 the learner needs to give at least two examples of boundaries in interpersonal relationships. Evidence may be a verbal or written statement.

For 2.3 the learner needs to outline different ways of making decisions. Evidence may be a verbal or written statement.

Unit 435   Awareness of equality and diversity

UAN:	D/506/2699
Level:	1
Credit value:	2
GLH:	17
Aim:	The aim of this unit is for the learner to become aware of equality & diversity and what this means.
Assessment type:	Learner portfolio
Barring:	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   give examples of discrimination that can happen in the workplace.

Range

Legislation
Laws.

Learning outcome:

The learner will:

2. Understand the meaning of diversity.

Assessment criteria

The learner can:

2.1   state the meaning of diversity.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Faiths

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

Unit 435   Awareness of equality and diversity
Supporting Information

Guidance and evidence

For 1.1 the learner must define the term equality for example ensuring individuals or groups of individuals (including colleagues and customers) 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 for example an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason. Evidence may be a written or verbal learner statement or an assessor record.

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

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

For 1.5 the learner must give at least two examples of discrimination that can happen in the workplace for example 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 for example recognising, valuing and respecting people's different backgrounds, knowledge, skills, needs and experiences and encouraging and using those differences to create a cohesive community and effective workforce. Evidence may be a written or verbal learner statement or an assessor record.

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

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

For 3.3 the learner must list individual differences eg race, religion, belief, skin colour, gender, sexual orientation, age, disability, hair colour etc. Evidence may be a written list.

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

For 4.1 the learner must list a range of different faiths for example Catholicism, Judaism, Islam, Christianity, Hinduism, Sikhism etc. Evidence may be a written list.

For 4.2 the learner must state why it is important to have knowledge of different faiths in the workplace for example 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 at least two examples of how employers accommodate different faiths within the workplace for example 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 439   Environmental awareness

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
Barring:	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.

Unit 439   Environmental awareness
Supporting Information

Guidance and evidence

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

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

For 2.1 the learner must list issues that affect the local environment for example litter, landfill sites (not recycling), 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 for example pollution (carbon foot print), global warming, polar ice caps melting, limited supply of fossil fuels, seeking alternative energy sources, deforestation. Evidence may be a written list.

For 3.1 the learner must outline ways to address environmental issues for example car sharing, buying second hand, turning off computers at night, recycling, using both sides of a piece of paper, less printing of documentation, turning off taps completely, buying local produce to reduce fuel miles, switching off unnecessary lights, turning down heating, avoiding using plastic bags, sensible disposal of litter (recycle paper, plastic) etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

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

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

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

Unit 441 Rights and responsibilities in the workplace

UAN:	L/501/6883
Level:	1
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.
Assessment type:	Learner portfolio
Barring:	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**.

Range

Law
Equal Pay Act, Employment Relations Act, Working Time Directive etc.

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. Evidence may be a written list.

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 for example Health and Safety Executive, Equal Opportunities Commission.

For 2.1 the learner needs to list a range of employee responsibilities. These could include health and safety and data protection. Evidence may be a learner's statement or a record of questioning.

For 2.2 the learner needs to describe his/her responsibilities at his/her place of learning or work for example working to the organisation's health and safety guidelines, keeping relevant information confidential. Evidence may be a learner's statement.

For 2.3 the learner needs to explain why it is important to keep some information confidential. Evidence may be a learner's 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 for example report trailing wires, report unsafe equipment. These hazards may be real or simulated. Evidence may be oral or written learner statement or a record of questioning.

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

For 3.3 the learner needs to explain how he/she can contribute to keeping colleagues and customers safe and healthy for example by explaining fire safety procedures to visitors, by knowing how to access first aid provision. Evidence may be a learner statement.

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 may be an observation or an assessor's record.

For 3.5 the learner needs to work safely following health and safety guidelines for example follow organisation's health and safety procedures and use PPE if appropriate. Evidence may be an assessor observation.

For 3.6 the learner needs to explain and follow emergency procedures for example explaining the purpose of, and taking part in, a fire drill. Evidence may be a learner statement and assessor observation.

Unit 448   Awareness of stress and stress management

UAN:	Y/506/6234
Level:	1
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to develop the learner's understanding of the symptoms and causes of stress and how to relax and use coping strategies.
Assessment type:	Learner portfolio
Barring:	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
Emotions, behaviours and physical health.

Behaviours
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.

Short-term effects

'Flight or fight', headaches increase in heart rate.

Long-term effects

Mood swings, memory loss, substance abuse.

The learner will:

3.   Be able to recognise different stress management techniques.

The learner can:

3.1   outline a range of stress management **techniques**
3.2   identify support services available to help with stress management.

Techniques

Relaxation, exercise, take time out eg reading, listening to music, going outside.

Unit 448   Awareness of stress and stress management
Supporting Information

Guidance and evidence

For 1.1 the learner must state the meaning of the term stress eg anxiety, mind and body reaction to situations, the unknown threat. Evidence may be a written statement.

For 1.2 the learner must list at least two symptoms for each category within the range eg changes to normal behaviour like mood swings effecting behaviour. Evidence may be a written list.

For 1.3 the learner must give an example for each category within the range eg people losing their temper easily over a minor incident.

For 2.1 the learner must outline the short-term effects of stress on the body and general well being. Evidence may be a mind map, poster or written statement.

For 2.2 the learner must outline the long-term effects of stress on the body and general well being. Evidence may be a mind map, poster or written statement.

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
Barring:	This unit is barred with the following unit 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.

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
Formal, informal.

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

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

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

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

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

For 3.1 the learner must explain how conflict in a work situation could be prevented formally and informally, eg formally following the company's grievance procedure, informally could be through discussions with the parties involved. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

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

Unit 450   Understanding personal finance for employment

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
Barring:	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

Compare costs for bus, metro, train, car, car share, cycling, walking.

Work-related expenses

Travel to and from work, food and drink, petrol, parking

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/job advert or spider diagram.

For 1.2 the learner must work out weekly wage from an annual salary taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg £ divided by 52 weeks per year.

For 1.3 the learner must work out hourly wage from weekly wage taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg £ divided by 37 hours per week

For 1.4 the learner must estimate annual salary from an hourly rate taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg £9.95 ph is approximately £10 x 37 hours per week x 52 weeks per year

For 2.1 the learner must identify the total gross amount to be paid 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 on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.3 the learner must outline what these deductions are for eg deductions for tax, 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 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 on their own payslip or a sample payslip. Evidence may be calculations completed by hand, using a calculator or using a computer.

Evidence for learning outcome 2 could be a photocopy of the learner's payslip annotated to cover 2.1 – 2.4 and accompanying calculations for 2.5.

For 3.1 the learner must compare different expenditure for travel. The learner should consider at least two alternatives. These could include modes of transport eg bus, train, or types of tickets eg single, return, weekly, monthly. If the learner could walk to the place of work, the learner should evidence this criteria by considering another location. Evidence may be a written or verbal learner statement,

maps, 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. Learners should consider own outgoings, possible outgoings or a case study. Evidence may be a simple budget plan showing outgoings eg transport (possibly from 3.1), drinks, lunch, snacks, any other expenditure.

For 3.3 the learner must check the calculations in 3.2 for accuracy. Evidence may be calculations completed by hand, using a calculator or using a computer.

Unit 462   Applying for a job

UAN:	L/507/0295
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
Assessment type:	Learner portfolio
Barring:	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.

The learner will:

2. Be able to complete a job application.

Assessment criteria

The learner can:

2.1 identify the information needed to prepare a job application
2.2 describe formats and styles of presenting information in a job application
2.3 assemble the **relevant information** for a job application
2.4 prepare a curriculum vitae
2.5 present the information for a job application in **different formats**.

Range

Relevant information

National Insurance Number, application form, covering letter, appropriate certificates, record of achievement.

Different formats

Online, paper based, video, CV.

Unit 462   Applying for a job
Supporting Information

Guidance and evidence

For 1.1 the learner needs to describe at least three different methods of applying for a job in retail. Evidence may be verbal or written learner statement.

For 1.2 the learner needs to describe when different methods of applying for a job are used. Evidence may be verbal or written learner statement.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application. Evidence may be verbal or written learner statement.

For 2.1 the learner needs to identify the information needed to prepare a job application. Evidence may be a mind map, written statement.

For 2.2 the learner needs to describe formats and styles of presenting information in a job application. Evidence may be verbal or written learner statement.

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

For 2.4 the learner needs to prepare a Curriculum Vitae. Evidence may be written or typed.

For 2.5 the learner needs to present the information for a job application in different formats for example application form, CV, letter.

Unit 485   Introduction to retail

UAN:	F/507/5185
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to give the learner an introduction to the retail industry. It will introduce the learner to the different types of retailers, their channels to market, services and the job roles within the sector.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **370** Introduction to retail

Learning outcome:

The learner will:

1. Be able to identify different types of retailer.

Assessment criteria

The learner can:

1.1   give examples of different types of **retailer**
1.2   identify different retail **channels**.

Range

Retailers

High street store, department store, online, franchise, independent.

Channels

Online, catalogues, TV, retail outlets, telephone, mobile apps, any other method of transacting with a customer

Learning outcome:

The learner will:

2. Know where different types of retailers are located.

Assessment criteria

The learner can:

2.1   identify different types of **retail location**
2.2   give **reasons** for different retail location

2.3   compare two types of retail location.

Learning outcome:

The learner will:

3. Understand the different ways to shop within the retail industry.

Assessment criteria

The learner can:

3.1   state **different ways** to shop within the retail industry
3.2   state advantages of different ways to shop
3.3   state disadvantages of different ways to shop
3.4   give examples of **products** sold by different retailers.

Learning outcome:

The learner will:

4. Know a range of services retailers offer to their customers.

Assessment criteria

The learner can:

4.1   outline a range of **services** retailers can offer their customers
4.2   give examples of some of the services that a retailer can offer their customers.

Learning outcome:

The learner will:

5. Know the different job roles within a retail environment.

Assessment criteria

The learner can:

5.1 outline different job roles within a retail environment
5.2 state the main responsibilities of different **job roles** within a retail environment.

Range

Job roles

Operational staff: eg manager, a sales assistant, a stock room assistant, a visual merchandiser; support services: eg office, warehouse.

Unit 485   Introduction to retail
Supporting Information

Guidance and evidence

For 1.1 the learner must be able to state different types of retailer. This could be defined by size, products and services available etc.

For 2.1 the learner must identify at least three different types of retail location.

For 2.3 the learner must compare two retail locations outlining the advantages and disadvantages of both.

For 3.4 the learner must identify at least three products sold by different retailers.

For 4.1 the learner must consider promotional offers such as store/loyalty cards, credit facilities, Buy One Get One Free (BOGOF).

For 4.2 the learner must give at least three examples of services retailers offer to their customers.

For 5.1 the learner must identify at least three roles within a retail environment for example a manager, a sales assistant, a stock room assistant, a visual merchandiser etc.

For 5.2 the learner must state the main responsibilities for the job roles chosen in 5.1.

Evidence requirements
Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

Unit 486   Introduction to customer service

UAN:	R/507/5191
Level:	1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to give the learner an introduction to customer service. It covers the importance of personal appearance and first impressions. This unit also aims to give the learner an understanding of the different types of customer and communication.
Assessment type:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: • **371** Introduction to customer service

Learning outcome:

The learner will:

1. Understand why personal appearance is important in the workplace.

Assessment criteria

The learner can:

1.1   give examples of how personal appearance can create a **positive impression**
1.2   give reasons why following a dress code is important for work
1.3   state why good personal hygiene is important for work.

Range

Positive impression
For the employer and the customer.

Learning outcome:

The learner will:

2. Understand the difference between internal and external customers.

Assessment criteria

The learner can:

2.1   outline the differences between an internal customer and an external customer
2.2   give examples of the **needs of an internal customer**
2.3   give examples of the **needs of an external customer**.

Needs of an internal customer

To have a good environment to work in, to have the correct resources to work with, to be trained to the correct standard to be able to do their job.

Needs of an external customer

To receive good quality customer service, to receive useful and professional advice, to be kept up-to-date with recent promotions and products.

Learning outcome:

The learner will:

3. Understand the difference between formal and informal communication.

Assessment criteria

The learner can:

3.1 outline the differences between formal and informal **communication**
3.2 give examples of formal **communication**
3.3 give examples of informal **communication**.

Range

Communication

Can be verbal or written.

Learning outcome:

The learner will:

4. Be able to communicate with customers.

Assessment criteria

The learner can:

4.1 state how to greet customers in a **positive** way
4.2 demonstrate the importance of speaking clearly when communicating with customers
4.3 demonstrate the importance of positive body language when communicating with customers

Range

Positive

Confidence, tone, language, body language etc.

Unit 486 Introduction to customer service
Supporting Information

Guidance and evidence

For 1.1 learners must give at least three examples of how personal appearance can create a positive impression. This can include personal confidence, motivation, attitude, company representation and reputation, approachability etc.

For 1.2 learners must give at least three reasons why following a dress code is important for work. This can include for hygiene reasons, for safety reasons Personal Protective Equipment (PPE), advertising the company/products, company brand eg uniforms, name badges etc.

For 2.1 and 2.2 the learner must outline the differences between internal and external customers. For example the internal customer provides products or services within the company but external customers buys the product or service from the company. In addition internal and external customers will have individual needs.

For 3.2 and 3.3 learners must give at least three examples for each type of communication; this can be verbal or written.

For 4.2 learners must demonstrate the importance of use of tone, speaking clearly and positive body language when communicating with customers. This can include making eye contact, smiling, knowing the importance of personal space etc.

Evidence Requirements

Evidence may be gathered from the following range of assessment methods:
- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony
- observation.

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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