



City & Guilds Level 1 Award for Skills for Employment in the Hospitality Industry (5546-64)

May 2024 Version 2.0

Qualification Handbook

Qualification at a glance

Subject area	Employability with Hospitality and Catering
City & Guilds number	5546-64
Age group approved	Pre 16, 16-18, 19+
Entry requirements	None
Assessment	Portfolio of evidence and assignments
Approvals	Fast track
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 Award for Skills for Employment in the Hospitality Industry	5546-64	601/7409/2	51	80

Version and date	Change detail	Section
1.3 March 2022	City & Guilds added to qualification titles GLH/TQT clarified	Throughout Qualification at a glance, Structure
2.0 May 2024	Update Quality Assurance Statement Updated logo and removed withdrawn units and pathways	Centre Requirements Throughout

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1 Introduction

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

Area	Description
Who are the qualifications for?	<p>These qualifications support learners in their first experience of work in the Hospitality and Catering Industry as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work.</p> <p>This qualification is for learners wishing to develop an understanding of the hospitality and catering industry enabling them to be able to demonstrate hospitality and catering skills in food service and professional cookery together with appropriate employability knowledge and skills.</p> <p>On completion learners will be able to understand and demonstrate suitable work, personal skills, attitudes, thinking and behaviour and will be more confident at interview, when completing an application or on their first day working in the hospitality and catering industry.</p>
What do the qualifications cover?	<p>These qualifications combine core Employability Skills including communication, personal finance, team work, attitudes and values for work and undertaking work placement with comprehensive coverage of hospitality, food service and professional cookery skills enabling learners to develop and practise the basic skills required for employment in the hospitality and catering industry.</p> <p>In addition these qualifications build on introductory knowledge of the hospitality and catering industry with health and safety and an introduction to food safety; ensuring the highest standards of quality in food service, basic food preparation and cooking.</p>
What opportunities for progression are there?	<p>They allow learners to progress into employment or on to other City & Guilds qualifications within the hospitality, food service and professional cookery industries.</p>
Who did we develop the qualification with?	<p>We developed this qualification with over 250 employers, training providers and FE Colleges.</p>
Is it part of an apprenticeship framework or initiative?	<p>Skills for Work qualifications address the values, principles, skills and attitudes for working in different vocational sectors and are designed as pre-apprenticeship programmes to meet Traineeship and Work Programme requirements and get learners working from day one.</p>

Structure

To achieve the **City & Guilds Level 1 Award for Skills for Employment in the Hospitality Industry** learners must achieve:

A minimum of 8 credits in total.

2 credits from the **Mandatory Group** plus 6 credits from **Optional Group A**.

City & Guilds Level 1 Award for Skills for Employment in the Hospitality Industry					
UAN	City & Guilds unit number	Unit title	Unit Links	Credit Value	GLH
Mandatory					
M/502/4894	5546-490	Introduction to the Hospitality Industry	7107-101	2	20
Optional Group A					
F/501/6878	5546-401	Planning for progression		3	20
T/506/2708	5546-402	Managing personal finance		3	20
K/501/6891	5546-403	Work-based experience		3	20
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
J/505/4659	5546-419	Enterprise activity - producing a product or service		3	23
Y/505/4665	5546-420	Undertaking work placement		3	14
A/501/6894	5546-426	Contributing to a team		3	20
J/506/2664	5546-427	Recognising employment opportunities		2	12

Optional Group A (Continued)					
J/506/2700	5546-428	Business and customer awareness		1	7
Y/506/2698	5546-429	Alternatives to paid work		2	11
M/506/2786	5546-430	Dealing with problems		1	10
L/506/2701	5546-431	Developing personal confidence		1	10
T/506/2711	5546-432	Understanding assertive behaviour		1	10
R/506/2733	5546-433	Coping with change		2	20
R/505/4664	5546-434	Interpersonal relationships		2	14
D/506/2699	5546-435	Awareness of equality and diversity		2	17
F/600/7804	5546-436	Valuing equality and diversity		2	16
D/506/2704	5546-439	Environmental awareness		2	12
L/501/6883	5546-441	Rights and responsibilities in the workplace		3	20
T/506/2787	5546-442	Introduction to alcohol awareness		3	30
K/506/2706	5546-443	Introduction to decision-making		1	9
M/506/2707	5546-444	Introduction to drug awareness		2	12
F/506/2789	5546-446	Using materials and equipment for a practical		1	10
Y/506/6234	5546-448	Awareness of stress and stress management		3	30
L/506/8126	5546-449	Understanding conflict at work		1	6
R/506/8127	5546-450	Understanding personal finance for employment		2	12
L/507/0295	5546-462	Applying for a job		2	16

Total Qualification Time

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

TQT is comprised of the following two elements:

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

Title and level	GLH	TQT
City & Guilds Level 1 Award for Skills for Employment in the Hospitality Industry	51	80

2 Centre requirements

Approval

If your Centre is approved to offer the qualification City & Guilds qualifications in Hospitality and Catering you may be entitled to apply for fast track approval for the new Entry Level 1 Award for Skills for Employment in the Hospitality Industry, Level 1 Certificate for Skills for Working in the Food Service Industry or Level 1 Certificate for Skills for Working in the Professional Cookery Industry using the fast track approval form, available from the City & Guilds website. A full list of eligible qualifications appears on the fast track forms.

Centres should use the fast track form if:

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

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

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

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

Resource requirements

Physical resources and site agreements

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

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

Centre staffing

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

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

All staff who quality assure these qualifications must have:

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

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

Quality Assurance

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

Learner entry requirements

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

Age restrictions

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

3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment packs	www.cityandguilds.com

Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

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

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

4 Assessment

Summary of assessment methods

Learners must:

- successfully complete one assignment for units 490, 493 and 494.
- have a completed portfolio of evidence for each additional unit chosen.

Assignments

Each assignment is divided into a series of tasks. To achieve each unit, learners need to achieve **all** the tasks.

All assignments are **pass/fail**.

All practical observations have an observation checklist. These can be found in the Learner assessment pack. All criteria on the practical checklists in these assignments must be successfully demonstrated.

Practical observations

Learners are not permitted to use the observation checklist to work from when completing the practical tasks, but may familiarise themselves with them prior to an assessment.

Introducing the assignments to the learners

It will be beneficial to take the learners through what is required in the assignments and the way in which each part will be assessed. Learners should have an opportunity to familiarise themselves with the tasks.

Timings for assignments

A submission schedule should be worked out by the centre, governed by the overall assessment plan for the qualification, to be negotiated between the tutor/assessor and the learner. Practice may show that some learners could be fast-tracked.

The relationship between the qualification's delivery, the handing out of assignments, and the deadlines for their return are matters for agreement between the tutors and the students.

Learners should be allowed extra time where they have a good reason for the request, but it must be recognised that reliability and punctuality is important in employment.

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 which make up this qualification are contained within this section. Assignments for units 490, 493 and 494 can be found within the 5546-64 Assessment packs (www.cityandguilds.com).

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

Learning outcome:

The learner will:

1. Understand own study or training programme.

Assessment criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4. Action plan for self improvement.

Assessment criteria

The learner can:

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

Guidance and Evidence

For 1.1 the learner needs to define what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement.

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

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

For 2.1 the learner needs to describe the facilities provided (eg library, IT, canteen, crèche).

For 2.2, the learner needs to outline the support available (eg internal support could be tutor guidance and student support services and external support could be Connexions and Information, Advice and Guidance (IAG) services).

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

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

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

For 3.3 the learner needs to give an example of something relating to learning or work that he/she felt good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

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

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

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

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

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

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

Unit 402

Managing personal finance

UAN:	T/506/2708
Level:	Level 1
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to give the learner an understanding of how to manage personal finance.
Assessment:	Learner Portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 202 Entry 2 Personal finance• 302 Entry 3 Personal finance• 518 Level 3 Managing personal finance

Learning Outcome

The learner will:

1. Understand **sources of income** and outgoings.

Assessment Criteria

The learner can:

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

Range

Sources of income

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

Money

Includes cash, cheques, BAC transfers.

Outgoings

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

Payments

Include purchases and regular outgoings.

Learning Outcome

The learner will:

2. Know how to reduce **expenditure**.

Assessment Criteria

The learner can:

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

Range

Income

Is all monetary amounts received.

Expenditure

Is all monetary amounts spent.

Learning Outcome

The learner will:

3. Understand how to plan a personal budget.

Assessment Criteria

The learner can:

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

Range

Income

Is all monetary amounts received.

Outgoings

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

Budget

Is a record of all income and expenditure.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 4.1 identify **financial institutions**
- 4.2 identify **financial institutions**.

Range

Financial institutions

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

Learning Outcome

The learner will

5. Understand the advantages and disadvantages of **borrowing** money.

Assessment Criteria

The learner can:

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

Range

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

Learning Outcome

The learner will:

6. Understand how to obtain help with managing own money

Assessment Criteria

The learner can:

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

Range

Organisations

Include local and national help.

Guidance and Evidence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit 403

Work-based experience

UAN:	K/501/6891
Level:	Level 1
Credit value:	3
GLH:	20
Aim:	The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.
Assessment:	Learner Portfolio.
Barring:	None.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Be able to plan a journey to work.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

4. Be able to complete a work experience review.

Assessment Criteria

The learner can:

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

Unit 403

Work-based experience

Supporting information

Guidance and Evidence

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

For 1.1 the learner needs to suggest options for or agree suitable work experience. Work experience might include a placement or a current part time job. The placement could be found by the centre and agreed by the learner or the placement could be suggested by the learner. The learner is expected to attend a suitable work experience for a minimum of 15 hours. Evidence may be a learner statement or review record.

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

For 1.3 the learner needs to state how this work experience relates to his/her employment and/or learning goals. This could be directly relevant eg intended employment area or indirectly relevant eg experience of a workplace. Evidence may be a learner statement.

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

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

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

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

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

For 3.2 the learner needs to dress appropriately for the workplace. This may include wearing protective clothing. Evidence may be a photograph, witness statement or assessor observation.

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

For 3.4 the learner needs to follow instructions to complete tasks in the workplace. Instructions may be written or verbal. Evidence may be a witness statement or assessor observation.

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

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

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

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

Unit 404

Effective communication

UAN:	R/506/2702
Level:	Level 1
Credit value:	2
GLH:	13
Aim:	The aim of this unit is to give the learner an understanding of the importance of effective communication and the role of feedback.
Assessment:	Learner Portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 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.
- 2.3

Learning Outcome

The learner will:

3. Understand the importance of feedback.

Assessment Criteria

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

Range

Constructive

Feedback that is positive and useful.

Guidance and Evidence

For 1.1 the learner must state the importance of effective verbal communication 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 examples of appropriate and inappropriate verbal communication 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 eg reinforces what is said in words eg nodding head when saying 'yes', can convey an opposite meaning to what is said in words eg shrug of shoulders or sad impression, 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 examples of appropriate and inappropriate non-verbal communication 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, images with text.

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

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

For 3.1 the learner must give an example of using positive feedback eg work – 'well done for completing the work in record time and to a high standard', study – 'your coursework has been well thought out with some excellent research', home – 'thank you for putting the washing on it's been a great help'. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must give an example of using negative feedback eg work – your work is of a poor standard and is taking too long', study – 'your writing is messy and little thought has gone into this work', home – 'your room is a mess and you do nothing to help'. Evidence may be a written or verbal learner statement or an assessor record.

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

UAN:	A/501/6880
Level:	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:	Learner Portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 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

- 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
- 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 observe or take part in a real or simulated interview.

Guidance and Evidence

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

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

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.

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

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

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

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

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

Evidence for 2.1 and 2.2 may be a learner statement.

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

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

For 4.1 the learner needs to describe the selection process eg job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 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:	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:	Learner Portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 307 Entry 3 Interview skills

Learning Outcome

The learner will:

1. Know how to prepare for an interview.

Assessment Criteria

The learner can:

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

Range

Interview techniques

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

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 the company.

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

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

For 1.4 the learner needs to describe different interview techniques.

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

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

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

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

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

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

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

Unit 408

Searching for a job

UAN:	J/506/2731
Level:	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:	Learner Portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 308 Entry 3 Searching for a job

Learning Outcome

The learner will:

1. Be able to research job opportunities

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Be able to identify suitable job vacancies

Assessment Criteria

The learner can:

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

Unit 408

Searching for a job Supporting information

Guidance and Evidence

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

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.

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

Jobs could be local, national or global.

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

UAN:	F/505/4658
Level:	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:	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 e.g. communications, numeracy, ICT, good time management.

Learning Outcome

The learner will:

4. Be able to plan for career progression.

Assessment Criteria

The learner can:

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

Guidance and Evidence

For 1.1 the learner needs to explain the importance of career progression.

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

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

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

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

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

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

UAN:	L/506/2732
Level:	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:	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

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.

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.

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

For 1.4 the learner needs to identify risks associated with sexual activity.

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

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

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

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

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

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

For 3.1 the learner needs to identify 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.

Unit 411

Working as part of a team

UAN:	L/505/4663
Level:	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:	Learner Portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 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.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Range

Different roles

Formal, informal.

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.

Guidance and Evidence

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

For 1.2 the learner needs to describe benefits of effective teamwork.

For 2.1 the learner needs to list different types of team.

For 2.2 the learner needs to identify the values and goals of a team.

For 2.3 the learner needs to describe ways in which team members can work together effectively.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UAN:	A/505/4660
Level:	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:	Learner Portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 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.

Range

Examples of hazards

Trailing cables, blocked fire exits, electrical equipment.

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

- 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.

For 1.2 the learner needs to identify the health and safety laws that apply to different workplaces.

For 2.1 the learner needs to define the term hazard in the workplace.

For 2.2 the learner needs to define the terms hazard and risk.

For 3.1 the learner needs to describe how aspects of personal behaviour can reduce risk in the workplace.

For 3.2 the learner needs to describe aspects of different workplace environments which could cause harm.

For 3.3 the learner needs to state the importance of using Personal Protective Equipment (PPE) in the workplace.

For 3.4 the learner needs to state why risk assessment is important in reducing risk in the workplace.

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

For 4.2 the learner needs to carry out a risk assessment within their own area of work/placement.

For 5.1 the learner needs to describe the responsibilities of a health and safety representative in the workplace.

For 5.2 the learner needs to identify the benefits of having nominated first aiders in the workplace.

For 5.3 the learner needs to describe inappropriate and unsafe behaviour in the workplace.

For 5.4 the learner needs 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.

UAN:	A/506/2709
Level:	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:	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

Learned behaviour throughout life.

Qualities

Characteristics, personality traits.

Achievements

Qualifications, passing driving test, raising a family etc.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

3. Understand the need to develop own skills.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

4. Know the information required by potential employers.

Assessment Criteria

The learner can:

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

Range

Information needed for work

Proof of personal details, qualifications, work experience etc.

Guidance and Evidence

For 1.1 the learner must describe personal skills, qualities and achievement eg driving, languages, coaching, honesty, adaptability, trustworthy, hard working, organised, qualifications, First Aid, voluntary work, Duke of Edinburgh Awards, Princes Trust, 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 personal skills and qualities which employers may look for eg trustworthy, punctual, honest, polite, positive attitude, commitment, good team player, good leader, IT skills, enthusiasm, quick learner, determination, flexibility, adaptability. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded. Evidence may be a written or verbal learner statement.

For 2.1 the learner must identify where to look for potential 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 job eg part time, full time, seasonal, temporary, contract. Evidence may be a written or verbal learner statement.

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

For 4.1 the learner must identify information needed for work 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 employers or careers services.

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

Unit 415

Building working relationships in the workplace

UAN:	F/505/4661
Level:	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:	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.

Learning Outcome

The learner will:

2. Understand the meaning of the term diversity.

Assessment Criteria

The learner can:

- 2.1 state what is meant by the term diversity.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Unit 415

Building working relationships in the workplace

Supporting information

Guidance and Evidence

For 1.1 the learner needs to give three examples of different people an employee needs to interact positively within the workplace.

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues.

For 1.2 the learner needs to explain why an employee needs to interact positively with visitors to the workplace.

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

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

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

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

For 3.4 the learner needs to seek feedback.

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

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

Unit 417

Investigating rights and responsibilities at work

UAN:	L/506/3136
Level:	Level 1
Credit value:	2
GLH:	17
Aim:	This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 317 Entry 3 Rights, responsibilities and citizenship• 318 Entry 3 Investigating rights and responsibilities at work• 416 Level 1 Rights, responsibilities and citizenship• 441 Level 1 Rights and responsibilities in the workplace

Learning Outcome

The learner will:

1. Understand rights and responsibilities in the workplace.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner will:

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

Unit 417

Investigating rights and responsibilities at work

Supporting information

Guidance and Evidence

For 1.2 the learner needs to give at least three examples of employee rights in the workplace.

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

For 1.4 the learner needs to give at least three examples of employer responsibilities in the workplace.

For 2.1 the learner needs to identify at least two laws that can protect employees.

For 2.2 the learner needs to identify at least two laws that can protect employers.

For 1.1 the learner needs to explain the difference between rights and responsibilities.

For 1.4 the learner needs to explain why the rights of others should be respected.

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

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

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

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

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

Unit 419

Enterprise activity producing a product or service

UAN:	J/505/4659
Level:	Level 1
Credit value:	3
GLH:	23
Aim:	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 320 Entry 3 Enterprise activity• 321 Entry 3 Community project• 421 Level 1 Community project

Learning Outcome

The learner will:

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

Assessment Criteria

The learner will:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner will:

- 2.1 collect the materials needed to produce the product or provide the service

- 2.2 produce the product or provide the service safely
 - 2.3 make sure the product or service is safe.
-

Learning Outcome

The learner will:

- 3. Be able to advertise a product or service.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

- 4. Be able to review an enterprise activity.

Assessment Criteria

The learner can:

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

Unit 419

Enterprise activity - producing a product or service

Supporting information

Guidance and Evidence

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

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

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

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

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

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

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

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

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

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

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

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

Evidence for 1.1 to 1.9 may be a product proposal.

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

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

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

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

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

For 3.2 the learner needs to advertise a product or service. This is likely to be the product or service they produced in Outcome 2.

Evidence for 3.2 could be a poster, leaflet or audio recording.

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

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

Learning Outcome

The learner will:

1. Be able to identify potential work placement opportunities.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Know what is expected during the work placement.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Guidance and Evidence

For 1.1 the learner needs to identify own skills and interests.

For 1.2 the learner needs to describe own skills and interests that match work placement opportunities.

For 1.3 the learner needs to research the work placement, company or organisation.

For 2.1 the learner needs to describe different responsibilities of the role.

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

For 2.3 the learner needs to describe appropriate behaviours and attitudes expected in the role.

For 2.4 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.5 the learner needs to describe how to use sources of support during the work placement.

For 2.6 the learner needs to describe skills and experiences likely to be achieved from work placement.

For 3.1 the learner needs to produce evidence of tasks undertaken during work placement.

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

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

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

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

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

Unit 426

Contributing to a team

UAN:	A/501/6894
Level:	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:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 311 Entry 3 Working as part of a team• 411 Level 1 Working as part of a team

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. However, all the team members may not be working towards this unit. For example, the team work situation could be in the workplace.

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

For 1.1 the learner needs to list some benefits of effective teamwork. Evidence may be a learner statement.

For 2.1 the learner needs to list different types of teams eg teams for sports, workplace teams.

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.

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

Evidence for 2.1 to 2.3 may be a learner statement.

For 3.1 the learner needs to give examples of formally allocated roles eg team leader, supervisor, reviewer, planner.

For 3.2 the learner needs to give examples of less formal roles eg joker, negotiator, completer.

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

Evidence for 3.1 to 3.3 may be a learner statement.

For 4.1 the learner needs to explain the overall goal of the team. The team goal may be decided by the team eg raising funds for charity or given to the team by the assessor or supervisor eg to complete a project.

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

Evidence for 4.1 and 4.2 may be a learner statement.

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

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

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

Evidence for 5.2 and 5.3 may be a 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.

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.

For 5.6 the learner needs to carry out well-defined individual and group activities as identified in the action plan and ensuing discussions.

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

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

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

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

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

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

UAN:	J/506/2664
Level:	Level 1
Credit value:	2
GLH:	12
Aim:	This unit will give the learner an understanding of the labour market.
Assessment:	Learner Portfolio.
Barring:	None.

Learning Outcome

The learner will:

1. Understand the different types of employment opportunities.

Assessment Criteria

The learner can:

- 1.1 outline the different types of employment opportunities.

Learning Outcome

The learner will:

2. Understand the meaning of the term labour market

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

3. Know local labour market sources of employment opportunities.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Guidance and Evidence

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

For 2.1 the learner must outline the meaning of the term labour market 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 the 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 sources of where 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 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.

UAN:	J/506/2700
Level:	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:	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, import, export.

Learning Outcome

The learner will:

2. Understand employer needs in the workplace.

Assessment Criteria

The learner can:

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

Range

Transferable skills

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

Guidance and Evidence

For 1.1 the learner must outline different types of local employers 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, 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 eg such as organisational, time management, presentation, IT, communications, listening and leadership skills. Evidence may be a written or verbal learner statement.

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

For 2.3 the learner must give examples of how transferrable skills could be used in the workplace 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 within the workplace. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

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

Learning Outcome

The learner will:

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

Assessment Criteria:

The learner can:

- 1.1 identify alternatives to paid work.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 3.1 outline the **skills** and **qualities** that could be gained from alternatives to paid work

3.2 state how skills and qualities gained from alternatives to paid work could help in **other areas of life**.

Range

Skills

Learned behaviour throughout life.

Qualities

Characteristics, personality traits.

Other areas of life

Personal relationships, work, study, leisure time.

Guidance and Evidence

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

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

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

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

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

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

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

Unit 430

Dealing with problems

UAN:	M/506/2786
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to give the learner an understanding of problem solving.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 519 Level 2 Dealing with challenges

Learning Outcome

The learner will:

1. Know how to recognise a problem.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

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

Assessment Criteria

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

Range

Solution

Way and/or means of solving a problem.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Range

Effectiveness

Assess what went well and not so well.

Guidance and Evidence

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

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

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

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

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

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

Unit 431

Developing personal confidence

UAN:	L/506/2701
Level:	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:	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.

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 when doing public speaking, presentations, socialising, leading, communicating, solving problems and being in new situations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, rate yourself table.

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

For 3.1 the learner must identify a range of ways to develop personal confidence 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 new job, promotion, new activities, reduced stress, new friends, new opportunities, positive attitude. Evidence may be a written or verbal learner statement or an assessor record.

UAN:	T/506/2711
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The learner will understand when to be assertive in appropriate situations.
Assessment:	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.

Learning Outcome

The learner will:

2. Understand the effects of assertive behavior.

Assessment Criteria

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

Guidance and Evidence

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

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

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

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

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

Learning Outcome

The learner will:

1. Be able to identify types of change.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Understand the impact of change.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

3. Understand ways of coping with change.

Assessment Criteria

The learner can:

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

Unit 433

Coping with change

Supporting information

Guidance and Evidence

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

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

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

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

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

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

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

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

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

Unit 434

Interpersonal relationships

UAN:	R/505/4664
Level:	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:	Learner Portfolio.
Barring:	None.

Learning Outcome

The learner will:

1. Describe what is meant by the term interpersonal relationships.

Assessment Criteria

The learner can:

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

Range

Qualities

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

Learning Outcome

The learner will:

2. Understand how to interact positively with others.

Assessment Criteria

The learner can:

- 2.1 describe the reasons for having boundaries when interacting with others
- 2.2 give examples of boundaries in interpersonal relationships

2.3 outline different ways of making decisions.

Unit 434

Interpersonal relationships

Supporting information

Guidance and Evidence

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

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

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

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

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

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

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

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

UAN:	D/506/2699
Level:	Level 1
Credit value:	2
GLH:	17
Aim:	The aim of this unit for the learner to become aware of equality & diversity and what this means.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> • 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.

Guidance and Evidence

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

For 1.2 the learner must define the term prejudice eg 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 or verbal learner statement, an assessor record, spider diagram.

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

For 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 or verbal learner statement, an assessor record, spider diagram.

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 eg Catholicism Judaism, Islam, Christianity, Hinduism, Sikhism etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

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

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

Unit 436

Valuing equality and diversity

UAN:	F/600/7804
Level:	Level 1
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner to understand the value of equality and diversity in society.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 515 Level 2 Exploring equality and diversity

Learning Outcome

The learner will:

1. Understand aspects of equality.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Understand aspects of diversity.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

3. Understand aspects of discrimination.

Assessment Criteria

The learner can:

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

Unit 436

Valuing equality and diversity

Supporting information

Guidance and Evidence

This unit focuses on the learner exploring equality, diversity, discrimination and prejudice in society. The learners need to be introduced to the terms 'equality' and 'diversity'.

They should research/discuss what each means and the impact of both. Diversity must include key features, such as ethnicity and gender. Learners should identify bodies who work on equality/diversity issues and the relevant legislation. They are not expected to read the Acts but should know what they are about and the important points. External speakers could be invited from the Citizens Advice Bureau (CAB) and other appropriate voluntary organisations.

For 1.1 the learner needs to define the term equality.

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

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

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

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

For 2.1 the learner needs to define the term diversity.

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

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

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

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

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

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

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

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

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

UAN:	D/506/2704
Level:	Level 1
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to encourage learners to be aware of their environment.
Assessment:	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.

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 eg litter, landfill sites, cost of energy, pollution, flooding. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

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

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

For 3.2 the learner must identify ways to raise awareness of environmental issues 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:	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:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 317 Entry 3 Rights, responsibilities and citizenship• 318 Entry 3 Investigating rights and responsibilities at work

Learning Outcome

The learner will:

1. Understand that employees have rights.

Assessment Criteria

The learner can:

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

Learning Outcome

The learner will:

2. Understand that employees have responsibilities.

Assessment Criteria

The learner can:

- 2.1 list a range of employee responsibilities
- 2.2 describe his/her responsibilities
- 2.3 explain why it is important to keep some information confidential.

Learning Outcome

The learner will:

3. Understand why health and safety rules are important.

Assessment Criteria

The learner can:

- 3.1 recognise and respond to hazards in his/her place of learning or work
- 3.2 list requirements for personal health and safety in his/her place of learning or work
- 3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy
- 3.4 contribute to a risk assessment
- 3.5 work safely following guidelines
- 3.6 explain and follow emergency procedures.

Guidance and Evidence

This unit focuses on some of the rights and responsibilities of individuals as employees. Learners do not need to know the detail of the law but should be aware of a range of employee rights and responsibilities.

For 1.1 the learner needs to list a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities.

For 1.2 the learner needs to state how employee rights are protected by law. This could include both the laws and the enforcement agencies eg Health and Safety Executive, Equal Opportunities Commission.

Evidence for 2.1 and 2.2 may be a learner statement or a record of questioning.

For 2.1 the learner needs to list a range of employee responsibilities. These could include health and safety and data protection.

For 2.2 the learner needs to describe his/her responsibilities at his/her place of learning or work eg working to the organisation's health and safety guidelines, keeping relevant information confidential.

For 2.3 the learner needs to explain why it is important to keep some information confidential.

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

For 3.1 the learner needs to recognise and respond to hazards in his/her place of learning or work eg report trailing wires, report unsafe equipment. These hazards may be real or simulated.

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

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

For 3.4 the learner needs to contribute to a risk assessment in terms of providing information to a person in a position of responsibility.

Evidence for 3.1 to 3.4 may be oral or written and may be a learner statement or a record of questioning.

For 3.5 the learner needs to work safely following health and safety guidelines ie follow organisation's health and safety procedures and use PPE if appropriate.

For 3.6 the learner needs to explain and follow emergency procedures eg explaining the purpose of, and taking part in, a fire drill.

Evidence for 3.5 and 3.6 may be a learner statement and assessor observation.

Unit 442

Introduction to alcohol awareness

UAN:	T/506/2787
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 336 Entry 3 Introduction to drug and alcohol awareness• 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.

Learning Outcome

The learner will:

2. Understand current **guidelines** regarding alcohol.

Assessment Criteria

The learner can:

- 2.1 give examples of current laws governing alcohol
- 2.2 state the **recommended units** for men
- 2.3 state the **recommended units** for women.

Range

Guidelines

General rule, piece of advice.

Recommended units

Suggested safe limits for weekly alcohol consumption.

Learning Outcome

The learner will:

3. Understand the effects of alcohol.

Assessment Criteria

The learner can:

- 3.1 give examples of the effects of alcohol on the human body
 - 3.2 list the signs of alcohol poisoning
 - 3.3 give examples of the **psychological** effects of alcohol
 - 3.4 give examples of **responsible** drinking.
-

Range

Psychological

Mental or emotional state of a person.

Responsible

Having an obligation, care or control to or over someone or something.

Learning Outcome

The learner will:

4. Understand the impact alcohol misuse can have on others.

Assessment Criteria

The learner can:

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

Range

Impact

Effect or influence of one person, thing, or action, on another.

Misuse

Use something for the wrong purpose.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

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

Guidance and Evidence

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

For 2.1 the learner must give examples of current laws governing alcohol eg the Licensing Act 2003, Road Traffic Act 1988. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must state the recommended units for men eg up to 21 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner must state the recommended units for women eg up to 14 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must give examples of the effects of alcohol on the human body eg on the brain such as changes mood and behaviour, on the heart such as irregular heart beat, stroke, high blood pressure, on the liver such as cirrhosis, alcoholic hepatitis, on the pancreas such as pancreatitis, on your immune system such as becoming weakened and more susceptible to infection, in general increases risk of cancers such as mouth, esophagus, throat, liver, breast, impotence in men, harm to unborn fetus in pregnant women, brain damage as a result of B2 deficiency. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.2 the learner must list the signs of alcohol poisoning eg confusion, loss of coordination, vomiting, seizures, irregular or slow breathing, blue tinged or pale skin, low body temperature, stupor (conscious but unresponsive). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.3 the learner must give examples of the psychological effects of alcohol eg loss of inhibitions, increase in aggression and violence, increase in anxiety, mood swings, depression, uninhibited sexual behaviour/loss of interest in sex, impaired memory and sensory-motor co-ordination. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.4 the learner must give examples of responsible drinking eg drink with friends to keep an eye on each other, use a buddy system to alert each other to problems, know your limits, know how you are getting home, never drive whilst under the influence of alcohol, know the safe limits do not drink whilst underage, if you are in a negative frame of mind, on an empty stomach, if you are very tired, check with your doctor if taking prescription medications, stay hydrated, know what you are drinking, pace yourself, avoid drinking games. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.1 the learner must give examples of the impact of alcohol misuse eg family break up and divorce, domestic abuse, unemployment, homelessness, financial problems, accidents, injury,

violence, anti social behaviour, unsafe sex, loss of personal possessions, unplanned time off work/college. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 5.1 the learner must give examples of where you can get support, advice and treatment to help overcome alcohol misuse eg Drinkline, Addaction, Alcoholics Anonymous, Al-Anon, Alcohol Concern, NHS Choices, ADFAM, National Association for Children of Alcoholics, Alcohol Focus Scotland, Talk to Frank, Samaritans. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

UAN:	K/506/2706
Level:	Level 1
Credit value:	1
GLH:	9
Aim:	The learner will be able to understand why it is important to make effective decisions.
Assessment:	Learner Portfolio.
Barring:	None.

Learning Outcome

The learner will:

1. Understand the importance of decision-making.

Assessment Criteria

The learner can:

- 1.1 state reasons for decision-making
- 1.2 give examples of **situations** which require a decision.

Range

Situations

Education, social, personal, work, daily, life changing etc.

Learning Outcome

The learner will:

2. Know how to recognise effective decision-making.

Assessment Criteria

The learner can:

- 2.1 give examples of **effective** decision-making
- 2.2 give examples of **ineffective** decision making.

Range

Effective

Achieve desired outcome.

Ineffective

Partial or non-achievement of desired outcome.

Learning Outcome

The learner will:

3. Understand the need to **review** the decision-making process.

Assessment Criteria

The learner can:

- 3.1 outline the importance of reviewing the decision-making process.
-

Range

Review

Assess what went well and not so well.

Supporting information*Guidance and Evidence*

For 1.1 the learner must state reasons for decision making eg come to an agreement, to reach a consensus, to decide upon a course of action, to move things forward to reach goals. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of situations which require a decision eg which course to take, job to apply for, destination to go on holiday, film to watch at cinema, Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must give examples of effective decision making eg chose the right course to get the job wanted, decided to take a different role at work to get promotion, worked longer hours to meet deadlines. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.2 the learner must give examples of ineffective decision-making eg chose the wrong course for the type of job wanted, decided not to take on an extra role at work which resulted in no promotion, decided not to work longer hours and didn't meet deadlines. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must outline the importance of reviewing the decision making process eg to improve the decision-making process, to explore whether having more or different information would have helped before making a decision, through reflection to see what made it a good or bad decision. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

Unit 444

Introduction to drug awareness

UAN:	M/506/2707
Level:	Level 1
Credit value:	2
GLH:	12
Aim:	The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.
Assessment:	Learner Portfolio.
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none">• 336 Entry 3 Introduction to drug and alcohol awareness• 525 Level 2 Drug awareness

Learning Outcome

The learner will:

1. Know the difference between legal and illegal drugs.

Assessment Criteria

The learner can:

- 1.1 define what a drug is
- 1.2 give examples of **legal** drugs
- 1.3 give examples of **illegal** drugs.

Range

Legal

Not breaking the law.

Illegal

Breaking the law.

Learning Outcome

The learner will:

2. Understand current drug classification and the law.

Assessment Criteria

The learner can:

- 2.1 outline the differences between the **classifications of drugs**
- 2.2 give an example of a drug from each classification.

Range**Classification of drugs-**

Under the Misuse of Drugs Act 1971, illegal drugs are placed into one of 3 classes – A, B or C.

Learning Outcome

The learner will:

3. Understand effects of drug misuse.

Assessment Criteria

The learner can:

- 3.1 give examples of the effects of drug **misuse**.
-

Range**Misuse**

Use something for the wrong purpose.

Learning Outcome

The learner will:

4. Understand the impact of drug misuse.

Assessment Criteria

The learner can:

- 4.1 give examples of the **impact** of drug misuse.
-

Range**Impact**

Effect or influence of one person, thing, or action, on another.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 5.1 give examples of where you can obtain information for treatment and support to help overcome drug misuse.

Guidance and Evidence

For 1.1 the learner must define what a drug is eg a medicine or other substance which has a physiological effect when swallowed or otherwise introduced into the body. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of legal drugs eg paracetamol, aspirin, antibiotics, tobacco and alcohol (if of the correct age). Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 1.3 the learner must give examples of illegal drugs eg cannabis, heroin, marijuana, amphetamines, cocaine, ecstasy. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must outline the differences between the classifications of drugs eg they are broadly based on the harms they cause either to the user or to society when they are misused. The class into which a drug is placed affects the maximum penalty for an offence involving the drug. For example, Class A drugs attract the most severe penalty as they are considered likely to cause the most serious harm. Drugs controlled under the Misuse of Drugs Act are illegal to have, produce, give away or sell. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table.

For 2.2 the learner must give an example of a drug from each classification eg A = heroin, B = cannabis, C = ketamine. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must give examples of the effects of drug misuse eg physical effects will depend on drug taken but could include dizziness and sickness, panic and paranoia, loss of co-ordination, lung disease and lung cancer, respiratory problems, high blood pressure and infertility, hallucinations, burst blood vessels, insomnia, depression, weight loss and malnutrition, impotence in men. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 4.1 the learner must give examples of the impact of drug misuse eg dependency, fear of stopping using drugs, sudden mood changes, negative or changed outlook on life, suicide, loss of motivation, poor performance at work or school, problems with relationships, borrowing or stealing money from friends and family, being secretive about activities and actions. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 5.1 the learner must give examples of where you can obtain information for treatment and support to help overcome drug misuse eg National Drugs Helpline, NHS, Narcotics Anonymous, and Addaction. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

Unit 446

Using materials and equipment for a practical activity

UAN:	F/506/2789
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The learners will use materials and equipment for an agreed activity
Assessment:	Learner Portfolio.
Barring:	None.

Learning Outcome

The learner will:

1. Know how to use materials and equipment for an activity.

Assessment Criteria

The learner can:

- 1.1 identify a **practical activity**
- 1.2 identify what materials and equipment are needed for an activity
- 1.3 state how the materials and equipment will be used in an activity.

Range

Practical activity – within a classroom, outdoors, place of work or in a simulated environment etc.

Learning Outcome

The learner will:

2. Be able to review the use of materials and equipment.

Assessment Criteria

The learner can:

- 2.1 use materials and equipment in an activity
- 2.2 outline how materials and equipment were used
- 2.3 identify alternative materials, equipment and/or techniques that could have been used to improve the activity.

Unit 446

Using materials and equipment for a practical activity

Supporting information

Guidance and Evidence

For 1.1 the learner must identify a practical activity eg plumbing, catering, sport, motor repairs, hairdressing, animal care, carpentry, military type exercises, fundraising event, problem solving activities eg build a tower with newspaper or a bridge with straws. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must identify what materials and equipment are needed for an activity eg piping and welder, ingredients and bowl and spoon, paint and line painting machine for football pitch, repair kit and tyre jack, bleach and hair foils, wood and saw, soap and brush, sticky tape and rope. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.3 the learner must state how the materials and equipment will be used in the activity. Evidence may be a written or verbal learner statement or an assessor record. Images can be used in conjunction with text.

For 2.1 the learner must use materials and equipment. Evidence may be a learner statement with an assessor record, witness statement by an appropriate person, video or photographs.

For 2.2 the learner must outline how materials and equipment were used. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

For 2.3 the learner must identify alternative materials, and/or techniques that could have been used to improve the activity. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. Images can be used in conjunction with text.

These criteria could be met through an activity in the place of learning or work.

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

Range

Symptoms

Emotions, behaviours and physical health.

Behaviour

Easily agitated, emotional outbursts, violence.

Learning Outcome

The learner will:

2. Understand the impact of stress on an individual.

Assessment Criteria

The learner can:

- 2.1 outline **short-term effects** of stress
- 2.2 outline **long-term effects** of stress
- 2.3 describe how causes of stress can vary between people.

Range**Short-term effects**

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

Long-term effects

Mood swings, memory loss, substance abuse.

Learning Outcome

The learner will:

3. Be able to recognise different stress management techniques.

Assessment Criteria

The learner can:

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

Range**Techniques**

Include relaxation, exercise, take time out 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.

For 1.2 the learner must list at least 2 symptoms for each category within the range eg changes to normal behaviour like mood swings effecting behaviour.

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.

For 2.2 the learner must outline the long-term effects of stress on the body and general well being.

Unit 449

Understanding conflict at work

UAN:	L/506/8126
Level:	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:	Learner Portfolio.
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none">• 542 Level 2 Understanding conflict at work

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 1.1 define common causes of conflict between individuals
- 1.2 define common causes of conflict between groups/teams
- 1.3 state the **effects** of conflict on individuals
- 1.4 state the **effects** of conflict on a group/team.

Range

Effects

Motivation and productivity.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 2.1 identify what is acceptable behaviour in the work place
- 2.2 identify types of behaviour that are unacceptable in a work situation.

Learning Outcome

The learner will:

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

Assessment Criteria

The learner can:

- 3.1 explain **methods** that can be used in a work situation to prevent conflict
- 3.2 describe employer **responsibilities** with reference to conflict in the work place.

Range

Methods

Formal, informal.

Responsibilities

Dealing with the issue, communicating procedures and policies.

Guidance and Evidence

For 1.1 the learner must explain at least three examples of common causes of conflict between individuals, these could include: poor communication, poor management, unfair treatment, unclear job roles, inadequate training, poor communications, poor work environment, lack of equal opportunities, bullying and harassment. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.2 the learner must explain at least three examples of common causes of conflict between groups/teams, these could include: rivalry between colleagues, disagreements over a team's, goals or shared values, resentment that one team is not pulling its weight. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

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

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

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

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

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

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

Unit 450

Understanding personal finance for employment

UAN:	R/506/8127
Level:	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:	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

eg cost of a weekly ticket compared to 10 single tickets or cost of the train compared to the bus.

Work-related expenses

eg travel to and from work, food and drink.

Guidance and Evidence

For 1.1 the learner must identify money related terms used in job advertisements eg. ph, pw, pa, gross, net, k, pro rata. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must work out weekly wage from an annual salary eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg $\pounds 15600$ divided by $52 = \pounds 300$ pw.

For 1.3 the learner must work out hourly wage from weekly wage eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg $\pounds 400$ pw divided by 40 hours = $\pounds 10$ ph.

For 1.4 the learner must estimate annual salary from an hourly rate eg taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer eg $\pounds 9.95$ ph is approximately $\pounds 10 \times 40 \times 50 = \pounds 20000$ pa.

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

For 2.4 the learner must identify the net amount of pay eg 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 eg 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, printouts or leaflets showing costs, calculations completed by hand, using a calculator or using a computer.

For 3.2 the learner must draw up a budget plan to manage work related expenses over a 5 day period. Learner should consider own outgoings, possible outgoings or a case study. Evidence may be a simple budget plan showing outgoings 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.

UAN:	L/507/0295
Level:	Level 1
Credit value:	2
GLH:	16
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
Assessment:	Learner Portfolio
Barring:	This unit is barred with the following units in 5546: <ul style="list-style-type: none">• 206 Entry 2 Applying for a job• 306 Entry 3 Applying for a job• 405 Level 1 Career planning and making applications• 501 Level 2 Career planning and making applications• 506 Level 2 Applying for a job

Learning Outcome

The learner will:

1. Understand different methods of applying for jobs.

Assessment Criteria

The learner can:

- 1.1 describe different **methods** of applying for a job
- 1.2 describe when different **methods** of applying for a job are used
- 1.3 describe how to apply for a job online.

Range

Methods

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

Learning Outcome

The learner will:

2. Be able to complete a job application.

Assessment Criteria

The learner can:

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

Range

Relevant information

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

Different formats

Online, paper based, video, CV.

Guidance and evidence

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

For 1.2 the learner needs to describe when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For 2.1 the learner needs to identify the information needed to prepare a job application.

For 2.2 the learner needs to describe formats and styles of presenting information in a job application.

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

For 2.4 the learner needs to prepare a curriculum vitae.

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

UAN:	M/502/4894
Level:	1
Credit value:	2
GLH:	20
Aim:	This unit gives learners an introduction to the hospitality industry and related career opportunities including food preparation and cooking, food and drink service, accommodation services and guest services
Assessment:	Learner Portfolio
Barring:	This unit is the same as unit 101 in qualification 7107

Learning Outcome

The learner will:

1. Know the structure of the hospitality industry

Assessment Criteria

The learner can:

- 1.1 Identify different **types of outlets** within the industry
- 1.2 Outline the **services** offered within the industry.

Range

Types of outlets

Hotels, guest houses, budget hotels, bed and breakfast, cafes, coffee chains, fast food, public houses, bars, nightclubs, leisure and tourism

Services:

Food and drink service, accommodation/guest services, reception, portering, leisure facilities, event management, entertainment, gambling

Learning Outcome

The learner will:

2. Know the career opportunities in the hospitality industry.

Assessment Criteria

The learner can:

- 2.1 describe **job roles** in the industry
- 2.2 describe **career opportunities** in the industry
- 2.3 state different **working patterns** in the industry
- 2.4 identify **sources of information** on training and career opportunities.

Range

Job roles

General managers, supervisors, room attendant and cleaner, porters, storekeeper, housekeepers, assistant chef, head chef, kitchen assistants, restaurant staff, bar staff, barista, receptionist, cashier, and concierge

Career opportunities

Local, national, international

Transport, contract, event, welfare industrial, commercial, leisure industry

Working patterns

Full time, part time, shift work, split shifts, seasonal

Sources of information

Colleagues, line managers, newspapers, careers advisors/careers services, job centres, internet, hospitality journals, FE colleges, professional organisations, trade exhibitions

UAN:	K/502/4957
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	This unit may help learners to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills: <ul style="list-style-type: none">• Application of Number• Communication• Information and Communication Technology• Improving Own Learning and Performance• Problem Solving• Working with Others.
Assessment:	An assignment covering practical skills and underpinning knowledge.
Barring:	None.

Learning Outcome

The learner will:

1. Know different types of food service.

Assessment Criteria

The learner can:

- 1.1 Describe different types of **food service**.

Range

Food service

Procedures and equipment for the following: counter/takeaway service, table/tray service, trolley service, plated, silver service.

Learning Outcome

The learner will:

2. Be able to service food.

Assessment Criteria

The learner can:

- 2.1 serve hot/cold food, including **plated** and **counter** service, in a **safe** and **hygienic** manner
 - 2.2 state health and safety, and hygiene requirements when serving food.
-

Range

Plated

Correct portion size, on clean plate, with appropriate garnish

Counter

Correct portion size/dish assembly, using a clean plate/container, with correct condiments/accompaniments

Safe

Use of correct PPE, identify and deal with hazards (spillages, trips and slips, broken equipment), report hazards to supervisor

Hygienic

Personal hygiene, eg hands and nails, jewellery, cosmetics, hand washing procedures, cross-contamination, use correct cleaning products and equipment, clean as you go, disposal of waste, clean and correct serving equipment, return unused food products to storage

Health & safety and hygiene requirements

Safe handling, spillages, correct temperature and time control, use of temperature probes, cleaning of food area and surrounding area, relating to current legislation

Learning Outcome

The learner will:

3. Be able to work in a food service area.

Assessment Criteria

The learner can:

- 3.1 set up, **maintain** and close down the service area according to **instructions**.
-

Range

Maintain

Clean as you go, replenish supplies, dispose of waste.

Instructions

eg from supervisor, verbally, or written (eg on a work card).

UAN:	K/502/5042
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	<p>This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.</p> <p>This unit may help learners to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:</p> <ul style="list-style-type: none"> • Application of Number • Communication • Information and Communication Technology • Improving Own Learning and Performance • Problem Solving • Working with Others.
Assessment:	An assignment covering practical skills and underpinning knowledge.
Barring:	None.

Learning Outcome

The learner will:

1. Know the principal methods of cooking.

Assessment Criteria

The learner can:

- 1.1 state the principal **methods** of cooking
- 1.2 state typical cooking methods for different **commodities**.

Range

Methods (dry)

Roasting, grilling, baking, microwave, frying (shallow, stir, deep).

Methods (wet)

Poaching, boiling, stewing, steaming, braising.

Commodities

Meat: fry, poach, roast, boil, stew, braise

Fish: fry, poach, steam, bake, grill

Poultry: fry, steam, poach, roast, boil, grill
Vegetables: fry, steam, poach, roast, boil, grill
Dough products: baking, boiling
Fruit: Poached, stewed, fried, baked
Eggs: poached, fried, boiled
Rice and grains: boiled, braised, fried.

Learning Outcome

The learner will:

2. Be able to prepare, cook and present simple dishes.

Assessment Criteria

The learner can:

- 2.1 prepare, cook and present simple dishes **safely and hygienically**, using **wet and dry methods**
 - 2.2 clean **work areas** and **equipment safely and hygienically** during and after preparing and cooking food.
 - 2.3 state safe working practices for different **cooking methods**
 - 2.4 **review** own performance and make suggestions for future improvements.
-

Range

Prepare

Wash, trim, chop, slice, peel, grate, rub in, whisk, cream, sieve

Cooking methods (dry)

Roasting, grilling, baking, microwave, frying (shallow, stir, deep)

Cooking methods (wet)

Poaching, boiling, stewing, steaming, braising

Present

Appropriate portion size, arrangement of dish, correct garnish and decoration, appropriate clean and unchipped serving dishes, accompaniments

Safely and hygienically

Personal Protective Equipment (PPE), hand washing, cross-contamination, return unused ingredients to storage, use correct cleaning products and equipment, clean as you go, disposal of waste

Work areas

Work surfaces benches, cloths, chopping boards, knives, cooking utensils, tasting spoons floors

Equipment

Knives, small hand held kitchen equipment, chopping boards, trays, baking tins, gas/electrical equipment, saucepans, frying pans, cloths

Review

Identify what went well, not so well and suggest any improvements

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.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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