

# 7591 Employability for Apprentices Level 1 Unit Pack

September 2011 Version 1.0

UNIT PACK



## Qualification at a glance

<b>Subject area</b>	Employability for Apprentices
<b>City &amp; Guilds number</b>	7591
<b>Age group approved</b>	All
<b>Entry requirements</b>	Level 2
<b>Assessment</b>	Learner portfolio
<b>Fast track</b>	Automatic approval for 7546 centres
<b>Support materials</b>	Centre handbook Unit packs
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates



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# 1 Units

## Availability of units

Below is a list of the learning outcomes for all the level 1 units. They are also on The Register of Regulated Qualifications:

<http://register.ofqual.gov.uk/Unit>

## Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Summary of units

Unit Number	Unit Title	Credits	QCF unit number
101	Level 1 Managing your health at work	1	T/501/6389
102	Level 1 Effective skills, qualities and attitudes for learning and work	3	J/501/6879
103	Level 1 Career planning and making applications	3	A/501/6880
104	Level 1 Rights and responsibilities in the workplace	3	L/501/6883
105	Level 1 Managing personal finance	3	R/501/6884
106	Level 1 Supporting others	3	H/501/6887
107	Level 1 Enterprise activity: producing products or services	3	H/501/6890
108	Level 1 Work based experience	3	K/501/6891
109	Level 1 Contributing to a team	3	A/501/6894
110	Level 1 Candidate project	3	Y/501/6899

111	Level 1 Understanding the language and culture of a community	3	K/600/6193
112	Level 1 Valuing equality and diversity	2	F/600/7804
113	Level 1 Introduction to health and safety awareness in the workplace	2	J/600/7805
114	Level 1 Developing self	2	K/502/0469
115	Level 1 Environmental Awareness	2	Y/502/0659
116	Level 1 Healthy Living	2	F/502/0476
117	Level 1 Individual rights and responsibilities	1	K/502/0472
118	Level 1 Making the most of leisure time	2	K/502/0651
119	Level 1 Managing own money	2	R/502/0479
120	Level 1 Managing Social Relationships	2	D/502/0470
121	Level 1 Preparation for work	2	J/502/0477
122	Level 1 Working as a part of a group	2	R/502/0465
123	Level 1 Working towards goals	2	J/502/0463
124	Level 1 Alternatives to paid work	1	K/501/5952
125	Level 1 Self-assessment	1	M/501/5807
126	Level 1 Career progression	2	J/501/5814
127	Level 1 Developing personal skills for leadership	2	M/501/5869
128	Level 1 Practising leadership skills with others	2	T/501/5808
129	Level 1 Learning with colleagues and other learners	2	K/501/5823
130	Level 1 Communicating solutions to others	2	L/501/5961
131	Level 1 Positive attitudes and behaviours at work	1	A/501/5826
132	Level 1 Learning from more experienced people	2	J/501/5828
133	Level 1 Building working relationships with colleagues	2	T/501/5811
134	Level 1 Working as a volunteer	2	K/501/5806
135	Level 1 Investigating rights and responsibilities at work	1	L/501/6382
136	Level 1 Solving work-related problems	2	D/501/5849
137	Level 1 Taking notes at meetings	1	T/501/5954

138	Level 1 Summarising documents	1	L/501/5944
139	Level 1 Contributing to meetings	1	A/501/5809
140	Level 1 Preparing for work placement	1	M/501/6391
141	Level 1 Learning from work placement	2	J/501/6395
142	Level 1 Safe learning in the workplace	1	R/501/6397
143	Level 1 Searching for a job	1	L/501/5958
144	Level 1 Applying for a job	1	Y/501/5848
145	Level 1 Preparing for an interview	1	M/501/5824
146	Level 1 Interview skills	1	R/501/5847
147	Level 1 Self-management skills	2	L/501/5829
148	Level 1 Developing own interpersonal skills	3	H/500/5467
149	Level 1 Developing personal confidence and self-awareness	3	M/500/4693
150	Level 1 Developing personal development skills	3	M/500/5469
151	Level 1 Healthy lifestyles	1	L/500/8900
152	Level 1 Improving assertiveness and decision making	3	R/500/4718
153	Level 1 Improving own confidence	3	R/500/8901
154	Level 1 Prepare for an interview	1	J/500/8886
155	Level 1 Recognising employment opportunities	1	D/500/5306
156	Level 1 Time management skills	3	M/500/8906
157	Level 1 Understanding stress and stress management techniques	3	M/500/5486
158	Level 1 Use tools and equipment for a practical activity	2	K/600/3245
159	Level 1 Understanding business communication	3	R/500/5321
160	Level 1 Business and customer awareness	2	T/502/3584
161	Level 1 Coping with change	1	T/502/3598
162	Level 1 Managing your time	2	K/502/3596
163	Level 1 Being safe and healthy at work	2	M/502/3616
164	Level 1 Understanding conflict at work	1	Y/502/3609



165	Level 1 Preparing for and learning from interviews	3	R/502/2863
166	Level 1 Presenting personal information effectively	3	Y/502/2864
167	Level 1 Developing group and teamwork communication skills	3	F/500/5380
168	Level 1 Building working relationships with customers	2	D/501/5821
169	Level 1 Being responsible for other people's money	1	F/501/5827
170	Level 1 Managing your own money	2	J/501/5960
171	Level 1 Planning an enterprise activity	1	F/501/5942
172	Level 1 Producing a product	1	T/501/5940
173	Level 1 Running an enterprise activity	1	F/501/5939
174	Level 1 Setting and meeting targets at work	2	H/501/5822
175	Level 1 Working in a team	3	L/501/5832

## Unit 101

## Level 1 Managing your health at work

<b>UAN:</b>	T/501/6389
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	This unit helps the learner to understand that different areas of work have different health requirements. It also considers how good personal health can be maintained in different areas of work.

<b>Learning outcome</b>
The learner will: 1. Understand that different areas of work have different health requirements
<b>Assessment criteria</b>
The learner can: 1.1 Explain different health requirements for a chosen area of work

<b>Learning outcome</b>
The learner will: 2. Know how to maintain good health in different areas of work
<b>Assessment criteria</b>
The learner can: 2.1 Describe health risks for a chosen area of work 2.2 Explain how to reduce health risks in a chosen area of work

# Unit 101                      Level 1 Managing your health at work

## Supporting information

### Delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Although both the outcomes and assessment criteria are largely knowledge based, delivery could include different methods to assist in the learning process and involve learners on a practical level (e.g. case studies, discussion, debate etc.).

When employed, individuals have a range of both rights and responsibilities. Understanding can be enhanced by ensuring delivery encompasses learners relate such to a workplace; this could be one they are familiar with either personally or through the use of a case study. It is not a requirement for candidates to access a workplace but any opportunities to relate to specific settings can capitalise on both their understanding in terms of the required outcomes and to achieve the knowledge required to meet the assessment criteria. Familiarity with rights in general may be a good starting point (e.g. right to life, education, respect, freedom from discrimination etc) leading on to those specifically related to the workplace (e.g. to work in a safe environment, fair pay, fair access to training, etc). To assist learners in understanding what responsibilities are, a similar approach could be used.

Learners will need to be guided to not only identifying rights and responsibilities but why they are important in the workplace. Guest speakers can provide insight into how these are established and enforced within different work settings – learners could prepare questions for interviews with staff and may want to consider asking about the repercussions of not respecting the rights of others.

Other expert speakers could provide information about what is available in terms of support and guidance for those who may have concerns about their rights or those of others (e.g. Trade Union representative, ACAS, CAB etc). Case studies may be helpful in identifying the factors that might affect the rights of the individual within a work setting and provide learners with a range of scenarios and settings where they need to consider different factors when determining how the rights of the individual might be appropriately supported.

There is no requirement to describe legislation in detail, however it will be important to for learners to understand how rights are enshrined in law and how the sector interprets this (e.g. Codes of Practice, policies, procedures etc.) and how these may apply in different settings, in terms of both the rights of individuals and the employee themselves; examples might include Health and Safety, equality of opportunity, freedom from discrimination, privacy of personal information etc). Leaflets or posters could be used to encourage learners to give an explanation of how the rights of individuals might be respected. Use of other resources may also

be helpful documents for learners – e.g. Codes of Practice, Statements of Purpose, NMS and/or updated guidelines etc. There are opportunities to look at public reports (e.g. Care Quality Commission, Ofsted) – where legal requirements and set standards are used to measure how a particular provision is performing and learners could research any aspects which relate to protecting the rights of individuals.

Whilst the learner needs to understand the rationale behind rights and responsibilities in the workplace, they will also need to know where sources of guidance and information can be accessed. Individual and group research with regards those organisations that provide advice and guidance for employees and employers will support learners in achieving the final criterion.

### **Suggested evidence/assessment opportunities**

On completion of a unit the learner should:

- 1.1 explain reasons why rights and responsibilities are important in a workplace
- 1.2 understand how rights and responsibilities are established and enforced in a workplace
- 2.1 identify the rights and responsibilities an employee has at work
- 2.2 explain the implications of employee rights and responsibilities
- 3.1 identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
- 3.2 describe the type of advice given by key representative bodies.

**Holistic approach:** All assessment criteria could be met through an integrated assignment. For example, learners could produce a guide for a new staff member which included different sections linked to the assessment criteria. Depending on work placement activities and setting selected, there is also the potential for linking some assessment criteria from this unit to others (e.g. Units 4, 11 and 24, where the learner could integrate assignment work and relate to a specific workplace following completion of their work placement).

**Individual criterion approach:** Please note, this list is indicative only, each assessment criterion could be approached on an individual basis and/or any combination of criteria and methodologies, and these could include:

- Question and Answer
- Case studies
- Posters
- Leaflets
- Individual and/r group research
- Presentations
- Interviewing/questioning guest speaker

Regardless of the approach taken, learners' evidence must include the following:

- Explanation of at least one reason of why rights are important in the workplace and similarly one reason why responsibilities are important in the workplace

- Explanation of their understanding of two different rights and responsibilities are established and enforced in the workplace
- Identification of two different rights and responsibilities that the employee has at work
- Explanation of the implications of two employee rights and responsibilities
- Identification of three key representative bodies
- Description of types of advice that can be given by three representative bodies

## Potential Resources

- **[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)**

Employment Terms and Conditions

- **[www.worksmart.org.uk/rights](http://www.worksmart.org.uk/rights)**

Guide to rights at work

- **[www.abouthumanrights.co.uk/human-rights-issues-workplace.html](http://www.abouthumanrights.co.uk/human-rights-issues-workplace.html)**

Rights of public authority workers

- **[www.oneworkplace.org.uk](http://www.oneworkplace.org.uk)**

Information on promoting equal opportunities in the work place

- **[www.workingrights.co.uk/BullyingatWork.html](http://www.workingrights.co.uk/BullyingatWork.html)**

Information on what to do in the event of bullying in the workplace

- **[www.advice.org.uk/](http://www.advice.org.uk/)**

Advice on a range of rights of the worker (citizens Advice Bureau)

- **[www.acas.org.uk/](http://www.acas.org.uk/)**

Advice on arbitration, health and well being at work

- **[www.tuc.org.uk](http://www.tuc.org.uk)**

Range of information on rights at work

## Unit 102

## Level 1 Effective skills, qualities and attitudes for learning and work

<b>UAN:</b>	J/501/6879
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Aim:</b>	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

<b>Learning outcome</b>
The learner will: 1. Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work
<b>Assessment criteria</b>
The learner can: 1.1 Explain the importance of positive and appropriate behaviour 1.2 Consistently demonstrate appropriate codes of conduct 1.3 Demonstrate adaptability and flexibility 1.4 Demonstrate motivation and enthusiasm 1.5 Demonstrate commitment and professionalism

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>explain</b> the importance of positive and appropriate behaviour. Candidates are expected to give general examples of positive behaviour which need not relate to their particular area of learning or work. These may include behaviours which they then go on to demonstrate in 1.2 to 1.5. Evidence for 1.1 may be a candidate statement or assessor observation.</p> <p>For 1.2 the candidate needs to consistently <b>demonstrate</b> appropriate codes of conduct over a significant period of time in the context of the length of the candidate's programme of study. If the programme lasts a year then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.</p> <p>For 1.3 the candidate needs to <b>demonstrate</b> adaptability and flexibility eg be able to respond appropriately to changing circumstances.</p> <p>For 1.4 the candidate needs to <b>demonstrate</b> motivation and enthusiasm eg volunteering for tasks, making suggestions.</p> <p>For 1.5 the candidate needs to <b>demonstrate</b> commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.</p>

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples.

### Learning outcome

The learner will:

2. Understand why effective communication is important

### Assessment criteria

The learner can:

2.1 Explain the importance of effective verbal and non-verbal communication

2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer

2.3 Demonstrate effective communication with more than one other person

2.4 Use positive body language

### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **explain** (orally or in writing) the importance of effective a) verbal and b) non verbal communication. Verbal communication refers to spoken communication and non-verbal communication refers to communication which is not spoken, including body language. Evidence for 2.1 may be a candidate statement or assessor record.

For 2.2 the candidate needs to **demonstrate** effective communication on a one-to-one basis with a colleague or customer. This can be a real or simulated situation.

For 2.3 the candidate needs to **demonstrate** effective communication with more than one other person. This might take the form of a group discussion.

For 2.4 the candidate needs to **use** positive body language.

Evidence for 2.2 to 2.4 may be a video recording, witness statement giving specific examples and/or an assessor observation.

### Learning outcome

The learner will:

3. Be able to work effectively

### Assessment criteria

The learner can:

3.1 Receive and respond to instructions

3.2 Check own understanding of instructions

3.3 Identify the tasks that need to be done and deadlines

3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks

3.5 Work safely following health and safety guidelines

3.6 Complete tasks to required standard and deadlines

3.7 Identify ways of working more effectively

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **receive** and **respond** appropriately to instructions from a tutor or supervisor.

For 3.2 the candidate needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the candidate needs to **identify** what needs to be done and the deadlines for each task.

For 3.4 the candidate needs to **identify** the help, if required, from tutor, supervisor or peers (eg help with moving items), and any materials, equipment and/or tools needed to complete the tasks.

For 3.5 the candidate needs to **work safely** following health and safety guidelines ie follow an organisation's health and safety procedures and use personal protective equipment if appropriate.

For 3.6 the candidate needs to **complete** tasks to the standard required by the organisation within given timescales.

Evidence for 3.1 to 3.6 could include a work diary and witness statement and/or assessor observation.

For 3.7 the candidate needs to **identify** ways of working more effectively. The candidate needs to review their performance and suggest how they could improve when carrying out similar tasks in the future. Evidence for 3.7 may be a candidate statement.

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



## Unit 102

## Level 1 Effective skills, qualities and attitudes for learning and work

### Supporting information

#### Guidance

This unit, which is mandatory for the Level 1 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners must demonstrate these positive behaviours consistently over a period of time eg for 6 weeks on a programme of a year or a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

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

#### Resources

These websites might be useful:

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)**

## Unit 103

## Level 1 Career planning and making applications

<b>UAN:</b>	A/501/6880
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course.

<b>Learning outcome</b>
The learner will: 1. Be able to choose a suitable career pathway
<b>Assessment criteria</b>
The learner can: 1.1 List sources of careers advice and guidance 1.2 Research career options 1.3 Agree a suitable career pathway

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>list</b> sources of careers advice and guidance. These could include people, organisations and websites.  For 1.2 the candidate needs to <b>research</b> at least two career options.  For 1.3 the candidate needs to <b>agree</b> a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.  Evidence for 1.1 to 1.3 can be a candidate statement signed by the assessor to confirm agreement.

<b>Learning outcome</b>
The learner will: 2. Be able to identify a suitable job, training programme or course
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>list</b> sources of information for job vacancies, training programmes or courses eg local media and job centre.  For 2.2 the candidate needs to <b>find</b> a suitable job vacancy, training programme or course related to their chosen career pathway. For

example, a part-time job may contribute to the candidate's skills development. Information could be provided for the candidate 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 candidate statement.

#### **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

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate 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 candidate statement.

For 3.2 the candidate needs to **draft** a curriculum vitae (CV) but this can be typed up by someone else. Evidence for 3.2 should be the CV.

#### **Learning outcome**

The learner will:

4. Understand how candidates are selected for interview

#### **Assessment criteria**

The learner can:

4.1 Describe how candidates are selected for an interview for a job, training programme or course

#### **Explanation of criteria and examples of evidence**

For this criterion (4.1) the candidate 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 candidate statement.

#### **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

### Explanation of criteria and examples of evidence

For the first criterion (5.1) the candidate 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 candidate statement.

For 5.2 the candidate 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.

### Learning outcome

The learner will:

6. Understand the interview process

### Assessment criteria

The learner can:

6.1 List what needs to be considered in preparation for the interview

6.2 Observe or take part in a real or simulated interview

6.3 Give examples of effective and ineffective interview practice

### Explanation of criteria and examples of evidence

For the first criterion (6.1) the candidate 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 candidate statement.

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

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

# Unit 103                      Level 1 Career planning and making applications

## Supporting information

### Guidance

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.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy.

### Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

**[www.connexions-direct.com](http://www.connexions-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk/JCP/](http://www.jobcentreplus.gov.uk/JCP/)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

Sector Skills Council websites

## Unit 104

## Level 1 Rights and responsibilities in the workplace

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

<b>Learning outcome</b>
The learner will: 1. Understand that employees have rights
<b>Assessment criteria</b>
The learner can: 1.1 List a range of employee rights 1.2 State how employee rights are protected by law

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>list</b> a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities.
For 1.2 the candidate needs to <b>state</b> 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 candidate statement or a record of questioning.

<b>Learning outcome</b>
The learner will: 2. Understand that employees have responsibilities
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>list</b> a range of employee responsibilities. These could include health and safety and data protection.
For 2.2 the candidate needs to <b>describe</b> 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 candidate needs to **explain** why it is important to keep some information confidential.

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

### 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

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate 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 candidate 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 candidate 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 candidate 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 candidate statement or a record of questioning.

For 3.5 the candidate 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 candidate 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 candidate statement and assessor observation.

# **Unit 104**

## **Level 1 Rights and responsibilities in the workplace**

### Supporting information

#### **Guidance**

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.

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

#### **Resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.hse.gov.uk](http://www.hse.gov.uk)**

**[www.opsi.gov.uk](http://www.opsi.gov.uk)**

**[www.tuc.org.uk](http://www.tuc.org.uk)** (and the websites of individual unions)

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

**[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)**



## Unit 105

## Level 1 Managing personal finance

<b>UAN:</b>	R/501/6884
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner to understand how to manage their personal finances.

<b>Learning outcome</b>
The learner will: 1. Understand sources of income and expenditure
<b>Assessment criteria</b>
The learner can: 1.1 List sources of income 1.2 Describe the ways in which money can be received 1.3 Give examples of a range of expenditure 1.4 Describe the ways in which payment can be made

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>list</b> sources of income (eg wages, benefits, allowances). This is about income in general not the learner's own income.
For 1.2 the candidate needs to <b>describe</b> ways in which money can be received. This can include cash, cheques, BACs.
For 1.3 the candidate needs to <b>give examples</b> of a range of expenditure (eg rent, telephone, clothing, fuel, food, travel, entertainment).
For 1.4 the candidate needs to <b>describe</b> the ways in which payment can be made. This can include cash, cheques, credit cards, debit cards, direct debit, standing orders.
Evidence for 1.1 to 1.4 may be a candidate statement or record of questioning.

<b>Learning outcome</b>
The learner will: 2. Understand the need to balance income and expenditure
<b>Assessment criteria</b>
The learner can: 2.1 Identify and use a method of recording income and expenditure 2.2 Identify the problems which may occur if expenditure is greater than income

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> and <b>use</b> a method of recording income and expenditure. This could be paper-based or electronic. Evidence for 2.1 may be the income and expenditure record.
For 2.2 the candidate needs to <b>identify</b> the problems which may occur if expenditure is greater than income eg reduction in savings, rent arrears, unable to borrow or pay back existing loans.
Evidence for 2.2 may be a candidate statement or record of questioning.

<b>Learning outcome</b>
The learner will: 3. Know how to reduce expenditure
<b>Assessment criteria</b>
The learner can: 3.1 Describe ways of reducing expenditure

<b>Explanation of criteria and examples of evidence</b>
For this criterion (3.1) the candidate needs to <b>describe</b> ways of reducing expenditure. This could include managing own budget to reduce spending on non-essential items eg buying in bulk or second hand, taking advantage of special offers and sales, using freecycle or similar websites. Evidence for 3.1 may be a candidate statement or record of questioning.

<b>Learning outcome</b>
The learner will: 4. Understand some of the products provided by banks and building societies
<b>Assessment criteria</b>
The learner can: 4.1 Give examples of types of products provided by banks and building societies 4.2 State advantages and disadvantages of different types of accounts

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to <b>give examples</b> of types of products provided by banks and building societies eg current accounts, savings accounts, loans, mortgages.
For 4.2 the candidate needs to <b>state</b> advantages and disadvantages of different types of accounts eg rate of interest, additional services.
Evidence for 4.1 and 4.2 may be a candidate statement or record of questioning.

<b>Learning outcome</b>
The learner will: 5. Understand the advantages and disadvantages of borrowing money
<b>Assessment criteria</b>
The learner can: 5.1 List the advantages of borrowing 5.2 List the disadvantages of borrowing 5.3 Give examples of the costs of borrowing

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (5.1) the candidate needs to <b>list</b> at least two advantages of borrowing eg being able to buy a house, taking advantage of sales and special offers.</p> <p>For 5.2 the candidate needs to <b>list</b> at least two disadvantages of borrowing eg interest charges, borrowing from friends and family can damage relationships.</p> <p>For 5.3 the candidate needs to <b>give examples</b> of the costs of borrowing eg the total amount to be repaid for borrowing on credit cards, short term loan/credit agreement to purchase a television, mortgage to buy a house.</p> <p>Evidence for 5.1 to 5.3 may be a candidate statement or record of questioning.</p>

# Unit 105            Level 1 Managing personal finance

## Supporting information

### Guidance

This unit focuses on helping the learner to manage personal finances.

The unit is about personal finance in general not about the learner's specific circumstances and personal details. The tutor will need to discuss the different sources of income (eg wages, benefits) and expenditure (eg mortgage/rent, utility bills) and the ways in which payment can be made eg debit/credit cards, standing orders, cash.

The learner will know the importance of balancing income and expenditure and how to reduce expenditure eg using a bike instead of the bus.

The learner will need to know about some of the products provided by banks and building societies including different accounts. They will also need to give examples of the costs of borrowing eg interest rates, long and short-term borrowing.

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

### Resources

These websites might be useful:

**[www.moneymadeclear.fsa.gov.uk](http://www.moneymadeclear.fsa.gov.uk)**

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning/](http://www.rwp.qia.oxi.net/embeddedlearning/)**

## Unit 106

## Level 1 Supporting others

<b>UAN:</b>	H/501/6887
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Aim:</b>	The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided.

<b>Learning outcome</b>
The learner will: 1. Identify others who need support
<b>Assessment criteria</b>
The learner can: 1.1 List the person(s) who need support in different ways 1.2 Describe the support needs of the person(s) he/she has decided to support

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>list</b> people who need support in different ways eg a house bound person could need help with their shopping, a new entrant at work or a place of learning could need mentoring, a parent could need the support of a baby sitter.  For 1.2 the candidate needs to choose a particular person and <b>describe</b> the support needs of the person(s) he/she has decided to support. The person who needs support could be someone known to the learner eg a colleague or someone he/she does not know eg from a local day centre, national charity.  Evidence for 1.1 and 1.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Know what he/she can do to support others
<b>Assessment criteria</b>
The learner can: 2.1 State two ways he/she could support the person(s) 2.2 Agree how to support the person(s)

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>state</b> two ways he/she could support the person(s) eg for a house bound person, support could include fetching items of shopping, helping them to order their main

shopping via an internet site, posting letters, walking the dog. Evidence for 2.1 may be a candidate statement or an assessor or witness statement generated during a review or tutorial session.

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

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

3.1 Explain what he/she cannot do to help or support

3.2 Explain why he/she cannot help or support in this way

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **explain** what he/she cannot do to help or support. This includes anything which requires specialist knowledge/qualifications or an inappropriate level of involvement eg giving medicines.

For 3.2 the candidate needs to **explain** why he/she cannot help or support in this way. Evidence for 3.1 and 3.2 may be a candidate statement.

### **Learning outcome**

The learner will:

4. Be aware of relevant health and safety issues

### **Assessment criteria**

The learner can:

4.1 List relevant health and safety issues

4.2 Work safely

### **Explanation of criteria and examples of evidence**

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

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

### **Learning outcome**

The learner will:

5. Be able to support others

<b>Assessment criteria</b>
The learner can: 5.1 Support the person or persons

<b>Explanation of criteria and examples of evidence</b>
For this criterion (5.1) the candidate needs to <b>support</b> the person or persons as agreed in 2.2. Evidence may be a candidate statement, assessor/witness observation, photographs or audio/video recordings but care must be taken to maintain the confidentiality of the person requiring support where appropriate.

<b>Learning outcome</b>
The learner will: 6. Review the effectiveness of the support given

<b>Assessment criteria</b>
The learner can: 6.1 Identify what went well and what did not go well 6.2 Identify the changes he/she would make if he/she provides the support again

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (6.1) the candidate needs to <b>identify</b> what went well and what did not go well.  For 6.2 the candidate needs to <b>identify</b> the changes he/she would make if he/she provides the support again.  Evidence for 6.1 and 6.2 may be a candidate statement. Candidates may cover several assessment criteria by giving a short talk to their peers. Evidence could include candidate notes, photographs (eg of location) or assessor observation.

# Unit 106                      Level 1 Supporting others

## Supporting information

### Guidance

This unit focuses on supporting one person or a group of people in a safe and effective way.

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

Delivery should recognise learners' particular circumstances and their broader learning programme. The learner may already be in a supporting role. Care should be taken to respect the confidentiality of the person or persons receiving support.

### Resources

These websites might be useful:

**[www.volunteering.org.uk](http://www.volunteering.org.uk)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.csv.org.uk/volunteering](http://www.csv.org.uk/volunteering)**

**[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)**

**[www.connexions-direct.com](http://www.connexions-direct.com)**



## Unit 107

## Level 1 Enterprise activity: producing products or services

<b>UAN:</b>	H/501/6890
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.

<b>Learning outcome</b>
The learner will: 1. Be able to plan an enterprise activity
<b>Assessment criteria</b>
The learner can: 1.1 Decide what product or service to sell 1.2 Decide where and when to sell the product or service 1.3 Identify what needs to be done to produce the product or service 1.4 List who will do what (if this is a group activity) 1.5 Identify the equipment and materials needed to make the product or provide the service 1.6 Identify the possible health and safety hazards of the chosen activity

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>decide</b> what product or service to sell. Selecting the product or service to sell can be an individual or a group decision. The decision must be checked with the tutor/supervisor.
For 1.2 the candidate needs to <b>decide</b> where and when to sell the product or service. This may be in the workplace or place of learning eg a cake stall or elsewhere eg car washing.
For 1.3 the candidate needs to <b>identify</b> what needs to be done to produce the product or service eg tasks and deadlines.
For 1.4 the candidate needs to <b>list</b> who will do what (if this is a group activity).
For 1.5 the candidate needs to <b>identify</b> the equipment and materials needed to make the product or provide the service eg baking equipment and ingredients for cakes, buckets and sponges for car washing.
For 1.6 the candidate needs to <b>identify</b> the possible health and safety hazards of the chosen activity eg getting burned when using an oven to bake cakes.
Evidence for 1.1 to 1.6 may be a candidate statement or assessor record

of discussion and/or questioning.

<b>Learning outcome</b>
The learner will: 2. Be able to cost and price the enterprise activity
<b>Assessment criteria</b>
The learner can: 2.1 Research the cost of making the product or providing the service 2.2 Decide the price to charge for each product or service 2.3 Work out the profit on one product or one service 2.4 Decide where to get the money to carry out this (or another) enterprise activity

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>research</b> the cost of making the product or providing the service eg cost of materials.  For 2.2 the candidate needs to <b>decide</b> the price to charge for each product or service eg to ensure costs are covered.  For 2.3 the candidate needs to <b>work out</b> the profit on one product or one service.  For 2.4 the candidate needs to <b>decide</b> where to get the money to carry out this activity, or another enterprise activity if no finance is needed for this activity. This will depend on individual circumstances and the size of the enterprise.  Evidence for 2.1 to 2.4 may be a candidate statement or assessor record of discussion and/or questioning.

<b>Learning outcome</b>
The learner will: 3. Be able to make a product or produce a service
<b>Assessment criteria</b>
The learner can: 3.1 Obtain the materials needed to make the product or provide the service 3.2 Make the product or provide the service 3.3 Work safely 3.4 Make sure the product or service is safe

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>obtain</b> the materials to make the product or provide the service eg ingredients for baking cakes. Evidence may be a candidate statement.  For 3.2 the candidate needs to <b>make</b> the product or <b>provide</b> the service. Evidence may be an assessor record, an example of the product, photographs etc.

For 3.3 the candidate needs to **work safely**, ie follow organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate. Evidence may be an assessor observation or a witness statement.

For 3.4 the candidate needs to **make sure** the product or service is safe. This should be confirmed with the tutor or supervisor. Evidence may be an assessor statement.

#### **Learning outcome**

The learner will:

4. Be able to promote and sell a product or service

#### **Assessment criteria**

The learner can:

4.1 Promote the product or service

4.2 Sell the product or service

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the candidate needs to **promote** the product or service eg advertise it. Evidence may be a poster, advertisement, flyer etc.

For 4.2 the candidate needs to **sell** the product. Selling activity should be agreed with the assessor or supervisor. Evidence may be an assessor observation or video.

## **Unit 107**

# **Level 1 Enterprise activity: producing products or services**

### Supporting information

#### **Guidance**

This unit focuses on producing goods or services. This may be for fund raising purposes.

The tutor/supervisor will need to ensure all aspects of the activity are safe and legal.

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

#### **Resources**

These websites might be useful:

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning/](http://www.rwp.qia.oxi.net/embeddedlearning/)**

## Unit 108

## Level 1 Work based experience

<b>UAN:</b>	K/501/6891
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Aim:</b>	The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare for his/her work experience
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>suggest</b> 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 candidate or the placement could be suggested by the candidate. The candidate is expected to attend a suitable work experience for a minimum of 15 hours. Evidence may be a candidate statement or review record.</p> <p>For 1.2 the candidate needs to <b>apply</b> or <b>prepare for</b> work experience. The application can be by telephone, application form or interview depending on the requirements of the work placement. If the candidate 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.</p> <p>For 1.3 the candidate needs to <b>state</b> 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 candidate statement.</p>

<b>Learning outcome</b>
The learner will: 2. Be able to plan a journey to work
<b>Assessment criteria</b>

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

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate 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 candidate 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 candidate statement.

For 2.3 the candidate 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 candidate statement.

**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

**Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

#### **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

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the candidate 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 candidate 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 candidate needs to **explain** how he/she is going to build on this experience eg improve particular skills, apply for similar jobs.

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

# **Unit 108**                      **Level 1 Work based experience**

Supporting information

## **Guidance**

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

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

## **Resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.connexions-direct.com](http://www.connexions-direct.com)**



## Unit 109

## Level 1 Contributing to a team

<b>UAN:</b>	A/501/6894
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.

<b>Learning outcome</b>
The learner will: 1. Be able to give reasons why effective teamwork is important
<b>Assessment criteria</b>
The learner can: 1.1 List some benefits of effective teamwork

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to <b>list</b> some benefits of effective teamwork. Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Understand how team values and procedures can vary
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>list</b> different types of teams eg teams for sports, workplace teams.
For 2.2 the candidate needs to <b>describe</b> ways in which team members can make sure they work together effectively eg shared ground rules, clear objectives, effective communication.
For 2.3 the candidate needs to <b>outline</b> different ways of making decisions eg autocratic, democratic, depending on roles.
Evidence for 2.1 to 2.3 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3. Understand the roles people may take in a teamwork situation
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>give examples</b> of formally allocated roles eg team leader, supervisor, reviewer, planner.  For 3.2 the candidate needs to <b>give examples</b> of less formal roles eg joker, negotiator, completer.  For 3.3 the candidate needs to <b>identify</b> 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 candidate statement.

<b>Learning outcome</b>
The learner will: 4. Understand what needs to be done to achieve a team goal
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to <b>explain</b> the overall goal of the team. The team goal may be decided by the team eg raising funds for charity or given to the team by the assessor or supervisor eg to complete a project.  For 4.2 the candidate needs to <b>describe</b> his/her own role as part of the team.  Evidence for 4.1 and 4.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 5. Be able to work with others towards achieving shared objectives in a well-defined situation
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (5.1) the candidate needs to <b>agree</b> an action plan of individual and group activities needed to achieve objectives. Evidence for 5.1 may be a signed action plan.</p> <p>For 5.2 the candidate needs to <b>clarify</b> the action plan if necessary. The candidate should be able to state what he or she needs to do.</p> <p>For 5.3 the candidate needs to <b>identify</b> who he/she could ask for help eg supervisor, assessor.</p> <p>Evidence for 5.2 and 5.3 may be a candidate statement or review record.</p> <p>For 5.4 the candidate needs to <b>work cooperatively</b> eg offering help and support and asking for support if required.</p> <p>For 5.5 the candidate needs to <b>receive</b> and <b>act on</b> constructive criticism. The candidate 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.</p> <p>For 5.6 the candidate needs to <b>carry out</b> well-defined individual and group activities as identified in the action plan and ensuing discussions.</p> <p>For 5.7 the candidate needs to <b>work safely</b>. This includes following health and safety guidelines given by assessor or supervisor and wearing appropriate clothing.</p> <p>Evidence for 5.4 to 5.7 should be an assessor observation or witness statement.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. Be aware of own contribution to team progress</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 Share own views on progress with other members of the team</p> <p>6.2 Identify how effective his/her contribution was to the team's progress</p> <p>6.3 Identify what went well and what went less well in working with others</p> <p>6.4 Suggest ways of improving own working with others in the future</p>

### **Explanation of criteria and examples of evidence**

For the first criterion (6.1) the candidate 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 candidate notes.

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

For 6.3 the candidate 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 candidate needs to **suggest** ways of improving own working with others in the future. The focus should be on improving the candidate'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

## **Unit 109**                      **Level 1 Contributing to a team**

### Supporting information

#### **Guidance**

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

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

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

#### **Resources**

These websites might be useful:

**[www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)**

**[www.enterprisevillage.org.uk](http://www.enterprisevillage.org.uk)**

## Unit 110

## Level 1 Candidate project

<b>UAN:</b>	Y/501/6899
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to support the learner in planning, carrying out and evaluating a project (an activity or piece of research) of his/her own choice.

<b>Learning outcome</b>
The learner will: 1. Plan a project (activity or piece of research)
<b>Assessment criteria</b>
The learner can: 1.1 Agree a suitable project 1.2 List the stages involved in the project 1.3 Suggest a timescale for the activities 1.4 Agree the plan with a suitable person

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>agree</b> a suitable project (a practical activity or a piece of research) with the assessor or supervisor. Evidence may be an assessor statement.  For 1.2 the candidate needs to <b>list</b> the stages involved in the project.  For 1.3 the candidate needs to <b>suggest</b> a timescale for the activities.  For 1.4 the candidate needs to <b>agree</b> the plan with a suitable person ie tutor or supervisor.  Evidence for 1.2 to 1.4 may be a detailed project plan signed by candidate and assessor.

<b>Learning outcome</b>
The learner will: 2. Carry out a project
<b>Assessment criteria</b>
The learner can: 2.1 Follow the project plan 2.2 Review progress with a suitable person 2.3 Amend the project plan if necessary 2.4 Complete the project

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>follow</b> the project plan agreed in 1.4. Evidence may be a candidate statement, annotated

photos or diary and an assessor observation or a witness statement.

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

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

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

### **Learning outcome**

The learner will:

3. Evaluate the project

### **Assessment criteria**

The learner can:

3.1 Explain what went well

3.2 Explain what did not go well

3.3 Describe what he/she has learned from planning and completing the project

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **explain** what went well. This could be orally or in writing.

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

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

Evidence for 3.1 to 3.3 may be a candidate statement.

# Unit 110            Level 1 Candidate project

## Supporting information

### Guidance

This unit focuses on carrying out an individual project.

This unit is an opportunity for learners to explore an area that may relate to their learning, work and/or personal/leisure interests. The project may take the form of a piece of research (eg the history of the local town, researching a family tree) or a practical activity (eg planting a herb garden, making a vocationally related artefact).

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

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

### Resources

These websites might be useful:

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning](http://www.rwp.qia.oxi.net/embeddedlearning)**



## Unit 111

## Level 1 Understanding the language and culture of a community

<b>UAN:</b>	K/600/6193
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Aim:</b>	The aim of this unit is to help the learner understand the language and culture of a community or country.

<b>Learning outcome</b>
The learner will: 1. Understand how the cultures of communities vary
<b>Assessment criteria</b>
The learner can: 1.1 Give a definition of “community” 1.2 Give examples of similarities between the culture of own community and the cultures of other communities 1.3 Give examples of differences between the culture of own community and the cultures of other communities 1.4 Explain how some of these similarities and differences could benefit the community he/she lives in

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>give</b> a definition of ‘community’.  For 1.2 the candidate needs to <b>give</b> at least three <b>examples</b> of similarities between the culture of own community and the cultures of at least two other communities.  For 1.3 the candidate needs to <b>give</b> at least three <b>examples</b> of differences between the culture of own community and the cultures of at least two other communities.  For 1.4 the candidate needs to <b>explain</b> how some of these similarities and differences identified in 1.2 and 1.3 could benefit the community he/she currently lives in.  Evidence for 1.1 to 1.4 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Understand the culture of a community
<b>Assessment criteria</b>
The learner can: 2.1 Choose a community to study giving reasons for choice

2.2 Outline the historical influences on the community  
2.3 Outline the key features of the culture

### Explanation of criteria and examples of evidence

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

For 2.2 the candidate needs to **outline** the historical influences on the community

For 2.3 the candidate needs to **outline** the key features of the culture.

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

### Learning outcome

The learner will:

3. Be able to use another language

### Assessment criteria

The learner can:

3.1 Identify the key features of the chosen language

3.2 Obtain simple information using the chosen language

3.3 Provide simple information using the chosen language

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **identify** at least two features of the chosen language.

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

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

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

# **Unit 111**

## **Level 1 Understanding the language and culture of a community**

### Supporting information

#### **Guidance**

Delivery of this unit should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy for research or if English is an additional language for the learner.

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

#### **Resources**

These websites might be useful:

**[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)**

**[www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

## Unit 112

## Level 1 Valuing equality and diversity

<b>UAN:</b>	F/600/7804
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner to understand the value of equality and diversity in society.

<b>Learning outcome</b>
The learner will: 1. Understand aspects of equality
<b>Assessment criteria</b>
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

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>define</b> the term equality.
For 1.2 the candidate needs to <b>list</b> the key legislation eg Equality Act 2006.
For 1.3 the candidate needs to <b>give examples</b> 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 candidate needs to <b>identify</b> bodies who work on equality issues eg Equal Opportunities Commission.
Evidence for 1.1 to 1.4 may be a candidate statement or an assessor record

<b>Learning outcome</b>
The learner will: 2. Understand aspects of diversity
<b>Assessment criteria</b>
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

### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **define** the term diversity.

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

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

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

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

### 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

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **state** the difference between discrimination (eg inequality) and prejudice (preconceived belief).

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

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

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

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

# Unit 112            Level 1 Valuing equality and diversity

## Supporting information

### Guidance

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.

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

### Resources

These websites might be useful:

[www.edf.org.uk](http://www.edf.org.uk)

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.oneworld.net](http://www.oneworld.net)

[www.equalities.gov.uk](http://www.equalities.gov.uk)

[www.tuc.org.uk](http://www.tuc.org.uk)

[www.understandingprejudice.org](http://www.understandingprejudice.org)

[www.emplaw.co.uk](http://www.emplaw.co.uk)

## Unit 113

## Level 1 Introduction to health and safety awareness in the workplace

<b>UAN:</b>	J/600/7805
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Aim:</b>	The aim of the unit is to introduce the learner to health and safety and its importance in the workplace.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of health and safety in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 State what is meant by health and safety in the workplace and why it is important 1.2 Describe the legal responsibilities of employers, employees and the self-employed 1.3 Describe how health and safety law is enforced 1.4 Identify sources of health and safety information within his/her organisation 1.5 Identify other sources of health and safety information

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>state</b> what is meant by health and safety in the workplace and why it is important eg to protect workers, customers and visitors.
For 1.2 the candidate needs to <b>describe</b> the legal responsibilities of employers (eg to carry out risk assessments, tell you how to do your job safely), employees (eg take care of your own health and safety and that of others), and the self-employed (eg providing your own Personal Protective Equipment (PPE)).
For 1.3 the candidate needs to <b>describe</b> how health and safety law is enforced eg Health & Safety Executive, Environmental Health Agency.
For 1.4 the candidate needs to <b>identify</b> sources of health and safety information within his/her organisation eg policies, notices.
For 1.5 the candidate needs to <b>identify</b> other sources of health and safety information eg Sector Skills Councils and Trades Unions websites.
Evidence for 1.1 to 1.5 may be a candidate statement or an assessor record.

<b>Learning outcome</b>
The learner will: 2. Understand the need for risk assessment
<b>Assessment criteria</b>
The learner can: 2.1 Define the terms 'hazard' and 'risk' 2.2 Describe risk assessment 2.3 Give examples of work related accidents and ill health

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>define</b> the terms 'hazard' and 'risk'.
For 2.2 the candidate needs <b>describe</b> risk assessment ie what it is and who is responsible.
For 2.3 the candidate needs <b>give examples</b> of work related accidents and ill health eg trips, slips and falls, occupational dermatitis (contact dermatitis in hairdressing).
Evidence for 2.1 to 2.3 may be a candidate statement or an assessor record.

<b>Learning outcome</b>
The learner will: 3. Be aware of the requirements for health and safety in his/her place of work or learning
<b>Assessment criteria</b>
The learner can: 3.1 List the health and safety information that should be provided for an employee or learner 3.2 Describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning 3.3 Describe the provision for first aid in his/her place of work or learning 3.4 For a chosen occupational sector describe the appropriate personal protective equipment (PPE) and the hazards against which the PPE offers protection

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>list</b> the health and safety information that should be provided for an employee or learner eg Health and Safety Executive's Law Poster displayed.
For 3.2 the candidate needs to <b>describe</b> the process for reporting injuries, ill health, unsafe conditions and accidents, within his/her place of work or learning eg reporting to the appropriate person, entering details in an accident book.
For 3.3 the candidate needs to <b>describe</b> the provision for first aid in his/her place of work or learning eg first aider.



For 3.4 the candidate needs, for a chosen occupational sector, to **describe** the appropriate personal protective equipment (PPE) eg hard hat and steel toe-capped boots in construction and the hazards against which the PPE offers protection. The occupational sector may be the vocational area he/she is studying, working in, or one that is of interest.

Evidence for 3.1 to 3.4 may be a candidate statement.

# **Unit 113**

## **Level 1 Introduction to health and safety awareness in the workplace**

### Supporting information

#### **Guidance**

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

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

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

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

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

#### **Resources**

Sector Skills Councils and Trade Unions' websites may be useful in finding vocationally specific health and safety information.

These websites might also be useful:

**[www.hse.gov.uk](http://www.hse.gov.uk)**

**[www.iosh.co.uk](http://www.iosh.co.uk)**

## Unit 114

## Level 1 Developing self

<b>UAN:</b>	K/502/0469
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

### Learning outcome

The learner will:

1. Take an active role in their self development

### Assessment criteria

The learner can:

- 1.1 Describe personal strengths or abilities
- 1.2 Select an area for self development
- 1.3 Explain why this area is important for their self development

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **describe** at least two personal strengths or abilities (eg enthusiasm, motivation, adaptability, timekeeping and communication skills). The learner may describe personal strengths or abilities which they possess or don't possess. However, this criterion will have more relevance for the learner if it is related to their own current personal strengths and abilities or ones they want to develop or which are required for employment or education/training.

For 1.2 the candidate should **select** an area for their own self development (eg communication skills, appropriate behaviour for the workplace/place of study).

For 1.3 the candidate should **explain** why the area chosen in 1.2 is important for their self development.

### Learning outcome

The learner will:

2. Be able to plan for their self development

### Assessment criteria

The learner can:

- 2.1 Prepare a plan for their identified area of self development
- 2.2 List activities, targets and timelines for their self development
- 2.3 Plan how to review progress towards achieving their targets
- 2.4 Work through the agreed plan

### Explanation of criteria and examples of evidence

For 2.1 the candidate needs to **prepare** a plan for their identified area of self development. This is likely to be a written action plan.

For 2.2 the candidate 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. They should list targets and timelines eg this could be listening to find out someone's view without interrupting or arriving on time for five days. Targets should be specific, measurable, achievable, realistic and time-bound.

An appropriate person should agree the plan. This could be the candidate's assessor, tutor, supervisor or other appropriate person.

For 2.3 the candidate should **plan** how to review progress toward achieving their targets. This could include discussions with their assessor, tutor or supervisor.

Evidence for 2.1 to 2.3 is likely to be a suitably detailed action plan.

For 2.4 the candidate needs to **work through** the agreed plan. Evidence could include a video/audio recording, an assessor observation or witness statements.

### Learning outcome

The learner will:

3. Review their self development and plan for the future

### Assessment criteria

The learner can:

3.1 Review their self development plan

3.2 Suggest improvements and amendments to the plan

3.3 Explain how they will continue with their self development in the future

### Explanation of criteria and examples of evidence

For 3.1 the candidate needs to **review** their plan and the progress they have made so far. The candidate should be able to state what went well and what did not go so well.

For 3.2 the candidate needs to **suggest** improvements and amendments to the plan. These should be agreed by the assessor.

For 3.3 the candidate should **explain** how they will continue with their self development in the future.

Evidence for 3.1 to 3.3 could be gathered in the course of a single discussion but a written or taped record must be available for verification.

## Unit 114            Level 1 Developing self

### Supporting information

#### Guidance

This unit is optional for the Level 2 Award and Certificate. Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

Tutors may use a wide range of learning resources, including ICT and paper-based questionnaires and quizzes to identify a range of strengths (skills, qualities and interests) their learners possess. Tutors could use group discussions to elicit the skills and qualities needed for employment or study generally or for a particular job in order to focus the learner prior to their individual choice of short term goals. Videos and external speakers can illustrate self development in work and leisure activities.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. Learners should recognise their achievements even if progress is slow.

#### Resources

Games and activities that develop group working skills can be used to ensure the learning is interactive, fun and appeals to all learning styles and these are widely available on the web.

Useful sources of information could include Information, Advice and Guidance (IAG) and vocational profiling tools on Sector Skills Councils' websites.

This website might be useful:

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

## Unit 115

## Level 1 Environmental Awareness

<b>UAN:</b>	Y/502/0659
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

<b>Learning outcome</b>
The learner will: 1. Demonstrate an awareness of how the actions of humans affect the environment
<b>Assessment criteria</b>
The learner can: 1.1 Give examples of human behaviours which harm the environment 1.2 Give examples of human behaviours which help the environment 1.3 Identify ways to raise awareness about environmental issues

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>give examples</b> of at least two human behaviours which harm the environment. These might include dropping litter, not reusing plastic bags, wasting energy. Ideas could be generated through a group discussion as long as the candidate's own contribution is clearly recorded.
For 1.2 the candidate needs to <b>give examples</b> of at least two human behaviours which help the environment. These might include recycling, using a 'bag for life', walking or using public transport instead of travelling by car. Ideas could be generated through a group discussion as long as the candidate's own contribution is clearly recorded.
For 1.3 the candidate needs to <b>identify</b> ways to raise awareness about environmental issues. This might include a leaflet, poster, talk, Facebook group, blog.

<b>Learning outcome</b>
The learner will: 2. Demonstrate an understanding of environmental issues which affect the local area
<b>Assessment criteria</b>
The learner can: 2.1 Describe an environmental issue which has an impact on their local area 2.2 Identify ways in which this issue can be tackled to bring about improvements

### Explanation of criteria and examples of evidence

For 2.1 the candidate needs to **describe** an environmental issue which has an impact on their local area. Examples might include: the school run, recycling waste, energy bills, street lighting.

For 2.2 the candidate needs to **identify** ways in which the issue described in 2.1 can be tackled to bring about improvements eg walking bus instead of the school run.

### Learning outcome

The learner will:

3. Carry out activities to help improve the environment in the local area

### Assessment criteria

The learner can:

3.1 Describe activities that they can carry out to improve the local environment

3.2 Carry out at least two activities to improve the local environment

3.3 Describe the benefits of these activities for the local area

3.4 Say what actions are needed to maintain improvements in the future

### Explanation of criteria and examples of evidence

For 3.1 the candidate needs to **describe** at least two activities that they can carry out to improve the local environment. This could be individual activities (eg taking bottles to recycling centre, reusing carrier bags) or group activities (eg helping to clean up an area of waste land, sorting clothing for a local charity, collecting items for recycling.) The activities should be agreed with an appropriate person (eg tutor, trainer or supervisor).

For 3.2 the candidate needs to **carry out** at least two different activities to improve the local environment. These would normally be activities described in 3.1.

For 3.3 the candidate needs to **describe** the benefits of the activities carried out for 3.2 to the local area. The activities need not affect **only** the local area, although the candidate should be able to identify the local relevance (eg car use and congestion on air quality).

For 3.4 the candidate needs to **say** (orally, in writing or through other appropriate means of communication such as signing) what actions are needed to maintain improvements in the future.

Evidence for 3.1 to 3.4 can include: annotated photographs, a video/written diary, a witness statement.

# **Unit 115            Level 1 Environmental Awareness**

## Supporting information

### **Guidance**

Delivery of this unit should recognise learners' particular circumstances and their broader learning programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of some of the groups in the local community. Tutors should agree, or choose, a suitable activity for the learners to help the environment.

### **Resources**

Useful sources of information could include your local authority.

These websites might be useful:

**[www.direct.gov.uk/en/Environmentandgreenerliving](http://www.direct.gov.uk/en/Environmentandgreenerliving)**

**[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)**

**[www.keepbritaintidy.org](http://www.keepbritaintidy.org)**

**[www.decc.gov.uk](http://www.decc.gov.uk)**

**[www.defra.gov.uk](http://www.defra.gov.uk)**

**[www.wastewatch.org.uk](http://www.wastewatch.org.uk)**



## Unit 116

## Level 1 Healthy Living

<b>UAN:</b>	F/502/0476
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of leading a healthy lifestyle
<b>Assessment criteria</b>
The learner can: 1.1 Describe the key elements of a healthy lifestyle, 1.2 Explain why a healthy lifestyle is important

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> the key elements of a healthy lifestyle.  This might include a number of things they are already doing or things they could do eg eat a balanced diet, take regular exercise. Ideas could be generated through a group discussion as long as the candidate's own contribution is clearly recorded.  For 1.2 the candidate needs to <b>explain</b> why a healthy lifestyle is important. This could draw on the elements described in 1.1, although the candidate needs to be clear about why these are important.

<b>Learning outcome</b>
The learner will: 2. Demonstrate how they contribute to own healthy lifestyle
<b>Assessment criteria</b>
The learner can: 2.1 Select and carry out activities which contribute to a healthy lifestyle

<b>Explanation of criteria and examples of evidence</b>
The candidate needs to <b>select</b> at least two appropriate activities they can carry out which contribute to a healthy lifestyle eg eat five portions of fruit/vegetables, cycle to work/college. The unit will be of maximum benefit to the candidate if this involves taking forward activities described in 1.1.  The candidate only needs evidence <b>carrying out</b> each activity once, although in order to review the activities (for 3.1-3.4) it is likely that the activities would need to be repeated/sustained.

**Learning outcome**

The learner will:

3. Review the activities undertaken to maintain a healthy lifestyle

**Assessment criteria**

The learner can:

3.1 Carry out a review of their activities

3.2 Describe what went well and areas for improvement

3.3 Describe how the activities have improved their lifestyle

3.4 Suggest further activities which could contribute to a healthy lifestyle

**Explanation of criteria and examples of evidence**

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

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

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

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

# Unit 116            Level 1 Healthy Living

## Supporting information

### Guidance

Delivery of this unit should recognise learners' particular circumstances. There may be an opportunity to link the learning for this unit to the learner's wider (vocational) programme; different vocations may have different implications for a healthy lifestyle.

The approach should be positive and recognise the holistic nature of a healthy lifestyle, and must recognise the need for sensitivities around certain issues eg body image.

Tutors may use a wide range of learning resources and might wish to call on external speakers to cover particular aspects of healthy living eg alcohol/drug awareness, safe sex. Practical workshops could be used for areas such as exercise and healthy eating, and external trips could include going to the local leisure centre.

It is likely in a group setting that each learner will be focusing on a different aspect of healthy living, one that has personal significance.

### Resources

Useful sources of information could include your local authority and Primary Care Trust.

These websites might be useful:

**[www.nhs.uk](http://www.nhs.uk)**

**[www.5aday.nhs.uk](http://www.5aday.nhs.uk)**

**[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)**

**[www.talktofrank.com](http://www.talktofrank.com)**

**[www.playinitsafe.co.uk](http://www.playinitsafe.co.uk)**

## Unit 117

## Level 1 Individual rights and responsibilities

<b>UAN:</b>	K/502/0472
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	To raise the learner's awareness of their rights and responsibilities as an individual.

<b>Learning outcome</b>
The learner will: 1. Understand their individual rights
<b>Assessment criteria</b>
The learner can: 1.1 Give examples of their rights as an individual 1.2 Give examples of barriers which may prevent the exercise of their rights 1.3 Identify sources of support and information about rights and responsibilities and describe how these could help

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>give</b> at least two <b>examples</b> of their rights as an individual (eg as an employee they must have a written Statement of Employment Particulars, as a citizen they have the right to hold their own religious beliefs). These examples could be given in group discussion as long as the candidate's own contribution is recorded.</p> <p>For 1.2 the candidate needs to <b>give</b> at least two <b>examples</b> of barriers which might prevent the exercise of their rights. These might include lack of awareness of entitlements or the cost or inconvenience of pursuing rights that are being denied. These examples could be given in group discussion as long as the candidate's own contribution is recorded.</p> <p>For 1.3 the candidate needs to <b>identify</b> sources of support and information about rights and responsibilities, as well as describing how these could help. Examples might include: line managers, Citizens' Advice Bureau, trade unions, Directgov website, Health and Safety Executive, voluntary organisations. The candidate must clearly describe how the source of help would assist them in exercising their rights. This could be in the form of advocacy, information, signposting to resources, etc.</p>

<b>Learning outcome</b>
The learner will: 2. Understand their individual responsibilities
<b>Assessment criteria</b>
The learner can: 2.1 Identify their responsibilities to themselves

2.2 State their responsibilities to others  
2.3 Demonstrate how they take responsibility for themselves

**Explanation of criteria and examples of evidence**

For 2.1 the candidate must **identify** their responsibilities to themselves eg for their own health.

For 2.2 the candidate must **state** their responsibilities to others. These could include parental responsibilities, responsibilities to work colleagues, spousal responsibilities.

For 2.3 the candidate must **demonstrate** how they take responsibility for themselves. In order to fulfil this criterion, the candidate must be clear about exactly which of the responsibilities identified in 2.1 they are referring to and how they currently meet them.

# **Unit 117**            **Level 1 Individual rights and responsibilities**

## Supporting information

### **Guidance**

Delivery of the unit should take into account learners' broader learning programme. The focus should be on those rights and responsibilities likely to be of most interest to the learner. These will depend on the learner's circumstances, age, interests and housing situation amongst other things.

It might be possible to bring in guest speakers such as a trade union official or Health and Safety officer based at the provider who could give a workplace-specific example of rights and responsibilities. It might be beneficial to organise a trip to a local charity that provides advice (eg Crisis or Shelter) or to the local Citizens' Advice Bureau.

This unit is about rights and responsibilities in general. The unit deliverer is not expected to be a case worker, and care should be taken if learners bring specific queries from their own lives to ensure that any information given has this caveat attached. Any learners with particular issues should be signposted to appropriate expert advice.

### **Resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.shelter.org.uk](http://www.shelter.org.uk)**

**[www.opsi.gov.uk](http://www.opsi.gov.uk)**

**[www.hse.gov.uk](http://www.hse.gov.uk)**

**[www.tuc.org.uk](http://www.tuc.org.uk) (and individual trade unions)**

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

**[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)**

## Unit 118

## Level 1 Making the most of leisure time

<b>UAN:</b>	K/502/0651
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

<b>Learning outcome</b>
The learner will: 1. Understand how to make the best use of their leisure time
<b>Assessment criteria</b>
The learner can: 1.1 Describe the benefits of participating in leisure activities 1.2 Describe a range of leisure activities available to them 1.3 Identify ways in which they can make the best use of their leisure time

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate must <b>describe</b> at least two benefits of participating in leisure activities. They should describe benefits resulting from participating in a range of activities rather than describing more than one benefit from a single activity.  For 1.2 the candidate must <b>describe</b> several leisure activities available to them. For example, this could mean that the activities can be accessed locally, are financially realistic and are achievable within the candidate's available leisure time.  For 1.3 the candidate needs to <b>identify</b> different ways of using their leisure time (eg the activities described for 1.1) and identify the uses that would result in the maximum benefit to them.

<b>Learning outcome</b>
The learner will: 2. Be able to participate in a range of activities
<b>Assessment criteria</b>
The learner can: 2.1 Make arrangements to take part in different leisure activities to include: a) a relaxing activity b) a challenging activity c) an activity which involves learning a new skill 2.2 Take part in the activities

<b>Explanation of criteria and examples of evidence</b>
<p>For 2.1 the candidate must <b>make arrangements</b> to take part in at least three activities. This might include booking, organising transport, making an appointment. One of these activities must be one the candidate will find relaxing, one must be an activity they will find challenging and one activity needs to involve learning a new skill the candidate did not previously have (eg an introductory or taster session for a sport such as judo, or another type of activity such as using the internet or joining a friend at ten-pin bowling). It is not necessary for the candidate to master the new skill to any level of competency (this criterion is assessing the candidate's aptitude for trying something new rather than how successful they were in developing the skill).</p> <p>In each case the candidate can self-identify which activity is in which category (clearly some activities might fit into more than one of these categories, although in all cases the candidate must arrange three activities). The relaxing and challenging activities could be ones that the candidate already takes part in, although the unit would be of far greater benefit to the candidate if all three activities are new.</p> <p>For 2.2 the candidate needs to evidence <b>taking part</b> at least once in each of the activities arranged for 2.1.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. Carry out a review of the activities they have tried</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 Describe their experiences of the activities</p> <p>3.2 State their preference for one activity from those tried out and give reasons for this choice</p>

<b>Explanation of criteria and examples of evidence</b>
<p>For 3.1 the candidate must <b>describe</b> their experience of each of the activities arranged in 2.1. The description should focus on how they experienced the activity eg their enjoyment or otherwise, rather than simply describing the activity itself.</p> <p>For 3.2 the candidate must <b>state</b> their preference for one activity from those tried out and give at least two reasons for this choice</p>



**Supporting information****Guidance**

Learners' interests, pastimes and hobbies will vary considerably, and this should be taken into account when delivering this unit. However, the unit is about encouraging them to be more aware of different types of leisure activity and learners should be encouraged to think broadly about uses of leisure time and be open to new ideas and experiences.

It could be beneficial and enjoyable for learners to share their interests, hobbies and experiences, although care should be taken to ensure any discussion takes place within a safe and non-judgemental environment and that the activities discussed are appropriate.

Guest speakers could be invited from, or trips organised to, local public leisure providers and the local tourist board.

**Resources**

Local authorities and local leisure providers are a good source of information, along with any local adult and community learning facilities.

These websites might be useful:

**[www.visitbritain.co.uk](http://www.visitbritain.co.uk)**

**[www.ylt.com](http://www.ylt.com)**

**[www.goodaccessguide.co.uk](http://www.goodaccessguide.co.uk)**

**[www.knowhere.co.uk](http://www.knowhere.co.uk)**

**[www.yell.com](http://www.yell.com)**

## Unit 119

## Level 1 Managing own money

<b>UAN:</b>	R/502/0479
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.

<b>Learning outcome</b>
The learner will: 1. Understand how to plan a personal budget
<b>Assessment criteria</b>
The learner can: 1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.2 Use appropriate calculations when preparing the budget plan

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate should <b>prepare</b> a weekly or monthly budget plan. The plan should include key information on income (eg wages, benefits, allowances) and expenditure (eg rent, food, mobile phone, travel costs, entertainment/leisure) and any balance left which can be saved.  For 1.2 the candidate should <b>use</b> appropriate calculations when preparing the budget plan (eg calculations could include using division to find the cost per month of an annual payment, multiplication to find the cost of purchasing travel tickets each day, addition to find total expenditure and subtraction when working out balance left).

<b>Learning outcome</b>
The learner will: 2. Understand how to manage their personal finances
<b>Assessment criteria</b>
The learner can: 2.1 Identify relevant financial organizations which can provide information on current accounts, savings and loans 2.2 Identify an account to suit their purpose and say why it is appropriate

<b>Explanation of criteria and examples of evidence</b>
For 2.1 the candidate needs to <b>identify</b> relevant financial organisations (eg banks, building societies, other institutions) which provide information on current accounts, savings and loans.  For 2.2 the candidate should <b>identify</b> an account to suit their purpose

(eg current account, savings account) and say why it is appropriate (eg easy access to savings, low interest on a loan account).

### **Learning outcome**

The learner will:

3. Know how to carry out transactions

### **Assessment criteria**

The learner can:

3.1 Identify a range of ways in which purchases can be paid for

3.2 Carry out two different types of transaction

3.3 Use appropriate calculations and checking procedures during transactions

### **Explanation of criteria and examples of evidence**

For 3.1 the candidate needs to **identify** at least three different ways of paying for purchases (eg cash, cheques, debit cards; deferred payment: including store cards, credit cards, hire purchase, loans, mortgage).

For 3.2 the candidate should **carry out** two different types of transaction (eg from above list). This can be a real or simulated activity.

For 3.3 the candidate should **use** appropriate calculations and checking procedures during transactions (eg calculating total cost of a credit card purchase over 3 months, interest paid on a loan, savings by buying in bulk, discounts in a sale).

## **Unit 119**                      **Level 1 Managing own money**

### Supporting information

#### **Guidance**

Delivery of this unit should recognise learners' particular circumstances and their broader learning programme. Learners might not wish to share information regarding their own finances with other learners and in some circumstances it may be more appropriate to use realistic rather than real data.

Tutors may use a wide range of learning resources including videos and external speakers.

#### **Resources**

Tutors may wish to talk to any colleagues who are delivering Functional Skills to obtain information about resources. There is scope to overlap this unit with programmes leading to Functional Skills Mathematics.

Useful sources of information could include banks, building societies and other financial organisations eg leaflets from banks may contain personal budget sheets.

This website might be useful:

**[www.moneymadeclear.fsa.gov.uk](http://www.moneymadeclear.fsa.gov.uk)**

## Unit 120

## Level 1 Managing Social Relationships

<b>UAN:</b>	D/502/0470
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To encourage learners to use appropriate behaviours when interacting with others in social situations.

### Learning outcome

The learner will:

1. Understand how to interact with others in a range of social situations

### Assessment criteria

The learner can:

- 1.1 Identify at least two social situations in which they may need to interact with others
- 1.2 Identify positive behaviours which can be used when interacting with others
- 1.3 Explain why it is important to use positive behaviours when interacting with others

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate must be able to **identify** at least two social situations in which they may need to interact with others. These could include discussions with colleagues and customers at work, meetings (eg trade union or tenants'), conversations on the telephone, returning goods to a shop, dealing with a bank or building society, consultations with health professionals, following and contributing to group discussions. The interactions should each be of a different type (eg not two telephone conversations). One of the two identified situations could involve virtual communication (eg email, instant messaging, social networking sites), although where this is the case the candidate should be encouraged to consider relevant examples of positive behaviours (eg netiquette, use of emoticons and abbreviations to convey tone) when addressing 1.2.

For 1.2 the candidate must **identify** at least two positive behaviours when interacting with others. These might include respecting turn-taking rights, making eye-contact, indicating active listening.

For 1.3 the candidate must **explain** why it is important to use positive behaviours when interacting with others. This could include being more likely to achieve the desired outcome, being understood, not provoking others.

### Learning outcome

The learner will:

2. Demonstrate how to interact with others in a range of social situations

### Assessment criteria

The learner can:

2.1 Take an active role in exchanges on different topics, with one or more people

2.2 Use a range of appropriate behaviours when participating in the exchanges

2.3 Use appropriate formal and informal communication techniques

### Explanation of criteria and examples of evidence

For 2.1 the candidate must **take an active role** in at least two exchanges with one or more other people. Each exchange should be on a different topic. The topics do not have to be chosen by the candidate although must be of interest to them. They could, for example, be the two social situations identified in 1.1.

For 2.2 the candidate must **use** a range of behaviours when participating in the exchanges. These must be appropriate to the situation. It is expected that the behaviours demonstrated will include those identified in 1.2.

For 2.3, the candidate must **use** appropriate formal and informal communication techniques, adapting the level of formality according to the situation and context. This could include register, tone, use of handshakes, body language.

# Unit 120                      Level 1 Managing Social Relationships

## Supporting information

### Guidance

Although this unit only requires the learner to evidence one exchange, delivery could encompass a variety of familiar exchanges and opportunities for the learner to develop their self-confidence.

Delivery could include role play and 'goldfish bowl' exercises, although care should be taken to ensure a non-threatening environment. One-to-one exchanges between learner and tutor may also be appropriate as well as group discussions.

This unit may enable learners to progress to Functional Skills English or similar qualifications. Contextualised Literacy, Language and Numeracy (LLN) resources may be of particular use in identifying exchanges relevant to the learner's wider programme.

### Resources

These websites might be useful:

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning](http://www.rwp.qia.oxi.net/embeddedlearning)**

**[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)**

**[www.thenetwork.co.uk/thetoolkit](http://www.thenetwork.co.uk/thetoolkit)**

**[www.talent.ac.uk](http://www.talent.ac.uk)**

## Unit 121

## Level 1 Preparation for work

<b>UAN:</b>	J/502/0477
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

<b>Learning outcome</b>
The learner will: 1. Understand how own skills and qualities relate to those needed for working life
<b>Assessment criteria</b>
The learner can: 1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate must <b>describe</b> the personal and employability skills and qualities which employees need. These might include: time management, being able to follow instructions, multi-tasking, conscientiousness, attention to detail, honesty, being punctual, politeness, hard work. In each case the skill or quality needs to be described rather than simply stated. Evidence could be generated in a group discussion as long as the candidate's own contribution is recorded.</p> <p>For 1.2 the candidate must <b>describe</b> their own skills, qualities and achievements. This criterion is concerned more with the candidate's self-awareness rather than how many skills, qualities and achievements they have (in some cases these may be quite limited). In certain circumstances evidence could be generated through a group discussion as long as the candidate's own contributions are clearly recorded.</p> <p>For 1.3 the candidate needs to <b>explain</b> how the skills and qualities described for 1.2 relate to those in 1.1 and how these are needed in the workplace. This might involve explaining how their skills and qualities could be transferred and applied to different situations eg experience of household budgeting demonstrates experience of budgeting or managing children demonstrates the ability to multi-task and prioritise.</p> <p>For 1.4 the candidate must <b>suggest</b> at least two personal skills and/or qualities that they can develop. These might include the skills/qualities described in 1.1 and 1.2, although in all cases they need to be suggested</p>



by the candidate as skills/qualities they need to develop or improve upon, and should be relevant to the workplace.

### Learning outcome

The learner will:

2. Research personal career opportunities

### Assessment criteria

The learner can:

2.1 Find out about a range of potential job roles which interest them

2.2 Match their skills, qualities and achievements to a potential job role

2.3 Identify and prepare key information needed for an application or interview

### Explanation of criteria and examples of evidence

For 2.1 the candidate must **find out** about a range of potential job roles which interest them. Information could include potential salary, likely hours of work, qualifications, skills and attributes needed. Information about the job roles could be provided to the candidate in a manageable form (eg extracts from newspapers or websites) although the candidate is expected to identify relevant information about each job role.

For 2.2 the candidate must **match** their skills, qualities and achievements to a potential job role. This will require learners to compare their own skills, qualities and achievements to those of the roles they researched in 2.1 (this could be through adverts, person specifications or job descriptions). The role should be one that the candidate would be broadly capable of doing and suitable in other respects eg would it be likely to involve travelling, shift-work? Is it manual work or office based?

For 2.3 the candidate must **identify** and **prepare** key information needed for a job application or an interview. The candidate will need to select appropriate and relevant information about the role and their own attributes (eg from the information gathered for 2.1 and 2.2) and prepare this in an appropriate manner. If preparing an application form, this could be provided to the candidate as a pro-forma; for an interview, the candidate's preparation could be evidenced by a one-to-one discussion as long as the candidate's contribution is recorded.

# Unit 121            Level 1 Preparation for work

## Supporting information

### Guidance

It is important to tailor delivery of this unit to learners' circumstances (eg school leavers will have different needs to adults attempting to return to work). In all cases, learners should be encouraged to think about the skills and qualities they have, as well as the transferability of skills they use in other aspects of their life eg multi-tasking and budgeting.

Learners could carry out activities such as asking friends and relatives to identify their skills and attributes. The skills and qualities required by employers are easy to access. Sector Skills Council websites are good resources for sector-specific role requirements and many employers post person specifications and job descriptions on the internet. Local newspaper adverts and the Job Centre are other potential resources.

Learners should be encouraged to consider what they want from a job. How far are they prepared or able to travel? Are there particular hours or shifts that they particularly want or cannot do? Would they prefer to work outside? Do they want to work with people? Visits could be organised to the Careers Advisory Service or the programme could make use of external speakers such as an Information, Advice and Guidance (IAG) professional or from a training provider.

### Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

**[www.careersadvice.direct.gov.uk](http://www.careersadvice.direct.gov.uk)**

**[www.connexions-direct.com](http://www.connexions-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

## Unit 122

## Level 1 Working as part of a group

<b>UAN:</b>	R/502/0465
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

<b>Learning outcome</b>
The learner will: 1. Understand how to contribute to working as part of a group in appropriate ways
<b>Assessment criteria</b>
The learner can: 1.1 Suggest appropriate ground rules for working with others 1.2 Contribute to the planning of group and individual activities

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>suggest</b> appropriate ground rules for working with others (eg valuing each other's contributions, agreeing need for and/or extent of confidentiality). Ideas could be generated through a group discussion as long as the candidate's own contribution is clearly recorded.
For 1.2 the candidate should <b>contribute</b> to the planning of group and individual activities. This might include identifying tasks (eg within a fundraising activity these might include researching a topic, reviewing the research, producing an item for sale, producing posters and selling the item), allocating roles, identifying and agreeing success measures.

<b>Learning outcome</b>
The learner will: 2. Demonstrate how to work as an effective group member
<b>Assessment criteria</b>
The learner can: 2.1 Work with others in a positive way to carry out individual and group activities 2.2 Make suggestions appropriately 2.3 Deal with instructions appropriately 2.4 Deal with feedback appropriately 2.5 Support others and ask for support when required

<b>Explanation of criteria and examples of evidence</b>
<p>For 2.1 the candidate needs to <b>work with others</b> in a positive way to carry out both individual and group activities. The candidate will need to have agreed their activities (as part of the planning process for 1.2) and carry them out to complete the activity. Evidence could include annotated photographs, a video or paper-based diary of the work completed or a witness statement.</p>
<p>For 2.2 the candidate needs to <b>make suggestions</b> to other members of the group appropriately eg at appropriate times and in an appropriate manner. This could be evidenced as part of planning the activity, or at any other stage.</p>
<p>For 2.3 the candidate needs to <b>deal with instructions</b> from group members or a supervisor or tutor appropriately (eg listen carefully, ask for clarification if required, follow instructions).</p>
<p>For 2.4 the candidate needs to <b>deal with feedback</b> appropriately. This could involve giving and/or receiving feedback (or both). Feedback could be positive or negative, although feedback should be given/received in an appropriate manner (eg focusing on behaviour rather than person, asking for clarification or examples). It is expected that feedback will be acted upon.</p>
<p>For 2.5 the candidate needs to <b>support others</b> and <b>ask for support</b> when required. It is likely that an activity of this complexity will include instances where this can be evidenced, although if not this could be evidenced by the assessor discussing a 'what if' scenario with the candidate.</p>

<b>Learning outcome</b>
<p>The learner will: 3. Review the group's progress and their contribution to it</p>
<b>Assessment criteria</b>
<p>The learner can: 3.1 Review the progress the group has made in working together 3.2 Describe how they contributed to the work of the group 3.3 Describe what went well and what went less well 3.4 Suggest how they could improve their skills in working with others</p>

<b>Explanation of criteria and examples of evidence</b>
<p>For 3.1 the candidate needs to <b>review</b> the progress the group has made in working together. The review should go beyond the activities they completed and focus on the candidate's interaction with other members of the group. This criterion focuses on the learner's interaction with other members of the group, not how successful the activity was. For example, during a group fundraising activity the learner contributed ideas and listened to others. The amount of money raised is not relevant.</p>
<p>For 3.2 the candidate needs to <b>describe</b> their own role and activities undertaken and how these contributed to the work of the group.</p>
<p>For 3.3 the candidate needs to <b>describe</b> what went well and what went</p>

less well in working together. At least one example of each is needed.

For 3.4 the candidate needs to **suggest** how they could improve their generic skills in working with others not how they could have done that task better. The focus is on improving group working and not how successful the activity was.

## **Unit 122**            **Level 1 Working as a part of a group**

### Supporting information

#### **Guidance**

Delivery of this unit should recognise learners' particular circumstances and their broader learning programme. The group activity needs to be collaborative and purposeful; this unit lends itself particularly well to being integrated with other aspects of the learner's programme.

Not all members of the group necessarily need to be working towards this unit (eg this might not have been an identified area of development for them) although the activity is still relevant to their broader learning programme. It is also possible that members of the group might be working towards different levels of this unit.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of groups involved in work and leisure activities. Tutors should agree or choose a suitable group activity; in particular, the activity should give each learner the opportunity to either ask for or offer help.

If the broader programme involves distance, blended or e-learning then a virtual group might be appropriate.

#### **Resources**

Games and activities that develop group working skills can be used to ensure the learning is interactive, fun and appeals to all learning styles and these are widely available on the web.

## Unit 123

## Level 1 Working towards goals

<b>UAN:</b>	J/502/0463
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	To help the learner to understand how to identify and work towards goals appropriately.

<b>Learning outcome</b>
The learner will: 1. Be able to identify and explain their goals
<b>Assessment criteria</b>
The learner can: 1.1 Describe own strengths and what they need to improve 1.2 Identify at least one goal which is important for their development 1.3 Explain why achieving this goal is important 1.4 Agree the goal with an appropriate person

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>describe</b> at least two personal strengths. These might include their range of generic (eg communication, time-keeping, team-working) and vocational (eg using machinery, dealing with customers) skills and positive qualities (attitudes and behaviours eg patience, conscientiousness, respect for self and others, enthusiasm). The candidate also needs to describe at least one thing they need to improve upon.</p> <p>For 1.2 the candidate needs to <b>identify</b> at least one goal which is important for their development (from 1.1) eg using a particular tool to industry standard, creating a positive image, improving their listening skills. This goal should be challenging but achievable.</p> <p>For 1.3 the candidate needs to <b>explain</b> why achieving the goal identified in 1.2 is important (eg to obtain employment or progress in education/training).</p> <p>For 1.4 the candidate needs to <b>agree</b> the goal with an appropriate person (eg assessor, tutor, or supervisor).</p>

<b>Learning outcome</b>
The learner will: 2. Prepare an action plan to meet their goal
<b>Assessment criteria</b>
The learner can: 2.1 Identify the activities needed to work towards the goal 2.2 Identify timescales and deadlines for the achievement of the goal 2.3 Identify the resources needed to support them in achieving the goal

### Explanation of criteria and examples of evidence

For 2.1 the candidate needs to **identify** the activities needed to work towards the goal eg if the goal is to develop listening skills, activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising with friends and family; if the goal is to improve punctuality, activities could include using an alarm clock, checking bus/train timetables, planning ahead.

For 2.2 the candidate needs to **identify** timescales and deadlines for the achievement of the goal. This should include stating when they will complete each activity by and when they expect to have achieved their goal.

For 2.3 the candidate needs to **identify** the resources needed to support them in achieving the goal. These could include people (eg assessor, tutor, supervisor, colleagues, friends or family) and physical resources (eg textbooks, videos, websites, etc).

Evidence for 2.1 to 2.3 is likely to be in the form of a suitably detailed action plan, although it could be captured orally.

### Learning outcome

The learner will:

3. Be able to review progress towards achieving their goal

### Assessment criteria

The learner can:

3.1 Follow the activities outlined in the action plan

3.2 Regularly review the activities and outcomes with an appropriate person

3.3 Identify what has been achieved and what still needs to be done

3.4 Amend the action plan to reflect their progress

### Explanation of criteria and examples of evidence

For 3.1 the candidate needs to **follow** the activities outlined in their plan. Evidence could be a learning log with entries confirmed by a tutor or supervisor. Other forms of evidence could include annotated photographs or witness statements.

For 3.2 the candidate needs to regularly **review** the activities and outcomes with an appropriate person (eg assessor, tutor, supervisor).

For 3.3 the candidate should **identify** in the review what has been achieved and what still needs to be done.

Evidence for both 3.2 and 3.3 could be gathered during tutorials but a written or taped record of the discussion must be available for verification.

For 3.4 the candidate needs to **amend** the action plan to reflect their progress. These amendments should be agreed by the assessor.



**Guidance**

Delivery should recognise learners' particular circumstances and their broader learning programme. Once the learner has agreed a goal, the activities can be completed in the workplace, at the centre or in any other location.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to achieve a goal and learners should recognise their achievements even if the actual goal is not met.

Learners may identify each others' strengths or work with a tutor or other appropriate adult(s) to do so, as long as the candidate is able to take on board what others come up with and accept their judgements as accurate. Many learners at this level struggle to see what they are good at without prompting from others.

Tutors could use group discussions to elicit the skills and qualities needed for employment/study generally or a particular trade, to focus the learner prior to their individual choice of short-term goals.

**Resources**

Tutors may use a wide range of learning resources, including ICT and paper-based questionnaires and quizzes to identify a range of skills, qualities and interests their learners possess.

## Unit 124

## Level 1 Alternatives to paid work

<b>UAN:</b>	K/501/5952
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner understand the different types of activities which may be involved and how different they may provide skills and qualities that benefit the learner. The learner will also learn how to access information from relevant organisations.

### Learning outcome

The learner will:

1. Know that there are different types of beneficial activities which are alternatives to paid work

### Assessment criteria

The learner can:

- 1.1 Identify a range of different types of beneficial activities which are alternatives to paid work

### Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **identify** a range of different types of beneficial activities which are alternatives to paid work eg voluntary work in a charity shop, caring for an elderly person.

### Learning outcome

The learner will:

2. Know how to access information from organisations involved in beneficial alternatives to paid work

### Assessment criteria

The learner can:

- 2.1 Access information about the services offered by organisations providing opportunities or support for beneficial alternatives to paid work

### Explanation of criteria and examples of evidence

For this criterion (2.1) the candidate needs to **access** information about the services offered by at least **two** organisations providing opportunities or support for beneficial alternatives to paid work. Information can be accessed in a variety of ways including personal contact, audio/video sources, leaflets and books or web-based material.

<b>Explanation of criteria and examples of evidence</b>
The learner will: 3. Know that the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life
<b>Assessment criteria</b>
The learner can: 3.1 Describe the skills and qualities gained from participating in activities associated with certain alternatives to paid work 3.2 Describe how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life

<b>Range</b>
For the first criterion (3.1) the candidate needs to <b>describe</b> the skills eg communication skills and technical skills, and qualities, eg confidence, which may be gained from participating in the alternatives to paid work. This is likely to be the alternatives identified in 1.1.
For 3.2 the candidate needs to <b>describe</b> how the skills and qualities described in 3.1 may be transferable to other areas of life.
Evidence for 3.1 and 3.2 may be a candidate statement.

# **Unit 124            Level 1 Alternatives to paid work**

## Supporting information

### **Guidance**

External speakers from organisations offering alternatives to paid work could be invited to talk to the learners or learners could visit, or watch videos, to find out about different alternatives.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

## Unit 125

## Level 1 Self-assessment

<b>UAN:</b>	M/501/5807
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner understand the importance of setting goals. The learner will find out how to set long and short term goals and how their skills and qualities may help them to achieve their short term goals.

<b>Learning outcome</b>
The learner will: 1. Understand personal strengths and weaknesses
<b>Assessment criteria</b>
The learner can: 1.1 Describe their own strengths and weaknesses 1.2 Suggest how their weaknesses may be remedied

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> at least <b>three</b> of their own strengths and at least three weaknesses where they feel they could improve their skills, abilities, or the way they communicate or interact with others.  For 1.2 the candidate needs to select 3 weaknesses identified in 1.1 and <b>suggest</b> how each weakness could be remedied. Suggestions should be realistic and if followed should remedy the weaknesses identified.  Evidence for 1.1 and 1.2 may be a candidate statement or an assessor observation of a discussion.

<b>Learning outcome</b>
The learner will: 2. Understand how to use skills and qualities
<b>Assessment criteria</b>
The learner can: 2.1 Discuss how their own skills and qualities may be used

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>discuss</b> how their own skills and qualities may be used in a work or learning or personal environment.  Evidence may be a candidate statement or an assessor observation of a discussion

<b>Learning outcome</b>
The learner will: 3. Understand the need for setting both short- and long-term goals in life
<b>Assessment criteria</b>
The learner can: 3.1 Describe why it is important to set short-term and long-term goals 3.2 With support, set one long-term goal and some short-term goals 3.3 Describe how some of the short-term goals might be achieved 3.4 Discuss how their skills, qualities and strengths may help in achieving their short-term goals

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (3.1) the candidate needs to <b>describe</b> why it is important to set both long term and short term goals. They should show they understand the differences and why both are important. An example may be given to demonstrate understanding. Evidence may be a candidate statement.</p> <p>For 3.2 the candidate needs to <b>set</b> one long term goal and at least <b>three</b> short term goals which relate to their work or learning or personal environment or a skill or ability they would like to develop and give the timescale for this. The short term goals will enable them to work towards the long term goal and should be given anticipated completion dates. Evidence may be the goals on a personal development plan or a candidate statement.</p> <p>For 3.3 the candidate needs to <b>describe</b> how they will achieve the short term goals in 3.2. The candidate can describe who will support them to achieve the goals, the resources needed and other information as required to enable them to achieve their goal. Evidence may be a candidate statement.</p> <p>For 3.4 the candidate needs to <b>discuss</b> how their skills, qualities and strengths may help them achieve each short term goal set in 3.2.</p> <p>Evidence may be a candidate statement or an assessor record of a discussion</p>

## **Unit 125            Level 1 Self-assessment**

### Supporting information

#### **Guidance**

The unit should be delivered to relate to the individual circumstance of the learner. The content may be tailored to the work place, learning environment or may relate to aspects of their own personal development.

## Unit 126

## Level 1 Career progression

<b>UAN:</b>	J/501/5814
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

<b>Learning outcome</b>
The learner will: 1. Understand skills and qualities needed to progress in a career
<b>Assessment criteria</b>
The learner can: 1.1 Discuss personal skills, qualities and experience relevant to career progression 1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>discuss</b> personal skills, qualities and experience relevant to career progression (eg communication skills, teamwork skills, reliability, honesty, enthusiasm). The discussion can be with any appropriate person such as a careers adviser, tutor, trainer or assessor.  For 1.2 the candidate needs to <b>discuss</b> areas of work or study that might be best suited to their personal skills, qualities or experience. This criterion may be evidenced in the same discussion as 1.1.  Evidence for 1.1 and 1.2 is likely to be a witness statement or assessor observation or product evidence from the discussion, eg interview notes.

<b>Learning outcome</b>
The learner will: 2. Understand information and guidance related to career progression
<b>Assessment criteria</b>
The learner can: 2.1 With support, identify sources of career progression information and guidance 2.2 From sources of information and guidance, identify different career and course options



### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **identify** (with support from a careers adviser, tutor, trainer or other appropriate person) at least **three** sources of career progression information and guidance.

For 2.2 the candidate needs to use the information and guidance sources identified in 2.1 to **identify** at least **two** different career and/or course options.

Evidence may be a candidate statement or annotated documents such as career printouts and course details.

### Learning outcome

The learner will:

3. Understand the importance of career progression

### Assessment criteria

The learner can:

3.1 Explain the importance of career progression for the individual

3.2 Explain the importance of career progression for others

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **explain** orally or in writing the importance of career progression for the individual.

Evidence may be a candidate statement.

For 3.2 the candidate needs to **explain** orally or in writing the importance of career progression for others.

Evidence may be a candidate statement.

### Learning outcome

The learner will:

4. Be able to plan the next stage in their career progression

### Assessment criteria

The learner can:

4.1 With support, identify short-term goals that will help them progress their career

4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals

### Explanation of criteria and examples of evidence

For the first criterion (4.1) the candidate needs to **identify** short-term goals that will help them progress their career. Support should be given by an appropriate person eg a careers adviser, tutor or trainer. A short-term goal is one that is likely to be achieved within a timescale of two to ten weeks, depending on the nature of the course.

For 4.2 the candidate needs to **identify** a realistic timeline and relevant resources for achieving the career progression goals. Resources can be

people (eg tutor, family) as well as things (eg books, internet).

Evidence for 4.1 and 4.2 may be a plan showing a timeline for achieving goals and the resources required.

## **Unit 126            Level 1 Career progression**

### Supporting information

#### **Guidance**

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.

#### **Potential resources**

These websites might be useful:

**[www.connexions-direct.com](http://www.connexions-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

## Unit 127

## Level 1 Developing personal skills for leadership

<b>UAN:</b>	M/501/5869
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner approach the concept of leadership, decision-making, giving basic instructions to others and feedback within a leadership context.

<b>Learning outcome</b>
The learner will: 1. Know about the main features of leadership
<b>Assessment criteria</b>
The learner can: 1.1 Identify different types of leadership 1.2 Outline the main features of leadership

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>identify</b> at least <b>two</b> different types of leadership. The candidate needs to identify leaders in a wide context eg prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others eg head of school/college, tutor, line manager/supervisor, community leaders; informal leadership eg sports team captains, prefects/monitors, leaders of project teams, leaders of social groups.</p> <p>The candidate needs to identify at least two different types of leadership</p> <p>For 1.2 the candidate needs to <b>outline</b> at least <b>two</b> main features of leadership including responsibility for others eg making sure other people carry out their tasks or meet goals; giving instructions eg allocating work to others, telling people what they need to do; giving and receiving feedback eg telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions eg deciding on what the others need to do and how they should do it.</p> <p>Evidence may come from a group or one-to-one discussion which shows the individual contribution.</p> <p>Evidence for 1.1 and 1.2 may be a taped discussion, video evidence, an assessor observation record, witness statement or candidate statement.</p>

<b>Learning outcome</b>
The learner will: 2. Understand how to make decisions

<b>Assessment criteria</b>
The learner can: 2.1 Identify a decision that needs to be made about a task or situation 2.2 Describe the step or steps needed to make the decision

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> a straightforward decision that needs to be made. Different types of decisions may need to be made eg in order to solve a problem, the best way of doing a task or activity, which team member will do which activity.  Evidence may be an assessor observation record or witness statement.  For 2.2 the candidate needs to <b>describe</b> the steps needed to make a decision eg consider talents, skills and interests of team members and match them to the requirements of the assignment before allocating tasks to individual team members; consider all appropriate solutions before deciding on the best way to solve a problem. The candidate is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.  Evidence may be an assessor observation record, witness statement or candidate statement.

<b>Learning outcome</b>
The learner will: 3. Understand how to give instructions to members of a group
<b>Assessment criteria</b>
The learner can: 3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities 3.2 Give instructions to group members

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>identify</b> the instructions needed for members of a group to carry out an aspect of their tasks or activities. Types of instructions may include: eg allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed.  Evidence may be an assessor observation record, witness statement or candidate statement.  For 3.2 the candidate needs to <b>give</b> instructions to others ensuring that instructions are clear and correct; use the most appropriate method of communication eg written, verbal, a presentation; in an appropriate way eg at the correct time and in a polite manner.  Evidence may be an assessor observation record, witness statement or candidate statement. If in a written format, evidence of the written communication should be provided (for example copies of emails,

memos, charts or letters).

<b>Learning outcome</b>
The learner will: 4. Understand how to give and receive feedback about a task or activity
<b>Assessment criteria</b>
The learner can: 4.1 Give examples of when they gave feedback about a task or activity to another group member 4.2 Give examples of when they received feedback about a task or activity from another group member

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (4.1) the candidate needs to <b>give</b> examples of when they gave feedback to another group member. Types of feedback can include formal eg written reports, appraisal; informal eg verbal feedback to individuals, feedback to a team on performance of task.</p> <p>For 4.1 the candidate must give one example of giving feedback to others.</p> <p>Evidence may be an assessor observation record, witness statement or candidate statement.</p> <p>For 4.2 the candidate needs to <b>give</b> examples of when they received feedback from another group member. Types of feedback can include formal eg written reports, appraisal; informal eg verbal feedback to individuals, feedback to a team on performance of task.</p> <p>For 4.2 the candidate must give one example of when they received feedback (individually or as part of a group). The feedback received need not be complex or detailed.</p> <p>Evidence may be an assessor observation record, witness statement or candidate statement.</p>

## **Unit 127**                    **Level 1 Developing personal skills for leadership**

Supporting information

### **Potential resources**

These websites might be useful:

**[www.career-advice.monster.com](http://www.career-advice.monster.com)**

**[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)**

**[www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf)**

**[www.tellmehowto.net](http://www.tellmehowto.net)**

## Unit 128

## Level 1 Practising leadership skills with others

<b>UAN:</b>	T/501/5808
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner practise their leadership skills with other members of a group and understand how to contribute to a group's tasks and activities in a leadership role.

<b>Learning outcome</b>
The learner will: 1. Understand leadership skills they could practise with others
<b>Assessment criteria</b>
The learner can: 1.1 Describe leadership skills they could practise with others

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> leadership skills that involve interaction with others.  For 1.1 leadership skills that involve interaction with others may include relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback.  Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

<b>Learning outcome</b>
The learner will: 2. Demonstrate leadership skills in a group
<b>Assessment criteria</b>
The learner can: 2.1 Discuss instances when they have demonstrated leadership skills

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>discuss</b> at least one example of when they have demonstrated leadership skills.  For 2.1 instances could include giving instructions, allocating tasks, showing someone what they need to do, telling someone what they need to do and how to do it, setting deadlines, making a decision to solve a problem, giving and receiving feedback.



Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

### **Learning outcome**

The learner will:

3. Review their practice of leadership skills

### **Assessment criteria**

The learner can:

3.1 Discuss the effectiveness of the leadership skills they have demonstrated

3.2 Identify one aspect that went well and one that did not go so well

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to review their leadership skills and **discuss** their effectiveness.

For 3.1 carrying out a review could be formal evaluation eg assessment forms, checklists, or informal evaluation discussion with assessor. Effectiveness could include whether or not group achieved its goals, appropriateness of decisions made by the leader, feedback received from group members, whether group understood the purpose of the activity and what needed to be done to achieve the purpose.

Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

For 3.2 the candidate needs to **identify** the effectiveness of their leadership including what went well and what did not go so well. For 3.2 an example of what went well and what did not go well could be, clear instructions were given to the group but time taken to give the instructions was too long.

Evidence may be annotated taped or video evidence, an assessor observation record, candidate or witness statement.

## **Unit 128**            **Level 1 Practising leadership skills with others**

Supporting information

### **Potential resources**

These websites might be useful:

**[www.career-advice.monster.com](http://www.career-advice.monster.com)**

**[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)**

**[www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf)**

**[www.tellmehowto.net](http://www.tellmehowto.net)**

## Unit 129

## Level 1 Learning with colleagues and other learners

<b>UAN:</b>	K/501/5823
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	In this unit, the learner will be introduced to ways in which they can work alongside their peers in a learning context.

<b>Learning outcome</b>
The learner will: 1. Be aware of situations where they learn with others
<b>Assessment criteria</b>
The learner can: 1.1 Describe a situation in which they learn with co-workers or other learners

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> one situation in which they learn with co-workers or other learners eg this may be using new machinery or following a new procedure.  Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Know how to interact with colleagues or other learners in a learning situation
<b>Assessment criteria</b>
The learner can: 2.1 Express opinions or feelings about an aspect of their learning 2.2 Respond appropriately to others' opinions and feelings about an aspect of learning 2.3 Give and receive feedback about their learning

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>express</b> at least <b>two</b> opinions or feelings about an aspect of their learning. The opinions can be expressed orally or in writing.  Evidence for 2.1 may be an assessor observation or witness statement or the candidate's written expressions.  For 2.2 the candidate needs to <b>respond</b> appropriately to others' opinions and feelings about an aspect of learning. The candidate should listen to the other person without interrupting and give an appropriate verbal or non-verbal response.

Evidence for 2.2 will be an assessor observation or witness statement.

For 2.3 the candidate needs to **give** feedback and **receive** feedback about their learning. This could relate to a contribution to a discussion.

Evidence for 2.3 will be an assessor observation or witness statement.

### **Learning outcome**

The learner will:

3. Understand that people have preferred methods of learning

### **Assessment criteria**

The learner can:

3.1 Recognise own preferred method of learning

3.2 Describe how this compares to others' methods of learning

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **recognise** own preferred method of learning eg visual, auditory, kinaesthetic. The learner may list a variety of activities.

Evidence may be a candidate statement.

For 3.2 the candidate needs to **describe** how this compares to others' methods of learning. The candidate should realise that people may prefer to learn in different ways eg one peer may learn by reading whereas another may prefer practical activities related to the same area of learning.

Evidence may be a candidate statement.

### **Learning outcome**

The learner will:

4. Be able to record progress in learning

### **Assessment criteria**

The learner can:

4.1 Describe the progress they have made towards an identified learning goal

### **Explanation of criteria and examples of evidence**

For this criterion (4.1) the candidate needs to **describe** the progress they have made towards an identified learning goal. The goal should have been agreed with an appropriate person such as an assessor or workplace supervisor. The candidate may describe progress during an appraisal or tutorial.

Evidence will be an assessor observation or witness statement or candidate's written description of progress made.

## Unit 130

## Level 1 Communicating solutions to others

<b>UAN:</b>	L/501/5961
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	In this unit, the learner will be introduced to the ways in which they can communicate the solution to a problem that they have solved. The learner will also consider how effectively they have communicated a solution to others.

<b>Learning outcome</b>
The learner will: 1. Understand how to solve possible problems
<b>Assessment criteria</b>
The learner can: 1.1 With support, identify an appropriate problem that they can solve 1.2 Identify a way in which they can solve the problem

<b>Explanation of criteria and examples of evidence</b>
For this criterion (4.1) the candidate needs to <b>describe</b> the progress they have made towards an identified learning goal. The goal should have been agreed with an appropriate person such as an assessor or workplace supervisor. The candidate may describe progress during an appraisal or tutorial.  Evidence will be an assessor observation or witness statement or candidate's written description of progress made.

<b>Learning outcome</b>
The learner will: 2. Understand how to communicate the solution appropriately to others
<b>Assessment criteria</b>
The learner can: 2.1 Describe appropriate communication methods needed to present the solution to others 2.2 Identify the appropriate information that is needed to communicate the solution

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>describe</b> appropriate communication methods needed to present the solution to others.  For 2.2 the candidate needs to <b>identify</b> the appropriate information that is needed to communicate the solution.

Evidence for 2.1 and 2.2 may be a candidate statement.

**Learning outcome**

The learner will:

3. Communicate the solution appropriately to others

**Assessment criteria**

The learner can:

3.1 Present the solution to others in an appropriate way

3.2 Respond appropriately to others' views

**Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **present** the solution to relevant others in an appropriate way.

For 3.2 the candidate needs to **respond** appropriately to others' views

Evidence for 3.1 and 3.2 may be an assessor observation, witness statement, copies of written communication or a presentation

## Unit 131

## Level 1 Positive attitudes and behaviours at work

<b>UAN:</b>	A/501/5826
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	In this unit, the learner will need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to review their performance.

<b>Learning outcome</b>
The learner will: 1. Understand how positive attitudes and behaviours at work benefit themselves and their organisation
<b>Assessment criteria</b>
The learner can: 1.1 Explain why it is important to follow an organisation's rules and procedures 1.2 Describe the benefits of positive attitudes and behaviours for themselves and their organisation

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>explain</b> why it is important to follow an organisation's rules and procedures.  For 1.2 the candidate needs to <b>describe</b> at least three benefits of positive attitudes and behaviours for both themselves and their organisation.  Evidence for 1.1 and 1.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Demonstrate a range of positive attitudes and behaviours in the workplace
<b>Assessment criteria</b>
The learner can: 2.1 Interact appropriately with colleagues and customers 2.2 Follow organisational procedures governing attitudes and behaviours at work

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>interact</b> appropriately in familiar routine situations with colleagues on at least two occasions and customers on at least one occasion. Customers can be internal or external customers depending on the workplace.

Evidence will be an assessor observation or witness statement for each occasion.

For 2.2 the candidate needs to be aware of and **follow** organisational procedures governing attitudes and behaviours at work for a given period of time. The time will depend on the length of the learner's placement.

Evidence will be an assessor observation or witness statement for each occasion.

<b>Learning outcome</b>
The learner will: 3. Evaluate their own conduct
<b>Assessment criteria</b>
The learner can: 3.1 Describe what went well and what did not

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>describe</b> both what went well and what did not go well in relation to their conduct in the work place.  Evidence may be a candidate statement.



**Unit 131**                      **Level 1 Positive attitudes and behaviours at work**

Supporting information

**Potential resources**

This website might be useful:

**[www.worketiquette.co.uk](http://www.worketiquette.co.uk)**

## Unit 132

## Level 1 Learning from more experienced people

<b>UAN:</b>	J/501/5828
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	This unit introduces the learner to ways in which they can learn, in a workplace or learning environment, from those who are more experienced in a particular field of work or study.

<b>Learning outcome</b>
The learner will: 1. Understand a range of more experienced people with whom they could come into contact
<b>Assessment criteria</b>
The learner can: 1.1 Describe more experienced people they could come into contact with, both within and outside the workplace or place of learning

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> at least <b>three</b> types of an experienced person they come into contact with. The description could contain their role and the type of experience they have, and how the candidate has come into contact with them.

<b>Learning outcome</b>
The learner will: 2. Understand how they can learn from more experienced people
<b>Assessment criteria</b>
The learner can: 2.1 Describe ways in which they could learn from more experienced people 2.2 Describe what is helpful or not helpful about the ways they could learn from more experienced people

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>describe</b> how they learn more from the experienced people described in 1.1. The candidate can give specific examples of the skills, knowledge, processes or qualities they could learn.
For 2.2 the candidate needs to be able to tease out the benefits and drawbacks of learning from more experienced people. Benefits may be described in terms of skills, knowledge, processes or qualities learnt. The candidate should <b>describe</b> how learning from 'more experienced people' can be unhelpful as the candidate may learn poor practice, skills

or attitude. It may be appropriate for the tutor to set a scenario or case study to enable the candidate to evidence their understanding of 2.2.

### **Learning outcome**

The learner will:

3. Understand what they have learned from more experienced people

### **Assessment criteria**

The learner can:

3.1 Describe skills that more experienced people have demonstrated

3.2 Describe how they will use these skills themselves

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to select **two** experienced people they know well in a work or learning setting or personal setting, and **describe** the skills they have.

For 3.2 the candidate needs to **describe** how they intend to use the skills demonstrated by the more experienced person in 3.1 within their work, learning or personal life.

## **Unit 132**                    **Level 1 Learning from more experienced people**

Supporting information

### **Guidance**

This unit can be delivered in a work or learning context. In the work context, the unit can be used to support the candidate to work with colleagues who are more experienced than them in an appropriate manner. In a learning environment the unit can be tailored to the needs of a candidate planning to enter the workforce or learning from others in their place of study or amongst their social and family circle. Scenarios or case studies could facilitate discussion and understanding of working with more experienced people.

## Unit 133

## Level 1 Building working relationships with colleagues

<b>UAN:</b>	T/501/5811
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	This unit introduces the learner to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace.

<b>Learning outcome</b>
The learner will: 1. Understand why it is important to get on well with colleagues
<b>Assessment criteria</b>
The learner can: 1.1 Describe different types of colleagues with whom an employee needs to interact positively at work 1.2 Explain why an employee needs to get on well with each type of colleague

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> a range of colleagues that may operate at different levels within an organisation. The candidate should describe the colleagues they interact with during their working hours or infrequently, at meetings, or support them in an administrative or managerial way. Positive interaction relates to communication (written and oral), interpersonal skills.  For 1.2 the candidate needs to <b>explain</b> why they need to get on with each colleague described in 1.1 and the consequence of not working together effectively in relation to their own role and to the organisation.

<b>Learning outcome</b>
The learner will: 2. Be able to work positively with employers and/or managers
<b>Assessment criteria</b>
The learner can: 2.1 Complete a task as instructed by employers and/ or managers 2.2 Use appropriate language and tone when communicating with employers and/or managers

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to be observed or witnessed <b>completing a task</b> as instructed. The instructions to complete the task may be verbal or written.  For 2.2 the candidate needs to be observed or witnessed

**communicating appropriately** (using language that is clear, coherent, respectful and of the appropriate tone) with an employer and/or manager.

### Learning outcome

The learner will:

3. Be able to work positively with peers in the workplace

### Assessment criteria

The learner can:

3.1 Use appropriate language and tone when communicating with peers

3.2 Contribute ideas and opinions in a way that peers find acceptable

3.3 Carry out their own role or task in line with the agreed or designated expectations of their peers

3.4 Seek and accept help, guidance and feedback from peers when appropriate

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to be observed or witness **communicating** appropriately (using language that is clear, coherent, respectful and of the appropriate tone) with peers.

For 3.2 the candidate needs to **contribute** an idea or ideas which are constructive and add value to the process/procedure or tasks within in the workplace. Opinions should be fair and without bias, and should be presented in a positive manner that peers will find acceptable.

For 3.3 the candidate needs to demonstrate they are able to perform, **carry out** their own role in agreement with peers, this may be written or inferred. The candidate is able to keep pace with the output expected within the peer group and produce work which is of an acceptable quality.

Evidence of achievement will likely be observed.

For 3.4 the candidate needs to demonstrate they have **sought** help and guidance to complete a task or resolve a problem or issue or ask for advice. The candidate will have asked for feedback from a peer or peers to seek approval, consensus, and opinion that a task or action has been completed appropriately and identify if improvements could be made.

Evidence could be observed, witnessed or a statement written

## **Unit 133**                    **Level 1 Building working relationships with colleagues**

Supporting information

### **Guidance**

This unit would normally be completed by candidates who are in work or on a work placement. Evidence could be collected holistically using observation and other methods such as statements, question and answer and witness testimony.

## Unit 134

## Level 1 Working as a volunteer

<b>UAN:</b>	K/501/5806
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner understand the importance of volunteers in a range of situations. The learner will consider the skills required by volunteers, how to apply for an area of voluntary work which interests them and will undertake a voluntary work task.

### Learning outcome

The learner will:

1. Know why volunteers are important in different volunteering situations

### Assessment criteria

The learner can:

- 1.1 State why volunteers are important in different situations where volunteers are used

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **state** why volunteers are important in at least three different situations where volunteers are used.

Evidence for 1.1 may be a candidate statement.

### Learning outcome

The learner will:

2. Know that different skills are required for different areas of voluntary work

### Assessment criteria

The learner can:

- 2.1 Identify the skills required for a range of types of voluntary work

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **state** why volunteers are important in at least three different situations where volunteers are used.

Evidence for 1.1 may be a candidate statement.



<b>Learning outcome</b>
The learner will: 3. Know how to apply to become a volunteer
<b>Assessment criteria</b>
The learner can: 3.1 Follow given guidelines in applying for voluntary work

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>follow</b> given guidelines in applying for voluntary work eg complete a form.  Evidence may be a candidate statement or a copy of any documentation completed.

<b>Learning outcome</b>
The learner will: 4. Be able to undertake voluntary work
<b>Assessment criteria</b>
The learner can: 4.1 Complete a voluntary work task according to a given brief

<b>Explanation of criteria and examples of evidence</b>
For this criterion (4.1) the candidate needs to complete a voluntary work task (or tasks) according to a given brief. This voluntary activity should be for at least five hours.  The evidence may be an assessor observation or witness statement.

## **Unit 134**      **Level 1 Working as a volunteer**

### Supporting information

#### **Guidance**

External speakers from voluntary organisations could be invited to talk to the learners or learners could visit, or watch videos, to find out about different types of volunteering.

Volunteering activities could be undertaken in the place of learning or in the community.

#### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.volunteering.org.uk](http://www.volunteering.org.uk)**

## Unit 135

## Level 1 Investigating rights and responsibilities at work

<b>UAN:</b>	L/501/6382
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand what 'rights' and 'responsibilities' are
<b>Assessment criteria</b>
The learner can: 1.1 Explain what 'rights' are 1.2 Explain what 'responsibilities' are

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>explain</b> what rights are, these could include basic human rights eg right to life; rights at work eg healthy and safe environment, working conditions.  Evidence may be an assessor record of discussion or a candidate statement.  For 1.2 the candidate needs to <b>explain</b> what responsibilities are eg contractual obligations, health and safety requirements.  Evidence may be an assessor record of discussion or a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Understand how to respect the rights of individuals
<b>Assessment criteria</b>
The learner can: 2.1 Explain the factors that may affect the rights of individuals 2.2 Explain how to respect the rights of individuals

<b>Explanation of criteria and examples of evidence</b>
For the first criterion 2.1 the candidate needs to identify <b>three</b> different factors that may affect the rights of an individual. They should be able to <b>explain</b> how each factor may affect the rights of the individual.

Evidence may be an assessor record of discussion or a candidate statement.

For 2.2 the candidate needs to **explain** how we should respect our colleagues at work eg appropriate behaviour, not putting others in danger or at risk, showing tolerance and respect for differences and diversity.

Evidence may be an assessor record of discussion or a candidate statement.

<b>Learning outcome</b>
The learner will: 3. Know laws that can protect the rights of employees
<b>Assessment criteria</b>
The learner can: 3.1 Identify laws that can protect employee rights

**Explanation of criteria and examples of evidence**

For this criterion (3.1) the candidate needs to **identify three** different laws relating to the rights of individuals at work. The candidate should name the law and provide a brief, basic outline of the purpose of the law eg laws relating to employee rights eg health and safety, equality of opportunity.

Evidence is likely to be a candidate statement.

<b>Learning outcome</b>
The learner will: 4. Know that employers have certain responsibilities
<b>Assessment criteria</b>
The learner can: 4.1 Identify employer responsibilities in regard to: <ul style="list-style-type: none"><li>• fulfilling a contract</li><li>• health and safety</li><li>• equal opportunities and prevention of discrimination.</li></ul>

**Explanation of criteria and examples of evidence**

For this criterion (4.1) the candidate needs to **identify** and describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. At least one example is required for each area.

Evidence is likely to be a candidate statement.

## **Unit 135**                    **Level 1 Investigating rights and responsibilities at work**

Supporting information

### **Potential resources**

These websites might be useful:

**[www.acas.org.uk](http://www.acas.org.uk)**

**[www.adviceguide.org.uk](http://www.adviceguide.org.uk)**

**[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)**

**[www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights](http://www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights)**

**[www.eco.org.uk](http://www.eco.org.uk) - Equality in the work place**

**[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)**

**[www.tuc.org.uk](http://www.tuc.org.uk)**

**[www.worksmart.org.uk](http://www.worksmart.org.uk)**

## Unit 136

## Level 1 Solving work-related problems

<b>UAN:</b>	D/501/5849
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	This unit focuses on helping the learner to select problem-solving strategies and on understanding how to apply them to a workplace problem.

<b>Learning outcome</b>
The learner will: 1. Understand problems/issues that arise at work
<b>Assessment criteria</b>
The learner can: 1.1 Describe the main causes of problems or issues that arise at work

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to <b>describe three</b> causes of problems or issues that arise at work, eg differences of opinion, poor communication.  Evidence may be an assessor record of discussion, a candidate or witness statement.

<b>Learning outcome</b>
The learner will: 2. Access sources of help
<b>Assessment criteria</b>
The learner can: 2.1 Identify sources of help appropriate to a particular problem 2.2 Extract useful information and/or advice from these sources

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> a particular workplace problem or issue and <b>three</b> appropriate sources of help must be suggested by the candidate, eg colleagues, procedure manuals.  Evidence may be an assessor record of discussion, a candidate or witness statement.  For 2.2 the candidate needs to identify and <b>extract</b> (from the three sources given in 2.1), information that is useful to solving the problem.  Evidence may be an assessor record of discussion, a candidate or witness statement.

<b>Learning outcome</b>
The learner will: 3. Understand possible solutions to workplace problems
<b>Assessment criteria</b>
The learner can: 3.1 Suggest appropriate solutions to a workplace problem which draw on their own previous experience and that of others 3.2 Suggest appropriate solutions to a workplace problem which draw on information/ advice gained from sources of help

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>suggest two</b> appropriate solutions to the particular problem identified in 2.1, using information supplied by other people, for example human resources staff.  Evidence may be an assessor record of discussion, a candidate or witness statement.  For 3.2 the candidate needs to <b>suggest two</b> appropriate solutions to the particular problem using other sources (which are not 'people-based'), for example the company's website or a training manual.  Evidence may be an assessor record of discussion, a candidate or witness statement.

<b>Learning outcome</b>
The learner will: 4. Understand how to apply an appropriate strategy to solve a workplace problem
<b>Assessment criteria</b>
The learner can: 4.1 Select an appropriate problem-solving strategy to solve a work-place problem from a range of possibilities that they have identified 4.2 Explain why they have chosen the problem- solving strategy 4.3 Explain how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to <b>identify</b> the most appropriate solution to solving their problem from the <b>two</b> solutions given in 3.1.  Evidence may be an assessor record of discussion, a candidate or witness statement.  For 4.2 the candidate needs to give <b>two</b> reasons why they have chosen the problem solving strategy given in 4.1. The reasons could be straightforward and brief but must be clearly linked to the particular problem-solving strategy given in 3.2, eg consider options of different

approaches.

Evidence may be an assessor record of discussion, a candidate or witness statement.

For 4.3 the candidate needs to **explain** the steps they would need to take when putting the particular problem-solving strategy into practice. The focus of the assessment is the decision making about solutions and not on the execution of the solution.

Evidence may be an assessor record of discussion, a candidate or witness statement.



## **Unit 136                      Level 1 Solving work-related problems**

### Supporting information

#### **Potential resources**

Learners will need access to appropriate sources of information about workplace problems and how to solve them.

These websites might be useful:

**[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)**

**[www.jobseekersadvice.com](http://www.jobseekersadvice.com)**

**[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)**

**[www.monster.co.uk](http://www.monster.co.uk)**

**[www.worksmart.org.uk](http://www.worksmart.org.uk)**

## Unit 137

## Level 1 Taking notes at meetings

<b>UAN:</b>	T/501/5954
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner gain the skills needed to listen carefully at meetings, record the key points raised, and present these accurately in a suitable format using either paper-based documentation or on screen.

### Learning outcome

The learner will:

1. Know the importance of taking notes at meetings

### Assessment criteria

The learner can:

- 1.1 Describe reasons why it is important to take notes at meetings

### Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **describe** at least **two** reasons why it is important to take notes at meetings. These might include reasons to do with the importance of keeping records about discussions, decisions, major points raised, those who attended and those who did not attend, the date and time of the meeting. The reasons can relate to either formal or informal meetings.

Evidence may be a candidate statement.

### Learning outcome

The learner will:

2. Know different ways of recording notes during meetings

### Assessment criteria

The learner can:

- 2.1 Outline different methods used to take notes at meetings

### Explanation of criteria and examples of evidence

For this criterion (2.1) the candidate needs to describe at least **four** different methods used to take notes at meetings. One of the methods should be a method the candidate uses or intends to try out. The methods might include writing in bullet points, using a 3 column format, developing short forms, using symbols, noting only the main points, leaving out vowels.

Evidence may be a list of different note taking methods with examples of each.

<b>Learning outcome</b>
The learner will: 3. Be able to write up notes of a meeting
<b>Assessment criteria</b>
The learner can: 3.1 Produce notes which accurately capture the main points raised at the meeting 3.2 Produce notes which are accurate in terms of grammar, spelling and punctuation 3.3 Produce notes which present the information clearly and appropriately

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (3.1) the candidate needs to <b>produce</b> notes which accurately capture the main points raised at a meeting he/she has attended. The notes may be in any method outlined in 2.1 and should accurately reflect the gist of the discussion in terms of issues discussed, major points raised and decisions taken.</p> <p>For 3.2 the candidate needs to check their notes are accurate in terms of grammar, spelling and punctuation in relation to the method of note taking chosen in 2.1. The checking may be carried out using an electronic spelling and grammar checker, dictionary and thesaurus.</p> <p>Evidence must show their proofread notes.</p> <p>For 3.3 the candidate needs to produce a final copy of their notes which present the information clearly and appropriately and is a true record of issues discussed, major points raised and decisions taken during the meeting.</p>

## **Unit 137            Level 1 Taking notes at meetings**

Supporting information

### **Potential resources**

These websites might be useful:

[www.zeeassociates.co.uk/pictures/QuickGuide/100/QG%20Taking%20notes%20at%20meetings.pdf](http://www.zeeassociates.co.uk/pictures/QuickGuide/100/QG%20Taking%20notes%20at%20meetings.pdf)

[www.meetingwizard.org/meetings/taking-meeting-minutes.cfm](http://www.meetingwizard.org/meetings/taking-meeting-minutes.cfm)

<http://lifehacker.com/167307/geek-to-live--take-great-notes>

[www.essortment.com/career/writinghelptak\\_svwn.htm](http://www.essortment.com/career/writinghelptak_svwn.htm)

[www.mftrou.com/meeting-minutes.html](http://www.mftrou.com/meeting-minutes.html)

## Unit 138

## Level 1 Summarising documents

<b>UAN:</b>	L/501/5944
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to enable the learners to gain the skills needed to summarise a range of different documents in a way that is appropriate to the audience and purpose for which the document is being written.

<b>Learning outcome</b>
The learner will: 1. Know that summaries are written for a particular audience and purpose
<b>Assessment criteria</b>
The learner can: 1.1 Identify the audience and purpose for summaries

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to <b>identify</b> the audience for <b>two</b> summaries eg employer, customer, and the purpose of each of the two summaries eg report, article. Candidates may be given the summaries.  Evidence for 1.1 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Be able to distinguish between the main points and supporting detail in straightforward documents
<b>Assessment criteria</b>
The learner can: 2.1 Extract the key points from a straightforward document

<b>Explanation of criteria and examples of evidence</b>
For this criterion (2.1) the candidate needs to <b>extract</b> the key points from one straightforward document. Candidates may be given the document.  Evidence for 2.1 is likely to be candidate notes.

<b>Learning outcome</b>
The learner will: 3. Be able to summarise the key points of straightforward documents
<b>Assessment criteria</b>

The learner can:

3.1 Produce a summary which contains the key points of the original document, has been proof read and edited for accuracy

**Explanation of criteria and examples of evidence**

For this criterion (3.1) the candidate needs to **produce** a summary which contains the key points of the original document (as identified in 2.1). The summary can be handwritten or word-processed and a spelling check and grammar check should be conducted. The candidate must check for accuracy.

The degree of accuracy of the proof reading and editing should be consistent with the English Functional Skills, Essential Skills Wales, Essential Skills NI or Workplace Core Skills at this level.

Evidence will be one summary.

## **Unit 138**      **Level 1 Summarising documents**

Supporting information

### **Guidance**

This unit links with the development of literacy skills.

### **Potential resources**

This website might be useful:

**[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)**

## Unit 139

## Level 1 Contributing to meetings

<b>UAN:</b>	A/501/5809
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to equip the learner with the skills to make effective contributions to meetings in the workplace. It will help the learner understand how they can prepare for meetings in order to help them make the most of the opportunity to make comments, raise issues or ask questions.

<b>Learning outcome</b>
The learner will: 1. Know the format of a meeting
<b>Assessment criteria</b>
The learner can: 1.1 Outline an agenda for a meeting

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to <b>outline</b> an agenda for a meeting eg role of chair person, order of meeting.  Evidence for 1.1 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Know how to prepare for meetings
<b>Assessment criteria</b>
The learner can: 2.1 Identify the main issues or topics to be covered at a meeting 2.2 List questions that may be asked at a meeting, based on the agenda and papers provided 2.3 Identify some potential problems that might arise in preparing for the meeting or holding the meeting

<b>Explanation of criteria and examples of evidence</b>
For this criterion (2.1) the candidate needs to <b>identify</b> the main issues or topics to be covered at a meeting. This may be from the agenda outlined in 1.1 or from another agenda provided.  Evidence for 2.1 is likely to be candidate notes.  For 2.2 the candidate needs to <b>list</b> at least <b>three</b> questions that may be asked at a meeting, based on the agenda and papers provided in 2.1.



Evidence for 2.1 is likely to be a list of questions

For 2.3 the candidate needs to **identify** at least **three** potential problems that might arise in preparing for the meeting, eg problems with the venue or equipment, or holding the meeting eg distracting behaviour.

Evidence for 2.3 is likely to be a candidate statement.

<b>Learning outcome</b>
The learner will: 3. Be able to contribute effectively at meetings
<b>Assessment criteria</b>
The learner can: 3.1 Make an effective contribution at the meeting

<b>Explanation of criteria and examples of evidence</b>
For this criterion (3.1) the candidate needs to <b>make</b> an effective contribution at the meeting eg asking a relevant question or providing information in response to a query.
Evidence may be an assessor observation, witness statement or authenticated minutes of the meeting.

## **Unit 139**      **Level 1 Contributing to meetings**

Supporting information

### **Guidance**

This unit links with the development of literacy skills.

### **Potential resources**

This website might be useful:

**[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)**

## Unit 140

## Level 1 Preparing for work placement

<b>UAN:</b>	M/501/6391
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	This unit will help the learner to find out more about the company or organisation providing the work placement, the specific requirements for the work placement and how to set goals that enhance their work placement experience.

### Learning outcome

The learner will:

1. Know about the company or organisation where they plan to do the work placement

### Assessment criteria

The learner can:

- 1.1 Describe the company or organisation where they plan to do the work placement

### Learning outcome

The learner will:

2. Know what is expected of them during the work placement

### Assessment criteria

The learner can:

- 2.1 Identify the requirements for the placement, and why the requirements are necessary
- 2.2 Describe tasks they are likely to undertake in the work placement
- 2.3 Describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace
- 2.4 Describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement

### Learning outcome

The learner will:

3. Be able to set goals to help them get the most out of the work placement

### Assessment criteria

The learner can:

- 3.1 Set appropriate goals for the work placement

# **Unit 140**            **Level 1 Preparing for work placement**

Supporting information

## **Guidance**

This unit links with the development of literacy skills.

## **Potential resources**

This website might be useful:

**[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)**

## Unit 141

## Level 1 Learning from work placement

<b>UAN:</b>	J/501/6395
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Aim:</b>	This unit will help the learner understand what was learned from a work placement and how to set goals based on work placement learning.

<b>Learning outcome</b>
The learner will: 1. Be able to show evidence of tasks undertaken during the work placement
<b>Assessment criteria</b>
The learner can: 1.1 Produce evidence of tasks undertaken during work placement

<b>Learning outcome</b>
The learner will: 2. Understand what they learned from the work placement
<b>Assessment criteria</b>
The learner can: 2.1 Using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks 2.2 Using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again

<b>Learning outcome</b>
The learner will: 3. Be able to use learning from the tasks undertaken in the work placement to set short term goals
<b>Assessment criteria</b>
The learner can: 3.1 Set short term goals which build on their learning from carrying out tasks in the work placement

## Unit 142

## Level 1 Safe learning in the workplace

<b>UAN:</b>	R/501/6397
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to help the learner who is preparing to undertake work experience and provide knowledge and understanding of risks and hazards in the workplace. The unit will develop the learner understanding of their own responsibilities and the appropriate actions to take in order to minimise the risk of harm to self or others in the workplace.

<b>Learning outcome</b>
The learner will: 1. Understand risks and hazards in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 Define hazard and risk in the workplace environment 1.2 Identify examples of hazard and risk in different workplace environments

<b>Learning outcome</b>
The learner will: 2. Know how to reduce risk of harm to self or others
<b>Assessment criteria</b>
The learner can: 2.1 Discuss how aspects of personal behaviour can reduce risk of harm 2.2 Discuss aspects of different workplace environments which could cause harm to self or others

<b>Learning outcome</b>
The learner will: 3. Know procedures to deal with risks within the workplace environment
<b>Assessment criteria</b>
The learner can: 3.1 Discuss procedures for reporting hazards and risks in the workplace 3.2 Discuss procedures for dealing with low risk hazards in accordance with instructions

<b>Learning outcome</b>
The learner will: 4. Know the duties of the person responsible for health and safety in the

workplace environment
<b>Assessment criteria</b>
The learner can: 4.1 Discuss the duties of the person responsible for health and safety in the workplace environment

## Unit 143

## Level 1 Searching for a job

<b>UAN:</b>	L/501/5958
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	In this unit, the learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

<b>Learning outcome</b>
The learner will: 1. Know potential job sources
<b>Assessment criteria</b>
The learner can: 1.1 Describe different types of sources of employment available for job-seekers 1.2 Describe the roles/functions of these sources

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> different types of sources available for job-seekers to find employment. Sources can include job centres, publications, agencies, direct contact with employers.  For 1.2 the candidate needs to <b>describe</b> the roles/functions of at least <b>two</b> of the sources described in 1.1.  Evidence for 1.1 and 2.1 may be a candidate statement, talk/presentation, leaflet.

<b>Learning outcome</b>
The learner will: 2. Know potential job roles related to their skills and interests
<b>Assessment criteria</b>
The learner can: 2.1 Match their skills and interests to potential job roles

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>match</b> their skills and interests to potential job roles. Skills are likely to include soft skills as well as skills obtained from training courses and employment experience.  Candidates should match their skills and interests to at least <b>two</b> job roles.



Evidence may be a candidate statement or witness statement/assessor observation/audio recording of a discussion with an appropriate person.

### **Learning outcome**

The learner will:

3. Be able to search for job vacancies

### **Assessment criteria**

The learner can:

3.1 Understand the layout and format of job adverts in relation to their personal circumstances

3.2 Identify sources of information available for carrying out job searches

3.3 Select appropriate methods to search for particular job vacancies

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **understand** the layout and format of job adverts in relation to their personal circumstances. This includes key words eg salary, commission, pro-rata, and abbreviations, eg CV.

For 3.2 the candidate needs to **identify** at least **three** sources of information available for carrying out job searches eg trade journals, agencies, job centres.

For 3.3 the candidate needs to **select** appropriate methods to search for particular job vacancies.

This may include family and friends, internet searches, trade journals.

Evidence for 3.1 to 3.3 may be a candidate statement supported by annotated advertisements and results of job search.

## **Unit 143            Level 1 Searching for a job**

### Supporting information

#### **Guidance**

This unit could be linked to literacy development and research activities. Learners could visit the Jobcentre or external speakers could be used.

#### **Potential resources**

These websites might be useful:

**[www.connections-direct.com](http://www.connections-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

## Unit 144

## Level 1 Applying for a job

<b>UAN:</b>	Y/501/5848
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand different methods of applying for jobs
<b>Assessment criteria</b>
The learner can: 1.1 Describe different methods of applying for a job 1.2 Describe how and when different methods of applying for a job are used

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>describe</b> at least <b>two</b> different methods of applying for a job, eg application form.  For 1.2 the candidate needs to describe how and when at least <b>two</b> of the different methods of applying for a job from 1.1 are used eg an ICT role may require completing a form on the organisation's website.  Evidence for 1.1 and 1.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2. Know how to complete a job application form
<b>Assessment criteria</b>
The learner can: 2.1 Identify the information needed to prepare the job application form 2.2 Assemble the relevant information for the job application form

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> the information needed to prepare the job application form. This may include details of any qualifications achieved and the dates of any previous employment.  For 2.2 the candidate needs to <b>assemble</b> the relevant information for the job application form. For example, the candidate could have a record of examination results, examination certificates, a personal profile or records from their initial interview when he/she produced the

certificates.

Evidence for 2.1 and 2.2 may be a candidate statement/list of information needed and where this is located signed by the assessor to confirm relevant information was assembled.

**Learning outcome**

The learner will:  
3. Be able to apply for a job using the appropriate method

**Assessment criteria**

The learner can:  
3.1 Describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)  
3.2 Present the job application information accurately and in a suitable format

**Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **describe** the conventions, formats and styles of presenting information in different job applications eg a formal letter. This can be for either a real or simulated job application.

Evidence may be a candidate statement.

For 3.2 the candidate needs to **present** the job application information accurately and in a suitable format.

This can be for either a real or simulated job application.

Evidence should be the job application information eg application form.

# Unit 144      Level 1 Applying for a job

## Supporting information

### Guidance

This unit could be linked to literacy development and form filling. External speakers such as employers could be invited to talk to the learners and offer an insight into the selection process.

### Potential resources

Application forms from a variety of sources.

These websites might be useful:

**[www.connections-direct.com](http://www.connections-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

## Unit 145

## Level 1 Preparing for an interview

<b>UAN:</b>	M/501/5824
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	In this unit, the learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

<b>Learning outcome</b>
The learner will: 1. Know how to respond to questions they might be asked at the interview
<b>Assessment criteria</b>
The learner can: 1.1 Prepare answers to questions they might be asked at the interview

<b>Learning outcome</b>
The learner will: 2. Be able to prepare appropriate questions to ask the interviewer
<b>Assessment criteria</b>
The learner can: 2.1 Identify questions to ask which show their interest in the job, placement or course

<b>Learning outcome</b>
The learner will: 3. Plan to arrive at the interview on time
<b>Assessment criteria</b>
The learner can: 3.1 Confirm the time and place where the interview will be held 3.2 Plan a route and means of transport which will allow them to arrive on time

## Unit 146

## Level 1 Interview skills

<b>UAN:</b>	R/501/5847
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

<b>Learning outcome</b>
The learner will: 1. Present themselves appropriately at an interview
<b>Assessment criteria</b>
The learner can: 1.1 Arrive in good time for the interview 1.2 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice

<b>Learning outcome</b>
The learner will: 2. Answer the interviewer's questions appropriately
<b>Assessment criteria</b>
The learner can: 2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation

<b>Learning outcome</b>
The learner will: 3. Understand their performance in an interview
<b>Assessment criteria</b>
The learner can: 3.1 Describe what went well and what did not

## Unit 147

## Level 1 Self-management skills

<b>UAN:</b>	L/501/5829
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

<b>Learning outcome</b>
The learner will: 1 Understand how to manage themselves in the workplace
<b>Assessment criteria</b>
The learner can: 1.1 Identify areas in which they need to manage their time appropriately 1.2 Describe the benefits of taking proper breaks during the working day

<b>Learning outcome</b>
The learner will: 2 Demonstrate self-management skills during the working day
<b>Assessment criteria</b>
The learner can: 2.1 Prioritise tasks and activities in order to achieve their daily objectives 2.2 Take appropriate breaks during the working day

<b>Learning outcome</b>
The learner will: 3 Evaluate self-management skills
<b>Assessment criteria</b>
The learner can: 3.1 Carry out a review of their performance 3.2 Identify what went well and what did not



## Unit 148

## Level 1 Developing own interpersonal skills

<b>UAN:</b>	H/500/5467
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops an awareness of the learner's own needs and conduct. It explores how to recognise body language and types of human behaviour.

<b>Learning outcome</b>
The learner will: 1 Be aware of personal skills and their use.
<b>Assessment criteria</b>
The learner can: 1.1 List own strengths and weaknesses.

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to <b>list</b> at least <b>four</b> strengths they believe they do well, and list at least <b>two</b> weaknesses where they feel they could improve their skills, abilities or the way they communicate or interact with others.

<b>Learning outcome</b>
The learner will: 2 Display awareness of the need for time management.
<b>Assessment criteria</b>
The learner can: 2.1 List ways of improving own time management.

<b>Explanation of criteria and examples of evidence</b>
For this criterion (2.1) the candidate needs to <b>list</b> at least <b>three</b> ways of improving time management. Time management may refer to punctuality, getting tasks completed on time, optimising productivity, minimising time wasting, methods to improve time management may require formal methods such as schedules, plans and resources such as clocks and techniques to use time effectively.

<b>Learning outcome</b>
The learner will: 3 Show understanding of personal need to manage stress.
<b>Assessment criteria</b>
The learner can: 3.1 Identify signs and symptoms of stress in self and others.

**Explanation of criteria and examples of evidence**

For this criterion (3.1) the candidate needs to **identify** at least **two** possible signs of symptoms of stress in self and **four** different signs and symptom of stress which may occur in other people such as men or women or teenagers, children or the elderly.

**Learning outcome**

The learner will:

- 4 Understand the difference between constructive and destructive criticism.

**Assessment criteria**

The learner can:

- 4.1 List different types of criticism.

**Explanation of criteria and examples of evidence**

For this criterion (4.1) the candidate needs to **list** in their own words the different types of criticism.

**Learning outcome**

The learner will:

- 5 Be aware of confident behaviour in themselves and others.

**Assessment criteria**

The learner can:

- 5.1 List real situations which illustrate confident behaviour.

**Explanation of criteria and examples of evidence**

For this criterion (4.1) the candidate needs to **list** in their own words the different types of criticism.

**Learning outcome**

The learner will:

- 6 Be aware of body language and understand its application.

**Assessment criteria**

The learner can:

- 6.1 Identify simple examples of body language.

**Explanation of criteria and examples of evidence**

For this criterion (6.1) the candidate needs to be able to **identify three** types of body language (such as different types of gestures, posture, facial expression) and show they understand what each one identifies means or infers.

<b>Learning outcome</b>
The learner will: 7 Know the difference between aggressive, passive and assertive behaviour.
<b>Assessment criteria</b>
The learner can: 7.1 List examples of aggressive, passive and assertive behaviour.

<b>Explanation of criteria and examples of evidence</b>
For this criterion (7.1) the candidate needs to <b>list</b> at least <b>two</b> examples of aggressive, passive and assertive behaviour. Examples may be based on different people in a range of settings such as work, learning or personal life.

## **Unit 148**      **Level 1 Developing own interpersonal skills**

Supporting information

### **Guidance**

This unit can be delivered to support candidates develop interpersonal skills in their work, learning or personal life.

## Unit 149

## Level 1 Developing personal confidence and self-awareness

<b>UAN:</b>	M/500/4693
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops confidence, self-awareness and encourages the learner to behave positively in social situations.

<b>Learning outcome</b>
The learner will: 1 Have an understanding of reasons for feeling confident and lacking confidence.
<b>Assessment criteria</b>
The learner can: 1.1 Identify a situation when s/he felt confident and how s/he behaved in this situation. 1.2 Identify a situation when s/he lacked confidence and how s/he behaved in this situation. 1.3 Give an example of how s/he has lack of confidence. 1.4 Identify ways in which own behaviour can influence ways in which s/he is viewed by others.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify one</b> situation in work or learning or in their personal life when they felt confident. The candidate should <b>describe</b> how they behaved or acted.  For 1.2 the candidate needs to <b>identify one</b> situation when they lacked confidence (felt timid, nervous or shy) and explain how they behaved.  For 1.3 the candidate needs to <b>give</b> an example in work or learning or in their personal life when they know they are going to lack confidence (feel timid, nervous or shy).  For 1.4 the candidate needs to <b>identify</b> how other people would have viewed them when they lack confidence. Evidence may be based on the example given in 1.3.

<b>Learning outcome</b>
The learner will: 2 Have an understanding of effective participation in social situations.
<b>Assessment criteria</b>
The learner can: 2.1 Identify and give reasons for social situations which make her/him feel uncomfortable.

- |     |   |
|-----|---|
| 2.2 | Give an example of behaviour which would be inappropriate in a social situation.  |
| 2.3 | Identify ways in which s/he could change her/his attitude and behaviour in social situations to participate more effectively. |

<p><b>Explanation of criteria and examples of evidence</b></p> <p>For the first criterion (2.1) the candidate needs to <b>identify three</b> social situations when they have felt uncomfortable and give reasons for this.</p> <p>For 2.2 the candidate needs to <b>give</b> an example of inappropriate behaviour in a social setting. Inappropriate behaviour is action, attitude or communication which is not fitting or accepted by others within the situation.</p> <p>For 2.3 the candidate needs to <b>identify</b> their attitude and behaviour in social situations (situations may be formal /informal, with friends or new acquaintances). The candidate needs to identify ways they can change their attitude to comply with the expected behaviour of others in the group and identify how they can participate more effectively.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3 Have an understanding of ways to manage stress.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 State what makes her/him feel stressed.</p> <p>3.2 State how s/he deals with feeling stressed.</p> <p>3.3 Identify techniques which can help reduce stress.</p> <p>3.4 State ways in which these techniques can help her/him feel better.</p>

<p><b>Explanation of criteria and examples of evidence</b></p> <p>For the first criterion (3.1) the candidate needs to <b>state</b> at least <b>two</b> possible causes of stress in their personal life, or in work or learning.</p> <p>For 3.2 the candidate needs to state how they <b>deal</b> with stress they have stated in 3.1.</p> <p>For 3.3 the candidate needs to identify at least <b>two</b> techniques to reduce stress which may be therapeutic, medicinal or may relate to strategies developed in work, learning or personal life to reduce opportunities for stress.</p> <p>For 3.4 the candidate needs to <b>state</b> the benefit of using the techniques identified in 3.3 and explain how they make them feel better.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>4 Set personal objectives and plan for personal progression</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p>

- 4.1 Identify one short term goal.
- 4.2 Produce a simple action plan which identifies ways to meet the goal.
- 4.3 Identify and record achievements which lead to attainment of the goal.
- 4.4 Identify ways in which goal setting has contributed to own self confidence.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the candidate needs to **identify** one short term goal which relates to their work or learning or personal environment (home / social circle) which may be achieved in the near future (possibly in a day, within a week or within a few months). This may be inserted into an action plan.

For 4.2 the candidate needs to identify who will support them to achieve the goals, the resources needed and other information as required to enable them to achieve their goal. This information needs to be inserted into a simple action plan (likely in the format of a table) which they will **produce**.

For 4.3 the candidate needs to insert into the action plan with 4.1 and 4.2 the achievements **identified**.

For 4.4 the candidate needs to reflect on the completed action plan covering the evidence requirements for 4.1-3 and **identify** how setting the goal and working towards it, built their self confidence. This could be a statement, reflective account or discussion.

## **Unit 149**

## **Level 1 Developing personal confidence and self-awareness**

Supporting information

### **Guidance**

The unit can be delivered to relate to the individual circumstance of the learner. The content may be tailored to the work place, learning environment or may relate to aspects of their own personal development.



## Unit 150

## Level 1 Developing personal development skills

<b>UAN:</b>	M/500/5469
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops a learner's recognition of their own strengths, weaknesses and ways of self improvement. It explores how to make positive decisions in life and how to set action plans.

<b>Learning outcome</b>
The learner will: 1 Acknowledge and recognise their strengths and weaknesses.
<b>Assessment criteria</b>
The learner can: 1.1 Identify personal strengths and weaknesses.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> their strengths and at least <b>three</b> weaknesses where they feel they could improve their skills, abilities, or the way they communicate or interact with others.

<b>Learning outcome</b>
The learner will: 2 Acknowledge and recognise their skills and investigate ways of self-improvement.
<b>Assessment criteria</b>
The learner can: 2.1 Identify personal skills learned in life, work and training. 2.2 State how these could be used in the future.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> at least <b>three</b> skills (the ability to do something well; this may relate to knowledge, aptitude or a talent that has been identified) which they have in life or work or training.  For 2.2 the candidate needs to <b>state</b> how they will be able to use the <b>three</b> skills identified in 2.1 in the future (1 year and five years)

<b>Learning outcome</b>
The learner will: 3 Acknowledge and assess their current life situation and

relationships.
<b>Assessment criteria</b>
The learner can: 3.1 Describe their current life situation in realistic terms including home situation and relationships.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to map out their current life, home, family, relationships on a diagram with <b>descriptions</b> or develop a written or oral statement.

<b>Learning outcome</b>
The learner will: 4 Develop the ability to make positive decisions.
<b>Assessment criteria</b>
The learner can: 4.1 Demonstrate the ability to make considered choices in a positive manner.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to show they have been able to make <b>two</b> choices which <b>demonstrates</b> they have considered alternatives, different options, made preferences and have selected the choice in a positive manner (with confidence and assuredly).

<b>Learning outcome</b>
The learner will: 5 Set personal objectives and make action plans for self-improvement.
<b>Assessment criteria</b>
The learner can: 5.1 Identify and record personal short-term goals. 5.2 Produce an action plan for achieving these goals.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (5.1) the candidate needs to <b>identify</b> at least <b>three</b> short term goals and record these on a simple personal action plan or development plan.
For the first criterion (5.2) the candidate needs to <b>produce</b> a simple personal action plan or development plan which describes how they will achieve the short term goals identified in 5.1. The candidate should describe who will support them to achieve the goals, the resources needed and other information as required to enable them to achieve their goal.

## **Unit 150**

## **Level 1 Developing personal development skills**

Supporting information

### **Guidance**

This unit can be delivered to support candidates develop personal development skills in their work, learning or personal life.

## Unit 151

## Level 1 Healthy lifestyles

<b>UAN:</b>	L/500/8900
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	This unit aims to develop the learner's understanding of the role that exercise, fitness and diet play in promoting good health.

<b>Learning outcome</b>
The learner will: 1 Recognise the importance of a balanced diet to healthy lifestyle.
<b>Assessment criteria</b>
The learner can: 1.1 State what is meant by a balance. 1.2 List the essential food types of a balanced diet. 1.3 State the recommended number of daily portions of each food type.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>state</b> what is meant by a balance eg diet, fitness rest etc.  For 1.2 the candidate needs to <b>list</b> five main food types the "Eat well plate" could be used for this exercise.  For 1.3 the candidate needs to <b>state</b> the recommended number of daily portions of each food type. The learners could produce a poster to cover 1.1, 1.2 & 1.3 stating what a healthy balance is, the main food types and recommended portions of each.

<b>Learning outcome</b>
The learner will: 2 Appreciate the importance of exercise to a healthy lifestyle.
<b>Assessment criteria</b>
The learner can: 2.1 List three different types of exercise/sport/activities and state how they contribute to a healthy lifestyle. 2.2 Identify two activities in which he/she has participated and state the benefits to his/her health.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>list three</b> activities, sports, exercise etc either that they have or have not taken part in and state how these would contribute to a healthy lifestyle eg increased strength, muscle building etc.

For the first criterion (2.2) the candidate needs to have taken part in **two** activities to achieve this LO, the tutor/assessor may need to arrange for some activities to be in place for this to be achieved.

The learner must then state how two activities they have identified have helped them personally

### **Learning outcome**

The learner will:

3 Recognise the impact that cultural/religious attitudes may have on healthy lifestyles.

### **Assessment criteria**

The learner can:

3.1 Give two examples of how cultural or religious attitudes/beliefs may impact on what is regarded as a healthy lifestyle.

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **give two** reasons why there may be impacts on health for certain cultural or religious attitudes and/or beliefs eg vegetarians, vegans, halal meats etc.

## **Unit 151            Level 1 Healthy lifestyles**

### Supporting information

#### **Guidance**

Evidence could include a height, weight, pulse rate, blood pressure chart, linked to the planned activities that the learner decides to follow to improve their person fitness; a plan for a simple well balanced and healthy meal; target set by the learner for themselves and include how they plan to meet this target and what they hope the benefits will be.

#### **Potential resources**

Professional Cookery ISBN 978 0 435 03372 - 9 by Bamunge, Pickering, Pickering, Ross, Rushton, Strain has good resource materials for tutors/assessors.

These websites might be useful:

**[www.nhs.uk/livewell](http://www.nhs.uk/livewell)**

**[www.food.gov.uk](http://www.food.gov.uk)**

## Unit 152

## Level 1 Improving assertiveness and decision making

<b>UAN:</b>	R/500/4718
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops skills that encourage the learner to become more assertive and to be able to make decisions using self-control. It will also give the opportunity for the learner to recognise the rights and responsibilities of others in given situations.

### Learning outcome

The learner will:

- 1 Speak up for him/herself in a structured situation with confidence.

### Assessment criteria

The learner can:

- 1.1 Make a strong case for him/herself in a structured and supported situation through role play.

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate is required to participate in a role play exercise. They will identify and **make** a strong case (a well considered argument to follow a course of action or make a recommendation). This argument can be communicated to another person or to a small group of people taking part in the role play. The candidate may select their own case to pursue or the tutor may offer topics or a scenario which the candidate may prepare for the role play.

### Learning outcome

The learner will:

- 2 Make decisions and choices about him/herself in a structured situation with confidence.

### Assessment criteria

The learner can:

- 2.1 Make positive decisions and choices through discussion and role play.

### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate should be presented with decisions and choices to make during a planned role play. From the options offered, the candidates should ask questions, listen and select the preferred options and **make** decisions and choices in a positive manner.

<b>Learning outcome</b>
The learner will: 3 Recognise the rights and responsibilities of self and others in given situations.
<b>Assessment criteria</b>
The learner can: 3.1 Show in a group discussion that he/she can recognise own rights and responsibilities and the rights and responsibilities of others.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to participate in a group discussion of three or more people. The discussion should be planned and should be based on a topic which will facilitate discussion and enable the candidate to <b>recognise</b> the rights and responsibilities of self and others throughout the discussion which involve turn taking, respect and participation.

<b>Learning outcome</b>
The learner will: 4 Understand how to negotiate to achieve a desired outcome.
<b>Assessment criteria</b>
The learner can: 4.1 Show in a role-play situation how effective negotiation can be used to achieve a desired outcome.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to <b>show</b> they can negotiate with others to <b>achieve</b> an outcome. This could be evidenced by the participants of a role play having to negotiate between two items of equal worth or to agree a trip.

<b>Learning outcome</b>
The learner will: 5 Recognise the implications and benefits of self-control and assertiveness.
<b>Assessment criteria</b>
The learner can: 5.1 Identify situations in which assertiveness can be used to achieve the desired outcome. 5.2 List the benefits of being assertive.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (4.1) the candidate needs to <b>show</b> they can negotiate with others to <b>achieve</b> an outcome. This could be evidenced by the participants of a role play having to negotiate between two items of equal worth or to agree a trip.



## **Unit 152**

# **Level 1 Improving assertiveness and decision making**

Supporting information

### **Guidance**

This unit should be delivered and assessed holistically. The candidate should be given the opportunity to develop their communication skills, the ability to negotiate and make decisions and choices through role play. The context of role play should be developed to meet the needs of the candidates.

## Unit 153

## Level 1 Improving own confidence

<b>UAN:</b>	R/500/8901
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit introduces the learner to key factors that can contribute to improving their own confidence. The learner will identify aspects of themselves and their lives that instil them with confidence and explore areas where they can develop and thereby increase their confidence. The focus of the unit is how communication skills, decision making and goal/targeting setting can lead to increased confidence.

<b>Learning outcome</b>
The learner will: 1 Know about confidence.
<b>Assessment criteria</b>
The learner can: 1.1 Identify key characteristics of a confident person. 1.2 List personal characteristics, skills and qualities that make him/her feel confident. 1.3 List three things he/she has been successful in. 1.4 Outline the reasons why he/she wants to improve his/her confidence.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> at least <b>two</b> characteristics of a confident person, eg body language, voice.  For 1.2 the candidate needs to reflect on their own feelings to create a <b>list</b> of at least <b>three</b> personal characteristics, skills or qualities that make/help him/her feel confident.  For 1.3 the candidate needs to <b>list three</b> things he/she has been successful in.  For 1.4 the candidate needs to <b>outline</b> the reasons why they want to improve his/her confidence.  Evidence for 1.1 to 1.4 may be a candidate statement or a record of discussion with their assessor or supervisor.

<b>Learning outcome</b>
The learner will: 2 Know about communication skills and how they can contribute to

improving confidence.

### Assessment criteria

The learner can:

- 2.1 Indicate how he/she thinks improving his/her communication skills will improve his/her confidence.
- 2.2 Outline why it is important to receive and respond to others with tolerance and support.
- 2.3 Give two benefits of being able to listen to ideas and opinions, and demonstrate listening to:
  - a) another person on a one-to-one basis
  - b) people in a group situation.
- 2.4 Give two benefits of being able to express ideas and opinions and demonstrate being able to express him/herself to:
  - a) another person on a one-to-one basis
  - b) people in a group situation.

### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to consider verbal, non-verbal and/or written communication skills and indicate how he/she thinks improving his/her communication skills will improve his/her confidence.

Evidence may be a candidate statement.

For 2.2 the candidate needs to **outline** why it is important to receive and respond to others with tolerance and support. They may consider times when they may have their tolerance stretched by the communication styles of others eg someone who is rude or abusive, someone with a speech impediment, letters that seem threatening or unclear.

Evidence may be a candidate statement.

For 2.3 the candidate needs to **give two** benefits of being able to listen to ideas and opinions, and demonstrate listening in both a one-to-one and a group situation. The candidate should be aware of the basic rules for conversation and discussion eg listening, reflecting, moving the conversation forward, taking turns and demonstrate effective listening.

Evidence may be a candidate statement AND assessor observation/witness statement.

For 2.4 the candidate needs to **give two** benefits of being able to express ideas and opinions and demonstrate being able to express him/herself in both a one-to-one and a group situation. The candidate should give a clear indication of how they personally would benefit from making a contribution to a discussion eg they may feel accepted, valued, included.

Evidence may be a candidate statement AND assessor observation/witness statement.

<b>Learning outcome</b>
The learner will: 3 Know about decision-making and associated emotions and feelings
<b>Assessment criteria</b>
The learner can: 3.1 Outline how being an effectual decision-maker can lead to increased confidence. 3.2 Identify an occasion when he/she has made an important: a) personal decision b) decision with another person(s). 3.3 List three things that he/she considered when making the: a) personal decision b) decision with another person(s). 3.4 Give an example of a likely emotion/feeling that someone might experience when they feel: a) fully involved in the decision-making b) marginally involved or excluded from the decision-making. 3.5 Indicate how these feelings might impact on confidence.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to define the term "decision-maker" and outline how being an effectual decision-maker can lead to increased confidence. They may consider the sort of decisions they could make currently and the decisions they would wish to be able to make and why this would improve their confidence. They may wish to reflect on a situation when they were unable to make a decision and had to be guided by the decision making of others.  For 3.2 the candidate needs to <b>identify</b> an occasion when he/she has made an important personal decision and when he/she has made an important decision with another person.  For 3.3 the candidate needs to <b>list three</b> things that he/she considered when making each of the decisions in 3.2.  For 3.4 the candidate needs to <b>give</b> an example of a likely emotion/feeling that someone might experience when they feel fully involved in the decision-making and also when someone is marginally involved or excluded from the decision-making.  For 3.5 the candidate needs to <b>indicate</b> how these feelings identified in 3.4 might impact on confidence.  Evidence for 3.1 to 3.5 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 4 Know that having goals/goals targets can increase confidence
<b>Assessment criteria</b>
The learner can: 4.1 Indicate the relevance of having specific goals and setting targets

- to increasing confidence.
- 4.2 List one short term goal and one long term goal for both of the following:
- a) personal
  - b) career/ education.
- 4.3 Identify three ways in which his/her personal and career/education goals can be achieved.
- 4.4 Outline the steps he/she will take to achieve one of the identified goals.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the candidate needs to **indicate** the relevance of having specific goals and setting targets to increasing confidence. Candidates may consider the use of small realistic targets and how they may feel when they meet their targets.

Evidence may be a candidate statement.

For 4.2 the candidate needs to **list** one short term goal and one long term goal for personal life and one short term goal and one long term goal for career/ education.

For 4.3 the candidate needs **identify** at least **three** ways they plan to achieve each of the goals in 4.2.

For 4.4 the candidate needs to outline the steps he/she will take to achieve one of the identified goals from 4.2.

Evidence for 4.2 to 4.4 may be recorded as part of a tutorial and/or recorded on an ILP.

## **Unit 153**

## **Level 1 Improving own confidence**

Supporting information

### **Potential resources**

This website might be useful:

**[www.bbc.co.uk/health](http://www.bbc.co.uk/health)**

## Unit 154

## Level 1 Prepare for an interview

<b>UAN:</b>	K/500/8886
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	This unit will provide the learner with a structure in which they can gain an understanding of the processes that need to be followed in order to prepare both mentally and physically for an interview situation.

<b>Learning outcome</b>
The learner will: 1. Understand the purpose of an interview
<b>Assessment criteria</b>
The learner can: 1. state the purpose of an interview for both an interviewer and interviewee 2. state why interviewers use open questions 3. list four questions to ask the interviewer and state their relevance in one of the following interview situations: a) sixth form b) further education c) higher education d) apprenticeship e) work-based placement f) employment (full-time) g) employment (part-time).

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>state</b> the purpose of an interview for a) the interviewer and b) the interviewee.  For 1.2 the candidate needs to <b>state</b> why interviewers use open questions rather than closed questions.  For 1.3 the candidate needs to <b>list four</b> questions to ask the interviewer and state how these questions are relevant to one of the interview situations listed.

<b>Learning outcome</b>
The learner will: 2. Demonstrate an understanding of how to prepare for an interview
<b>Assessment criteria</b>
The learner can: 1. state what s/he would include in a portfolio of evidence and its

- purpose for an interview for one of the following:
- a) sixth form
  - b) further education
  - c) higher education
  - d) apprenticeship
  - e) work-based placement
  - f) employment (full-time)
  - g) employment (part-time)
2. identify the skills/knowledge/experiences and interests that can be used to promote them effectively in an interview situation.

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **state** a) what they would include in a portfolio of evidence and b) its purpose for an interview.

A portfolio of evidence could include certificates, examples of work, driving licence and a permit to work.

For 2.2 the candidate needs to identify the skills/knowledge/experiences and interests that can be used to promote them effectively in an interview situation. The candidate does not need to identify something from each category but should identify a range of skills and/or knowledge and/or experiences and/or interests to promote them effectively.



## **Unit 154            Level 1 Prepare for an interview**

### Supporting information

#### **Guidance**

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

#### **Potential resources**

These websites might be useful:

**[www.connections-direct.com](http://www.connections-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

**[www.sscalliance.org](http://www.sscalliance.org)**

**[www.employ-ability.org.uk](http://www.employ-ability.org.uk)**

**[www.prospects.org.uk](http://www.prospects.org.uk)**

## Unit 155

## Level 1 Recognising employment opportunities

<b>UAN:</b>	D/500/5306
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Aim:</b>	This unit enables the learner to understand different types of work, labour markets and employment opportunities which exist locally and in the wider world.

<b>Learning outcome</b>
The learner will: 1 Appreciate different types of work.
<b>Assessment criteria</b>
The learner can: 1.1 List the key characteristics, and one advantage and/or disadvantage of each of the following: a) employment b) self-employment c) unemployment d) voluntary work.

<b>Explanation of criteria and examples of evidence</b>
For this criterion (1.1) the candidate needs to list the key characteristics, and one advantage and/or disadvantage of each of the following: a) employment b) self-employment c) unemployment d) voluntary work.  Key characteristics may relate to responsibility, income, motivation.  Evidence may be a table with the headings: key characteristics, advantage, disadvantage

<b>Learning outcome</b>
The learner will: 2 Appreciate the concept of the labour market
<b>Assessment criteria</b>
The learner can: 2.1 Give a meaning of the term labour market. 2.2 List the key characteristics of the following labour markets: a) local b) national c) European d) global.

2.3 List the main employment opportunities in his/her local labour market.

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **give** a meaning of the term 'labour market'.

Evidence may be a candidate statement.

For 2.2 the candidate needs to **list** the key characteristics of of the following labour markets:

- a) local
- b) national
- c) European
- d) global.

Evidence may be a table or candidate statement

For 2.3 the candidate needs to **list** the main employment opportunities in their local labour market.

Evidence may be a candidate statement.

# **Unit 155**      **Level 1 Recognising employment opportunities**

Supporting information

## **Potential resources**

These websites might be useful:

**[www.connections-direct.com](http://www.connections-direct.com)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.statistics.gov.uk](http://www.statistics.gov.uk)**

## Unit 156

## Level 1 Time management skills

<b>UAN:</b>	M/500/8906
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	The focus of this unit is to make the learner aware of effective use of time. The learner will identify how they use and manage their time and the impact of ineffective use of time. The learner will also be made aware of how time management is an effective tool in addressing problems of stress.

<b>Learning outcome</b>
The learner will: 1 Know how he/she spends his/her time
<b>Assessment criteria</b>
The learner can: 1.1 Record the number of hours he/she spends over a three-day period on the following activities: a) sleeping b) eating c) working d) studying e) socialising. 1.2 Give two examples of activities for each of the following uses of time: a) productive time b) maintenance time c) leisure time. 1.3 Indicate if he/she uses time effectively.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>record</b> the number of hours they spend over a three-day period on the following activities: a) sleeping b) eating c) working d) studying e) socialising.  Candidates may find it helpful to keep an on-going record of their time in 15 minute intervals rather than trying to remember how they spent their day.  Evidence may be a table or tally chart (with totals) showing total hours spent on each activity.  For 1.2 the candidate needs to <b>give two</b> examples of activities for each

of the following uses of time:

- a) productive time. This may include named activities related to work or study.
- b) maintenance time. This may include eating, sleeping, showering.
- c) leisure time. This may include time spent with the family and named social activities.

Evidence for 1.2 may be a candidate statement.

For 1.3 the candidate needs to **indicate** if they use time effectively. Effective use of time means producing the result you want so leisure time can be personally effective if you enjoy the activity and find some benefit from it such as a being in a positive frame of mind following relaxation but not if you find the time dragging.

Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2 Know about time management
<b>Assessment criteria</b>
The learner can: 2.1 Outline what is meant by time management. 2.2 Identify how he/she uses time management skills for his/her use of time for two priorities in his/her daily life.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>outline</b> what is meant by time management.
For 2.2 the candidate needs to choose <b>two</b> priorities areas and identify how they use time management skills for their use of time for these two priorities in his/her daily life. For example, the candidate may consider if the activity is planned or if rather than being pro-active they are reacting to the situation in a piecemeal way.
Evidence for 2.1 and 2.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3 Know how to use time management as a way of reducing stress
<b>Assessment criteria</b>
The learner can: 3.1 Give two examples of physical symptoms of stress. 3.2 Give two examples of emotional reactions to stress. 3.3 Give two examples of ways people suffering with stress might behave. 3.4 Identify how time management can help reduce stress. 3.5 Outline a plan of his/her time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

### Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **give two** examples of physical symptoms of stress eg a headache.

Evidence may be a candidate statement.

For 3.2 the candidate needs to **give two** examples of emotional reactions to stress eg shouting.

Evidence may be a candidate statement.

For 3.3 the candidate needs to **give two** examples of ways people suffering with stress might behave eg they may be unable to concentrate on the activity.

Evidence may be a candidate statement.

For 3.4 the candidate needs to **identify** how time management can help reduce stress eg chunking the activity into manageable steps over an achievable timescale may enable the person to focus on one activity at a time rather than being overwhelmed.

Evidence may be a candidate statement.

For 3.5 the candidate needs to **outline** a plan of their time for an agreed period of time, that will avoid hectic and potentially stressful schedules, or the sense of time dragging, eg a day or week.

Evidence is likely to be a candidate plan or timetable.

## **Unit 156**      **Level 1 Time management skills**

Supporting information

### **Potential resources**

ICT planning tools may be useful.



## Unit 157

## Level 1 Understanding stress and stress management techniques

<b>UAN:</b>	M/500/5486
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops understanding of the symptoms and causes of stress and how to relax and use coping strategies.

<b>Learning outcome</b>
The learner will: 1 Recognise the symptoms of stress
<b>Assessment criteria</b>
The learner can: 1.1 State what is meant by stress. 1.2 List the symptoms of stress. 1.3 Record the effect of stress on the body. 1.4 Comment on different types of stress.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>state</b> the meaning of the term stress eg anxiety, mind and body reaction to situations, the unknown threat.  For 1.2 the candidate needs to <b>list</b> at least <b>three</b> symptoms of stress eg increased heart rate, sweating excessively, excess energy.  For 1.3 the candidate needs to <b>record</b> the effect of stress on the body.  The candidate may prepare a leaflet of chart showing symptoms and the effect they then have on the body such as feel very hot or very cold or exhaustion.  For 1.4 the candidate needs to <b>comment</b> on at least <b>three</b> different types of stress eg work related, relationships, parenting, financial.  Evidence for 1.1 to 1.4 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2 Show knowledge of the possible causes of stress
<b>Assessment criteria</b>
The learner can: 2.1 Using examples, outline the possible causes of stress. 2.2 Give examples of own stressors.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to look at <b>two</b> case studies or real life situations and outline the possible causes of stress in each.
For 2.2 the candidate needs to reflect on their own experiences and <b>give</b> at least <b>two</b> examples of things that trigger personal stress for themselves.
Evidence for 2.1 and 2.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3 Understand the benefits of using relaxation as a strategy
<b>Assessment criteria</b>
The learner can: 3.1 Identify different strategies for relaxing during times of stress. 3.2 State how these strategies help to reduce stress.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>identify three</b> different strategies eg relaxation techniques such as breathing control, controlled posture.
For 3.2 the candidate needs to <b>state</b> how each of the techniques they have identified in 3.1 would be effective in the reduction of stress, eg breathing more slowly could bring control back to the situation and slow the heart rate.
Evidence for 3.1 and 3.2 may be a candidate statement, short report or leaflet

<b>Learning outcome</b>
The learner will: 4 Show an understanding of coping strategies
<b>Assessment criteria</b>
The learner can: 4.1 Identify a range of strategies for reducing and managing stress. 4.2 Show how to use at least one of these strategies and outline the benefits.

<b>Explanation of criteria and examples of evidence</b>
For 4.1 the candidate needs to <b>identify</b> a range of strategies for dealing with stress, these could include things like attending yoga classes, workshops for support, exercise, changing diet etc.
For 4.2 the candidate needs to <b>show</b> how to use at least <b>one</b> of these strategies and outline the benefits.
The candidate should use one of the strategies and outline the benefits

he/she received or the anticipated benefits.

Evidence for 4.1 and 4.2 may be a short presentation including a demonstration of the technique.

<b>Learning outcome</b>
The learner will: 5 Practice a number of relaxation techniques
<b>Assessment criteria</b>
The learner can: 5.1 Identify areas of possible tension in the body when stressed. 5.2 Demonstrate different techniques for relieving tension and stress. 5.3 Comment on their effectiveness.

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (5.1) the candidate needs to <b>identify</b> areas of possible tension in the body.</p> <p>Evidence may be a body plan showing the areas that are affected by stress, such as heart, breathing, shoulders, and neck.</p> <p>For 5.2 the candidate needs to <b>demonstrate</b> different techniques for relieving tension and stress. The candidate should become actively involved in tension management techniques. A recording of the outcomes will be required for 5.3.</p> <p>Evidence may be a witness statement or record of attendance for practical activities.</p> <p>For 5.3 the candidate needs to reflect and comment on the effectiveness of the techniques they employed in 5.2.</p> <p>Evidence may be a candidate statement.</p>

## **Unit 157**      **Level 1 Understanding stress and stress management techniques**

Supporting information

### **Guidance**

Learners should have the opportunity to research and experience a variety of relaxation techniques.

Guest speakers or visits to clubs specialising in relaxation may be useful.

### **Potential resources**

These websites might be useful:

**[www.stress.org.uk](http://www.stress.org.uk)**

**[www.hse.gov.uk/pubns/indg430.pdf](http://www.hse.gov.uk/pubns/indg430.pdf) is a direct link to publications related to workplace stress**

## Unit 158

## Level 1 Use tools and equipment for a practical activity

<b>UAN:</b>	K/600/3245
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Aim:</b>	This unit can be used in different contexts and is about developing skills to use different tools and equipment for a practical activity.

<b>Learning outcome</b>
The learner will: 1 Know how to use tools and equipment for an agreed activity
<b>Assessment criteria</b>
The learner can: 1.1 State the purpose of tools and equipment suitable for the agreed activity. 1.2 State and follow the safety precautions associated with the tools and equipment used for the agreed activity. 1.3 Use appropriate tools and equipment to produce an agreed artefact or complete an agreed task.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to agree an activity with their tutor/assessor and then <b>state</b> the purpose of all the tools and equipment required to complete the activity.  For 1.2 the candidate needs to <b>state</b> and follow the safety requirements for each tool that they will be using. This could include electrical safety, sharp items, heavy objects etc.  For 1.3 the candidate needs to <b>use</b> the appropriate tools and equipment for the agreed task.  Evidence for 1.1 to 1.3 must include an assessor/witness statement. Photographs and candidate statements may also be used.

<b>Learning outcome</b>
The learner will: 2 Know how to care for, maintain and store a range of tools and equipment.
<b>Assessment criteria</b>
The learner can: 2.1 Outline the care and/or maintenance needed by the tools used in producing the agreed artefact or completing the agreed task. 2.2 State and follow the safety precautions relevant to the care and/or maintenance of the tools used in producing the agreed artefact or

- completing the agreed task.
- 2.3 Carry out as directed care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task.
- 2.4 Make safe and/or store safely tools and equipment as directed.
- 2.5 Clean and tidy the work area.

### **Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **outline** the care that each piece of equipment and/or tool that they have used will need to maintain it in good order. The learner should be able to give one fact related to the care of each tool or piece of equipment they have used.

For 2.2 the candidate needs to **state** and follow the safety precautions relevant to safe care of the tools and equipment they have used for the activity. The learner must state the care that will be carried out, to their assessor/supervisor, prior to completing the task.

For 2.3 the candidate needs to **carry out** as directed the care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task. The learner should be given instruction and/or a demonstration of care of particular equipment and they must then demonstrate how they will carry this care and/or maintenance through.

For 2.4 the candidate needs to **make safe** and/or **store** safely tools and equipment as directed. The candidate should ensure that all the tools and equipment they have used for a particular task or activity are stored away and ready for future usage.

For 2.5 the candidate needs to demonstrate that they can **clean** and **tidy** the work area after they have completed the task and remove any waste materials.

Evidence for 2.1 to 2.5 must be supported by an assessor/witness statement. Photographs and candidate statements may also be used.

## **Unit 158**

## **Level 1 Use tools and equipment for a practical activity**

Supporting information

### **Guidance**

This is a very practical unit and the evidence should reflect this. Use of photographic, video, voice recorded evidence can be used as well as witness/assessor statements to support the practical activities completed.

## Unit 159

## Level 1 Understanding business communication

<b>UAN:</b>	R/500/5321
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit aims to develop an understanding of the process of an effective communication within a business environment, and the benefits of an effective communication strategy.

<b>Learning outcome</b>
The learner will: 1 Demonstrate an understanding of communication
<b>Assessment criteria</b>
The learner can: 1.1 Identify forms of communication which takes place in an average day.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> the different forms of communication which takes place in an average day including both verbal and written eg telephone, email.  Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2 Understand the advantages and disadvantages in the choice of communication.
<b>Assessment criteria</b>
The learner can: 2.1 Identify how to choose the right communication method.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>identify</b> how to choose the right communication method, i.e. the most appropriate to the task with the advantages and disadvantages of the method.  Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3 Demonstrate an understanding of effective communication.
<b>Assessment criteria</b>



The learner can:  
3.1 Identify effective and ineffective communication.

**Explanation of criteria and examples of evidence**  
For the first criterion (3.1) the candidate needs to **identify** effective communication eg spoken, heard, understood, agreed; and ineffective communication eg making assumptions.  
  
Evidence may be an assessor or candidate statement.

**Learning outcome**  
The learner will:  
4 Demonstrate an understanding of a team and the behaviours within that team.

**Assessment criteria**  
The learner can:  
4.1 Identify individual and group behaviours in a team, for example, through a role-play exercise.

**Explanation of criteria and examples of evidence**  
For the first criterion (4.1) the candidate needs to **identify** individual and group behaviours in a team, for example, through a role-play exercise. Behaviours could include active speaking and listening, respecting the turn taking rights of others, interrupting.  
  
Evidence will be an assessor observation record.

**Learning outcome**  
The learner will:  
5 Understand the benefits of an effective communication strategy.

**Assessment criteria**  
The learner can:  
5.1 Outline the measurable benefits of effective communication, for example, efficiency, effectiveness, moral, motivation etc.

**Explanation of criteria and examples of evidence**  
For the first criterion (5.1) the candidate needs to **outline** the measurable benefits of effective communication, for example, efficiency, effectiveness, moral, motivation etc.  
  
Evidence may be an assessor or candidate statement.

# **Unit 159**            **Level 1 Understanding business communication**

Supporting information

## **Potential resources**

These website might be useful:

**[www.impactfactory.com](http://www.impactfactory.com)**

**[www.workrelationships.co.uk](http://www.workrelationships.co.uk)**

**[www.worketiquette.co.uk](http://www.worketiquette.co.uk)**

**[www.trainingzone.co.uk](http://www.trainingzone.co.uk)**

**[www.workplace-dynamics.co.uk](http://www.workplace-dynamics.co.uk)**

## Unit 160

## Level 1 Business and customer awareness

<b>UAN:</b>	T/502/3584
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	This unit will introduce the learner to some of the key aspects of working life e.g. what it means to be an employee. The unit is introduced in direct response to CBI concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customers needs, and the world of work.

<b>Learning outcome</b>
The learner will: 1 Understand the different types of business and organisations, their purposes and customers in their area.
<b>Assessment criteria</b>
The learner can: 1.1 Identify the main areas of business for 3 different types of organisations in their local area, at least one of which must be a national organisation. 1.2 Identify the types of customer for one local and one national organisation identified.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> the main areas of business for one national organisation and <b>two</b> other types of organisations in their local area.  For 1.2 the candidate needs to <b>identify</b> the types of customer for one local and one national organisation identified in 1.1.  Evidence for 1.1 and 1.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 2 Understand why employers might require particular attitudes from their staff in different situations.
<b>Assessment criteria</b>
The learner can: 2.1 Give 2 examples of particular attitudes employers might require from their staff in different situations. 2.2 State why these attitudes are important to the employer and the business or organisation.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>give two</b> examples of particular attitudes employers might require from their staff and state the different type of situation each attitude may be needed in.
For 2.2 the candidate needs to <b>state</b> why these attitudes identified in 2.1 are important to the employer and the business or organisation.
Evidence for 2.1 and 2.2 may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3 Be able to relate employer expectations to their own activities
<b>Assessment criteria</b>
The learner can: 3.1 Identify activities they have undertaken that would meet an employer's expectations. 3.2 Identify the attitudes they have shown within these activities

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>identify</b> at least <b>two</b> activities they have undertaken that would meet an employer's expectations. These activities could be at their place of learning, on work placement or leisure activities.
For 3.2 the candidate needs to <b>identify</b> at least <b>three</b> of the attitudes they have shown within these activities.
Evidence for 3.1 and 3.2 may be a candidate statement.

## **Unit 160**

## **Level 1 Business and customer awareness**

### Supporting information

#### **Guidance**

External speakers such as employers could be invited to talk to the learners about employer expectations.

#### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)**

## Unit 161

## Level 1 Coping with change

<b>UAN:</b>	T/502/3598
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Aim:</b>	This unit will support the learner to identify why things can change at work and the different types of change. It will cover their own reactions to change and the reaction of others, mechanisms for coping with change, and how to help themselves and others in times of change.

<b>Learning outcome</b>
The learner will: 1 Understand why change can happen in the place of work
<b>Assessment criteria</b>
The learner can: 1.1 Give an example of the different types of change that can happen in the place of work for each of the following: a. Planned change b. Unplanned change 1.2 Give 3 examples of why change happens in the place of work.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>give</b> one example of the different types of change that can happen in the place of work for each of planned change and unplanned change, eg working hours or conditions.  Evidence may be assessor or candidate statement.  For 1.2 the candidate needs to <b>give three</b> examples of why change happens in the place of work, eg recession, need to increase productivity  Evidence may be assessor or candidate statement.

<b>Learning outcome</b>
The learner will: 2 Understand people's reactions to change and know about the tools/methods that might help them and others cope with change
<b>Assessment criteria</b>
The learner can: 2.1 Identify the different stages within a change process. 2.2 Give 2 examples of how people might react to change at different points within the process. 2.3 Give 2 examples of tools or methods which might help them or others cope with change.

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **identify** the different stages within a change process, eg consultation.

Evidence may be assessor or candidate statement.

For 2.2 the candidate needs to **give two** examples of how people might react to change at different points within the process.

Evidence may be assessor or candidate statement.

For 2.3 the candidate needs to **give two** examples of tools or methods which might help them or others cope with change.

Evidence may be assessor or candidate statement.

## **Unit 161            Level 1 Coping with change**

Supporting information

### **Potential resources**

These websites might be useful:

**[www.cvcl.co.uk/job-change.htm](http://www.cvcl.co.uk/job-change.htm)**

**[www.howtomanagechange.com](http://www.howtomanagechange.com)**



## Unit 162

## Level 1 Managing your time

<b>UAN:</b>	K/502/3596
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	<p>This unit introduces the learner to time keeping as well as elementary time management. It covers developing a sense of responsibility and control when it comes to time, how to work with appropriate people (e.g. supervisor) to identify priorities, how to identify when support might be needed and who to ask.</p> <p>The unit will look at why punctuality, reliability and the need for preparation is important in the workplace.</p>

<b>Learning outcome</b>
The learner will: 1 Understand and demonstrate how time can be managed and plan own work activity
<b>Assessment criteria</b>
The learner can: 1.1 Give 2 examples of how time can be managed in a place of work. 1.2 Review own time management and identify areas where they could improve. 1.3 Plan own work activity, with appropriate support from others. 1.4 Carry out a work activity within planned time scale.

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>give</b> two examples of how time can be managed eg timed activities, working to job cards, self management.</p> <p>For 1.2 the candidate needs to <b>review</b> own time management and identify two areas where they could improve. They should be able to see how they measure up to the expected work load eg can they manage their time, do they fall behind, do they forget to be back from breaks promptly, do particular tasks cause delays..</p> <p>Evidence for 1.1 and 1.2 may be a candidate statement.</p> <p>For 1.3 the candidate needs to <b>plan</b> own work activity, with appropriate support from others. The candidate should be given access/time to spend with their supervisor to enable them to begin a self management programme. They should agree their work activity (involving several simple tasks) and agree the timeframe for its completion.</p> <p>Evidence may be a plan of activity.</p> <p>For 1.4 the candidate needs to <b>carry</b> out a work activity putting their plan into practice. They should provide evidence of their success or</p>

failure and why they feel they achieved the outcome they did.

Evidence may be a witness statement.

<b>Learning outcome</b>
The learner will: 2 Know how to access support when experiencing time management problems
<b>Assessment criteria</b>
The learner can: 2.1 Describe 2 different time related problems that can lead to disruption in a place of work. 2.2 Identify where they can access support when they run into difficulties with time management.

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (2.1) the candidate needs to <b>describe</b> two different time related problems that could cause disruption. The candidate should not only understand the need to work within given timeframes but also the consequences of breaking these timeframes. Problems that could arise could be that if someone arrives late for a shift other people may have to work over beyond the end of their shift. If they are working in a service industry or care setting then customers/clients could be inconvenienced or endangered.</p> <p>For 2.2 the candidate needs to <b>identify</b> the sources of support in their work place. The candidate's ability to keep to a time frame will come with practice and if they initially have difficulties they need to be able to approach their manager or supervisor for support.</p> <p>Evidence for 2.1 and 2.2 may be a candidate statement.</p>

<b>Learning outcome</b>
The learner will: 3 Understand why punctuality and reliability are important in the place of work
<b>Assessment criteria</b>
The learner can: 3.1 Give 2 examples of why punctuality is important in the place of work, identifying the consequences of not being punctual. 3.2 Identify what is meant by reliability in each of the following work related contexts: a. Production b. Customer service.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to <b>give</b> at least <b>two</b> examples of why punctuality is important and identify the consequences of not being punctual.

For 3.2 the candidate needs to **identify** what is meant by reliability in **two** different work related contexts:

- a). production
- b). customer service.

The candidate may be able to relate both of these contexts to their particular workplace or they may need to consider other workplaces.

Evidence for 3.1 and 3.2 may be a candidate statement.

## Unit 163

## Level 1 Being safe and healthy at work

<b>UAN:</b>	M/502/3616
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Aim:</b>	This unit introduces the learner to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner, and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context.

<b>Learning outcome</b>
The learner will: 1 Be aware of the health and safety rules and framework that governs their own and group behaviour in places of work
<b>Assessment criteria</b>
The learner can: 1.1 Identify what constitutes safe and appropriate behaviour in places of work. 1.2 Recognise what constitutes inappropriate and unsafe behaviour in places of work. 1.3 Give examples of the accidents or problems that can result of inappropriate behaviour in two different places of work.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> safe and appropriate behaviour in places of work eg following instructions, interpreting safety signs.  There could be opportunities to map across certain aspects of a Level 1 Health and Safety certificate or use this unit to provide underpinning knowledge for a certificate. The learner should be able to identify what are safe working practices in the work place eg, PPE, care of equipment, following guidelines etc  For 1.2 the candidate needs to <b>recognise</b> unsafe or inappropriate behaviour in the workplace, e.g. carelessness, workers who are affected by drug or alcohol misuse, poor maintenance of equipment etc.  For 1.3 the candidate needs to understand the consequences of poor and inappropriate behaviour. They should <b>give</b> examples of the accidents or problems for least two different places of work.

<b>Learning outcome</b>
The learner will: 2 Demonstrate awareness of health and safety legislation relevant to

themselves and others in a particular workplace

**Assessment criteria**

The learner can:

- 2.1 Behave in a safe and appropriate manner in a place of work.
- 2.2 Review the risks associated with inappropriate behaviour in a particular place of work.

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **behave** in a safe and appropriate manner in their place of work. The evidence for this outcome is practical and requires the learner to be in a work placement.

For 2.2 the candidate needs to **review** the risks associated with inappropriate behaviour in a particular place of work.

The learner could keep a work placement diary and this could identify where they have employed safe working practices and where they feel they may have improved on particular aspects of safety.

## **Unit 163**            **Level 1 Being safe and healthy at work**

Supporting information

### **Guidance**

Evidence for this could include a written report, placement diary etc as well as records of observation by a supervisor or visiting assessor.

### **Potential resources**

This website might be useful:

**[www.hse.gov.uk](http://www.hse.gov.uk)**

## Unit 164

## Level 1 Understanding conflict at work

<b>UAN:</b>	Y/502/3609
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Aim:</b>	This unit introduces conflict in the place of work. It covers at an elementary level why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

<b>Learning outcome</b>
The learner will: 1 Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it.
<b>Assessment criteria</b>
The learner can: 1.1 Give 3 examples of common causes of conflict in a place of work. 1.2 Identify how these could be prevented.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>give three</b> examples of conflict which may be minor events which cause disharmony, irritation, or difference of opinion in action or speech that can occur frequently within the workplace.  For 1.2 the candidate needs to <b>identify</b> some solutions to how the <b>three</b> examples of conflict given in 1.1 could be prevented.

<b>Learning outcome</b>
The learner will: 2 Understand employee rights in the place of work and recognise unacceptable behaviour.
<b>Assessment criteria</b>
The learner can: 2.1 Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (3 examples): a. Race Relations b. Disability Discrimination c. Equal Opportunities. 2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act).

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>give</b> one simple example how a person's rights are guaranteed who are of a different

race or ethnicity in the workplace. Secondly the candidate needs to give one example of how disabled people are given support to work.

The candidate should give one example of how legislation supports a man, woman, a person of a different religion or belief, sexual orientation or age to work.

Candidates should refer to the Equality Act 2010 for guidance

For 2.2 the candidate needs to **give** one example of unacceptable behaviour for each of racial discrimination, disability discrimination and one other form of discrimination (due to a persons' age, sexual orientation, gender, religion or belief) under the new Equality Act 2010 which is the legislation for all aspects of equality and diversity



# **Unit 164**            **Level 1 Understanding conflict at work**

## Supporting information

### **Guidance**

This unit can be delivered as preparation for entering work or as part of a unit for candidates already in the workplace.

### **Potential resources**

Current legislation and guidance provided by the Commission for Equality and Human Rights.

The following websites may be useful:

**[www.acas.org.uk](http://www.acas.org.uk)**

**[www.smallbusiness.co.uk](http://www.smallbusiness.co.uk)**

**[www.businesslink.gov.uk](http://www.businesslink.gov.uk)**

## Unit 165

## Level 1 Preparing for and learning from interviews

<b>UAN:</b>	R/502/2863
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	This unit aims to equip the learner with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.

<b>Learning outcome</b>
The learner will: 1 Be able to plan for interviews
<b>Assessment criteria</b>
The learner can: 1.1 Outline a job role or programme of learning for interview 1.2 Outline arrangements for interview

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>outline</b> a job role or programme of learning for interview. The job role or programme of learning should be one that has been decided by the candidate and discussed with an appropriate person as to its suitability.  Evidence may be an observation record of the discussion.  For 1.2 the candidate needs to <b>outline</b> arrangements for interview. The arrangements for the interview must include the date, time and address where the interview is to be held. The candidate may want to include any personal arrangements for example, what to wear and travel arrangements.  Evidence could be a diary page indicating the main interview arrangements.

<b>Learning outcome</b>
The learner will: 2 Be able to prepare for interviews
<b>Assessment criteria</b>
The learner can: 2.1 Outline key information about an organisation being interviewed for 2.2 Outline key information about a job role or programme of learning being interviewed for 2.3 Outline skills, personal attributes and experience for a job role or programme of learning being interviewed for 2.4 Prepare responses, including extended responses, to likely interviewer questions

2.5 Identify questions about an organisation and a job role or programme of learning to ask at interview

### Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **outline** key information about an organisation being interviewed for. The key information will be the most important information the candidate needs to know about the job. This will show they have taken an interest and they may use this information to ask further questions or clarification during the interview.

Evidence may be their written notes.

For 2.2 the candidate needs to **outline** key information about a job role or programme of learning being interviewed for. The key information will be the most important information the candidate needs to know about the job role or programme of learning. This will show they have taken an interest and confirm their understanding of what is required should they be successful. They may also use this information to ask further questions or clarification during the interview. Evidence may be their written notes.

For 2.3 the candidate needs to **outline** skills, personal attributes and experience for a job role or programme of learning being interviewed for. The skills, personal attributes and experience are important information the candidate needs to know about the job role or programme of learning. They could use a skills scan to match their skills to those of the job to see if they are suitable. They may also use this information to ask further questions or clarification during the interview.

Evidence may be a list of their skills, attributes and experience.

For 2.4 the candidate needs to **prepare** responses, including extended responses, to likely interviewer questions. The candidate may be given interviewer questions by an appropriate person or they may research their own. The candidate will need to decide the most appropriate responses related to the job role or programme of learning and the questions they think the interviewer might ask. The candidate may ask for guidance on content, style and format for the answers they prepare. Their prepared responses should go beyond the standard answers and include information they have found in 2.1, 2.2 and 2.3.

Evidence will be a copy of the questions with their prepared responses.

For 2.5 the candidate needs to **identify** questions about an organisation and a job role or programme of learning to ask at interview. The candidate should use the information found in 2.1 and 2.2 to create at least four questions they can ask at interview. The candidate may ask for guidance on content, style and format for the questions they prepare.

Evidence will be a copy of their questions.

### Learning outcome

The learner will:

3 Be able to communicate during interviews

<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 Demonstrate ways to make a positive first impression at interview</p> <p>3.2 Demonstrate interview techniques by</p> <p>a) making introductions</p> <p>b) responding to questions</p> <p>c) asking planned questions</p>

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (3.1) the candidate needs to <b>demonstrate</b> ways to make a positive first impression at interview. The first impression at interview could be the difference between being successful and not being successful so it is important the candidate understands about personal appearance and body language. Role play situations may be the best way to prepare for this criterion.</p> <p>Evidence may include a video to support an observation record.</p> <p>For 3.2 the candidate needs to <b>demonstrate</b> interview techniques by making introductions, responding to questions and asking planned questions. The skills developed in 2.4, 2.5 and 3.1 can be combined to produce a role play situation of an interview to evidence this criterion.</p> <p>Evidence may be an observation record.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4 Be able to reflect on interviews</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 Outline things that went well during interview</p> <p>4.2 Outline improvements for future interviews</p> <p>4.3 Outline why someone might want or not want a job role or programme of learning after interview</p> <p>4.4 Outline training that might help progression in a job role or programme of learning</p>

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (4.1) the candidate needs to <b>outline</b> at least two things that went well during interview. The candidate should be able to say where things have worked well during interview. They should also be encouraged to ask for feedback from the interviewer about how they performed during the interview.</p> <p>Evidence may be candidate notes and written feedback from the interviewer.</p> <p>For 4.2 the candidate needs to <b>outline</b> improvements for future interviews. They need to say where things did not go so well during interview and explain how they would improve on these for future interviews. They may also use their evidence from 4.1 and say how they</p>

might further improve the things that went well.

Evidence may be a written statement.

For 4.3 the candidate needs to **outline** why someone might want or not want a job role or programme of learning after interview. In a candidate statement, 1:1 discussion or review the candidate must say why someone might want or not want a job role or programme of learning after interview. This will be to do with the success of the interview and whether the job role requires further training prior to commencing the job.

The evidence may be a candidate statement or an observation record or witness statement of the discussion.

For 4.4 the candidate needs to **outline** training that might help progression in a job role or programme of learning. The candidate should be aware of an organisation's appraisal system, if in a job role, and the training that is provided to help progression. On a programme of learning further training/courses should be explained at review.

Evidence may be a candidate statement or a copy of an appraisal or review.

## Unit 166

## Level 1 Presenting personal information effectively

<b>UAN:</b>	Y/502/2864
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	The unit aim is that the learner will understand how personal information is presented, and be able to provide personal information using the telephone and in writing. They will also be able to produce a curriculum vitae.

<b>Learning outcome</b>
The learner will: 1 Understand how personal information is presented
<b>Assessment criteria</b>
The learner can: 1.1 Identify what personal information is likely to be needed for routine and non-routine situations 1.2 Outline why different types of personal information are likely to be needed for routine and non-routine situations 1.3 Indicate ways in which personal information is provided 1.4 Outline situations when personal information should not be given out

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> what personal information is likely to be needed for at least two routine and two non-routine situations. A routine situation may include ordering an item and a non-routine situation may include obtaining a passport.  Evidence for 1.1 may be a table or candidate statement.  For 1.2 the candidate needs to <b>outline</b> why different types of personal information are likely to be needed for the routine and non-routine situations in 1.1.  Evidence for 1.2 may be a candidate statement.  For 1.3 the candidate needs to <b>indicate</b> ways in which personal information is provided. This may relate to the information provided in 1.1.  Evidence for 1.3 may be a candidate statement.  For 1.4 the candidate needs to <b>outline</b> situations when personal information should not be given out, eg safe use of social networking sites.  Evidence for 1.4 may be a candidate statement.

**Learning outcome**

The learner will:

- 2 Be able to provide personal information in routine and non-routine telephone situations

**Assessment criteria**

The learner can:

- 2.1 Make or receive routine telephone calls, providing personal information
- 2.2 Make or receive non-routine telephone calls, providing personal information

**Explanation of criteria and examples of evidence**

For the first criterion (2.1) the candidate needs to **make** or receive routine telephone calls, providing personal information. This can be in a real or simulated situation.

Evidence may be an audio recording, assessor observation or witness statement.

For 2.2 the candidate needs to **make** or receive non-routine telephone calls, providing personal information. This can be in a real or simulated situation.

Evidence may be an audio recording, assessor observation or witness statement.

**Learning outcome**

The learner will:

- 3 Be able to complete forms requiring personal information

**Assessment criteria**

The learner can:

- 3.1 Complete forms for different purposes

**Explanation of criteria and examples of evidence**

For 3.1 the candidate needs to **complete** forms for at least two different purposes. The forms should require the same level of literacy as Level 1 Functional Skills, Essential Skills Wales or Essential Skill NI.

Evidence will be at least two completed forms.

**Learning outcome**

The learner will:

- 4 Be able to communicate qualifications, skills and experience

**Assessment criteria**

The learner can:

- 4.1 Produce a curriculum vitae (CV)

**Explanation of criteria and examples of evidence**

For this criterion 4.1 the candidate needs to **produce** a curriculum vitae (CV). This should include name, contact details, details of education and any qualifications obtained, employment or work experience and skills.

Evidence will be a curriculum vitae

**Learning outcome**

The learner will:

5 Be able to communicate personal achievements

**Assessment criteria**

The learner can:

5.1 Collate evidence of personal achievements

5.2 Present evidence of personal achievements effectively

**Explanation of criteria and examples of evidence**

For the first criterion (5.1) the candidate needs to **collate** evidence of personal achievements, eg certificates, qualifications, letters of praise

For 5.2 the candidate needs to **present** evidence of personal achievements collated in 5.1. This may be communicated orally, eg as part of a real or simulated interview.

Evidence will be an assessor observation or witness statement.

**Learning outcome**

The learner will:

6 Be able to reflect on skills in presenting personal information

**Assessment criteria**

The learner can:

6.1 Outline which written and verbal skills were used when presenting personal information

6.2 Outline ways to improve own written and verbal skills for future presentation of personal information

6.3 Outline when presenting personal information will be important at start of own working life

**Explanation of criteria and examples of evidence**

For the first criterion (6.1) the candidate needs to list different ways they have presented personal information for this unit and **outline** which written and verbal skills were used for each of these different ways.

For 6.2 the candidate needs to **outline** ways to improve own written and verbal skills, as stated in 6.1, for future presentation of personal information.

Evidence for 6.1 and 6.2 may be a candidate statement.

For 6.3 the candidate needs to **outline** situations when presenting personal information will be important in own working life eg applying for



a course or a job.

Evidence may be a candidate statement.

## **Unit 166**            **Level 1 Presenting personal information effectively**

Supporting information

### **Guidance**

This unit can link with delivery of Functional Skills, Essential Skills Wales, Essential Skills NI or Core Skills.

### **Potential resources**

This websites might be useful:

**[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)**

## Unit 167

## Level 1 Developing group and teamwork communication skills

<b>UAN:</b>	F/500/5380
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Aim:</b>	This unit develops teamwork skills and the various roles and responsibilities of group members. It develops an awareness of co-operation and how to give constructive criticism.

<b>Learning outcome</b>
The learner will: 1 Understand the roles and responsibilities associated with working in a group
<b>Assessment criteria</b>
The learner can: 1.1 Identify different roles for group members when completing specific group tasks.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (1.1) the candidate needs to <b>identify</b> different roles for group members when completing specific group tasks. The different roles identified should each have individual responsibilities that the group members will carry out to complete the specific task.  Evidence may be a list of the roles and responsibilities.

<b>Learning outcome</b>
The learner will: 2 Interact successfully with group members and staff in a range of contexts.
<b>Assessment criteria</b>
The learner can: 2.1 Communicate appropriately to others in a range of structured situations.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to <b>communicate</b> appropriately to others in a range of structured situations. Communicating appropriately could be verbal and non-verbal communication, using BSL and enabling technology ranging from symbols and word boards to sophisticated electronic communication aids. A range of structured situations should cover at least <b>three</b> situations and may include making a formal request using the telephone, taking part in a discussion, making a request for help from another team

ember, emailing a member of staff, texting another member of the group.

Evidence may be the written communication or observation record.

<b>Learning outcome</b>
The learner will: 3 Demonstrate listening and conversational skills for social interaction
<b>Assessment criteria</b>
The learner can: 3.1 Select information being communicated orally and respond appropriately, showing that the information has been understood.

**Explanation of criteria and examples of evidence**

For the first criterion (3.1) the candidate needs to **select** information being communicated orally and respond appropriately, showing that the information has been understood. The candidate needs to listen carefully to what is being said and ask to repeat if they do not understand. They should reply using suitable tone and language to suit the situation.

Evidence may be an audio tape supported by an observation record or witness statement. This may be linked to 2.1.

<b>Learning outcome</b>
The learner will: 4 Be aware of others' rights to communicate within a group situation.
<b>Assessment criteria</b>
The learner can: 4.1 Allow others to express their view/responses without interrupting on a number of occasions in different group situations. 4.2 Discuss why this is important

**Explanation of criteria and examples of evidence**

For the first criterion (4.1) the candidate needs to **allow** others to express their view/responses without interrupting on a number of occasions in at least two different group situations. Candidates should know about respecting the turn-taking rights of others and when to create an opportunity to make a contribution to discussion at an appropriate time.

Evidence may be an audio tape supported by an observation record or witness statement.

For 4.2 the candidate needs to **discuss** why this is important. The discussion could be a 1:1 in a review situation or a group discussion prior to the assessment.

Evidence may be a copy of the review or an observation record.

<b>Learning outcome</b>
The learner will: 5 Recognise the importance of co-operation when working in group situations.
<b>Assessment criteria</b>
The learner can: 5.1 Identify a number of situations when co-operation is necessary to achieve a group task.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (5.1) the candidate needs to <b>identify</b> a number of situations when cooperation is necessary to achieve a group task. The candidate should understand that working cooperatively in a group situation is crucial to achieve the objectives set. The candidate should name at least three different situations where they have recognised the importance of co-operation and at least two of these group situations should be where the candidate has cooperated.  Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 6 Accept and respond to praise and criticism in a variety of context.
<b>Assessment criteria</b>
The learner can: 6.1 Identify the appropriate response to praise and constructive criticism from group members in different structured contexts.

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (6.1) the candidate needs to <b>identify</b> the appropriate response to praise and constructive criticism from group members in at least three different structured contexts. The responses given may depend on the nature of the candidate as some might welcome praise and some might be shy and embarrassed when praised. They need to be taught the value of constructive criticism so they do not respond in the wrong way.  Evidence may be a written statement or an observation record.

<b>Learning outcome</b>
The learner will: 7 Be aware of the role of those in authority and their relationship with them.
<b>Assessment criteria</b>
The learner can: 7.1 Identify their relationship with those in authority.

**Explanation of criteria and examples of evidence**

For the first criterion (7.1) the candidate needs to **identify** their relationship with those in authority. Those in authority may be their tutor, assessor, line manager, supervisor or other appropriate person whom they may need to ask for advice and support while working in a group situation. They must understand the need for respect for those in authority while, at the same time, may have a more relaxed relationship depending on the nature of the situation.

Evidence may be a written statement.

## Unit 168

## Level 1 Building working relationships with customers

<b>UAN:</b>	D/501/5821
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The unit introduces the learner to the concept of treating customers and clients appropriately and will help understand the effects of self-presentation on clients and customers.

<b>Learning outcome</b>
The learner will: 1. Know that the way they present themselves makes an impression on a customer or client
<b>Assessment criteria</b>
The learner can: 1.1 Identify positive ways of presenting themselves to customers or clients including appearance, manner and language 1.2 Describe the possible effects of positive and negative self-presentation on a customer or client

<b>Explanation of criteria and examples of evidence</b>
<p>For the first criterion (1.1) the candidate needs to <b>identify</b> positive self-presentation. The candidate must show understanding of a positive manner, positive appearance and use of appropriate language. They need to evidence at least one example of each positive attribute through role play, discussion with others or by demonstrating each of these positive attributes in a workplace setting. It would be appropriate for the candidate to describe or demonstrate these behaviours in a specific context, but the candidate should be aware that what is appropriate in one context is not necessarily appropriate in another.</p> <p>Evidence may be an assessor observation, candidate or witness statement.</p> <p>For 1.2 the candidate needs to <b>describe</b> the possible effects on a customer or client of positive and negative self-presentation. They must describe at least <b>two</b> examples of the effects of negative self-presentation and two examples of the effects of positive self-presentation are required.</p> <p>Evidence may be an assessor observation, candidate or witness statement.</p>

<b>Learning outcome</b>
The learner will: 2. Know that organisations normally have protocols for dealing with customers or clients

<b>Assessment criteria</b>
The learner can: 2.1 Describe the basic rules in an organisation for dealing with customers or clients

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (2.1) the candidate needs to extract the basic rules for dealing with customers or clients from the written protocol of an organisation and <b>describe</b> them. The assessor should provide either a protocol from the candidate's own workplace or from another appropriate workplace.  Evidence may be a candidate statement.

<b>Learning outcome</b>
The learner will: 3. Interact positively with customers or clients in line with given protocols

<b>Assessment criteria</b>
The learner can: 3.1 Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests 3.2 Demonstrate polite behaviour towards customers 3.3 Identify situations when it is necessary to refer the customer to another colleague or department

<b>Explanation of criteria and examples of evidence</b>
For the first criterion (3.1) the candidate needs to provide accurate answers to straightforward customer questions about goods or services. <b>Two</b> examples of meeting a customer request or question are required.  For 3.2 the candidate needs to <b>demonstrate</b> at least <b>two</b> instances of appropriate and polite communication with a customer.  Evidence may be an assessor observation, candidate or witness statement.  For 3.3 the candidate needs to <b>identify</b> at least one instance when they are unable to deal with a customer request or question and should recognise that they therefore need to refer the customer to someone else in the organisation. It would be appropriate for the candidate to identify these instances in a specific context. Where the candidate has access to the workplace, they candidate could identify the instances for referral within the context and protocol of that organisation. Alternatively, a simulated workplace situation using an appropriate written protocol could be used.  Evidence may be an assessor observation, candidate or witness statement.



# **Unit 168**                    **Level 1 Building working relationships with customers**

Supporting information

## **Potential resources**

These websites might be useful:

**[www.keepcustomers.com](http://www.keepcustomers.com)**

**[www.worketiquette.co.uk/VerbalCommunicationcategory](http://www.worketiquette.co.uk/VerbalCommunicationcategory)**

**[www.worketiquette.co.uk/WorkEtiquetteBasicsCategory](http://www.worketiquette.co.uk/WorkEtiquetteBasicsCategory)**

## Unit 169

## Level 1 Being responsible for other people's money

<b>UAN:</b>	F/501/5827
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	

<b>Learning outcome</b>
The learner will: 1. Know different methods of payment and when they could be used
<b>Assessment criteria</b>
The learner can: 1.1 Identify different methods of payment 1.2 Describe when different methods of payment are likely to be used

<b>Learning outcome</b>
The learner will: 2. Understand the importance of handling other people's money responsibly
<b>Assessment criteria</b>
The learner can: 2.1 Explain the consequences of not handling other people's money responsibly

<b>Learning outcome</b>
The learner will: 3. Know procedures that might apply when responsible for other people's money
<b>Assessment criteria</b>
The learner can: 3.1 Describe procedures that might apply when responsible for other people's money

<b>Learning outcome</b>
The learner will: 4. Be able to handle financial transactions responsibly
<b>Assessment criteria</b>
The learner can: 4.1 Carry out simple financial transactions accurately 4.2 Keep an accurate record of simple financial transactions

## Unit 170

## Level 1 Managing your own money

<b>UAN:</b>	J/501/5960
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	

<b>Learning outcome</b>
The learner will: 1. Understand different sources of income and common types of expenditure
<b>Assessment criteria</b>
The learner can: 1.1 Describe different sources of income 1.2 Describe common weekly expenditure

<b>Learning outcome</b>
The learner will: 2. Know how to compare income with expenditure
<b>Assessment criteria</b>
The learner can: 2.1 Use basic calculations to compare income with expenditure

<b>Learning outcome</b>
The learner will: 3. Know different types of savings accounts
<b>Assessment criteria</b>
The learner can: 3.1 Describe different types of savings accounts 3.2 Identify a savings account to match own needs

<b>Learning outcome</b>
The learner will: 4. Know ways to invest money for future needs
<b>Assessment criteria</b>
The learner can: 4.1 Identify ways to invest money for future needs

<b>Learning outcome</b>
The learner will: 5. Know the advantages and disadvantages of ways to invest money for the future

<b>Assessment criteria</b>
The learner can: 5.1 Describe the advantages and disadvantages of ways to invest money for the future

## Unit 171

## Level 1 Planning an enterprise activity

<b>UAN:</b>	F/501/5942
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	

<b>Learning outcome</b>
The learner will: 1. Know how to select a suitable enterprise activity
<b>Assessment criteria</b>
The learner can: 1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity

<b>Learning outcome</b>
The learner will: 2. Know appropriate roles and skills required for the enterprise activity
<b>Assessment criteria</b>
The learner can: 2.1 List roles and the practical and personal skills required for the enterprise activity

<b>Learning outcome</b>
The learner will: 3. Understand the costs involved in producing and selling a product or service
<b>Assessment criteria</b>
The learner can: 3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service

<b>Learning outcome</b>
The learner will: 4. Know appropriate promotional techniques
<b>Assessment criteria</b>
The learner can: 4.1 Provide appropriate promotional materials and methods for promoting the product or service

## Unit 172

## Level 1 Producing a product

<b>UAN:</b>	T/501/5940
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	

<b>Learning outcome</b>
The learner will: 1. Understand how to make a product or item
<b>Assessment criteria</b>
The learner can: 1.1 Produce a plan to make a product or item, listing the materials and equipment required and any relevant safety points

<b>Learning outcome</b>
The learner will: 2. Understand the skills required to make the product or item
<b>Assessment criteria</b>
The learner can: 2.1 Describe the skills required to make the product or item, including any new skills that might be required

<b>Learning outcome</b>
The learner will: 3. Be able to produce the product or item safely
<b>Assessment criteria</b>
The learner can: 3.1 Describe the appropriate steps taken to produce the product or item safely

<b>Learning outcome</b>
The learner will: 4. Evaluate how well the product or item was made
<b>Assessment criteria</b>
The learner can: 4.1 Describe the quality of the finished product or item, including whether or not it met original expectations

## Unit 173

## Level 1 Running an enterprise activity

<b>UAN:</b>	F/501/5939
<b>Level:</b>	Level 1
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	

### Learning outcome

The learner will:

1. Know how to increase the likelihood of success in an enterprise activity

### Assessment criteria

The learner can:

- 1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity

### Learning outcome

The learner will:

2. Be able to complete an enterprise activity

### Assessment criteria

The learner can:

- 2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed

### Learning outcome

The learner will:

3. Be able to review the success of the enterprise activity

### Assessment criteria

The learner can:

- 3.1 Produce records to show the successes and failures of the enterprise activity

## Unit 174

## Level 1 Setting and meeting targets at work

<b>UAN:</b>	H/501/5822
<b>Level:</b>	Level 1
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	

### Learning outcome

The learner will:

1. Understand the importance of setting and reviewing targets in the workplace

### Assessment criteria

The learner can:

- 1.1 Describe the roles of individual and team targets in the workplace
- 1.2 Describe different aspects of individual and team targets

### Learning outcome

The learner will:

2. Set personal targets in line with organisational procedures

### Assessment criteria

The learner can:

- 2.1 Identify potential personal targets
- 2.2 Describe how to record personal targets in line with organisational procedures
- 2.3 Record and agree appropriate personal targets with an appropriate person

### Learning outcome

The learner will:

3. Review personal targets in line with organisational procedures

### Assessment criteria

The learner can:

- 3.1 Carry out a review of their progress against personal targets in line with organisational procedures
- 3.2 Identify what progress has been made against the targets



## Unit 175

## Level 1 Working in a team

<b>UAN:</b>	L/501/5832
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Aim:</b>	

<b>Learning outcome</b>
The learner will: 1. Understand that effective team-work requires team members to behave in certain ways
<b>Assessment criteria</b>
The learner can: 1.1 Describe positive behaviours necessary for effective team-work

<b>Learning outcome</b>
The learner will: 2. Understand how own strengths, skills and experiences may contribute to a team task
<b>Assessment criteria</b>
The learner can: 2.1 Outline their own strengths, skills and experiences that might be relevant to a particular task 2.2 State some aspects of a particular task that they think they could do well, based on their identified strengths, skills and experiences

<b>Learning outcome</b>
The learner will: 3. Understand the roles and responsibilities of team members (including their own) in relation to a given task
<b>Assessment criteria</b>
The learner can: 3.1 Describe what the task is about and what the team is working to achieve 3.2 Describe own role and responsibilities and those of others in the team 3.3 Explain how their own role contributes to the work of the team as a whole

<b>Learning outcome</b>
The learner will: 4. Be able to work positively as a member of a team
<b>Assessment criteria</b>
The learner can: 4.1 Give examples of when they listened to the ideas and suggestions of others

- 4.2 Give ideas and suggestions as to how the team might complete their task
- 4.3 Outline examples of when they offered to help or support other team members
- 4.4 Outline examples of when they accepted the help or advice of others
- 4.5 Complete the aspects of the task they were allocated, in line with the brief

<b>Learning outcome</b>
The learner will: 5. Be able to consider their performance as a member of a team
<b>Assessment criteria</b>
The learner can: 5.1 Describe which positive team-working behaviours they demonstrated in undertaking the task 5.2 Identify some team-working skills that they could improve



## 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 **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

[www.cityandguilds.com](http://www.cityandguilds.com)

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## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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