

7591 Employability for Apprentices Level 2 Unit Pack

July 2012 Version 2.0

UNIT PACK



Qualification at a glance

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

Version and date	Change detail	Section
2.0 July 2012	Replaced Unit 204 with amended version	Section 1 Units



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1 Units

Availability of units

The following units can also be obtained from 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
201	Level 2 Managing your health at work	1	J/501/6137
202	Level 2 Managing your own money	2	K/501/6406
203	Level 2 Understand employment responsibilities and rights in health, social care and children and young people's settings	3	R/602/2954
204	Level 2 Understanding Employment Rights and Responsibilities (2 credits)	2	J/600/0840
205	Level 2 Understanding the employing organisation	2	D/600/1735
206	Level 2 Effective skills, qualities and attitudes for learning and work	3	T/600/6195
207	Level 2 Career planning and making applications	3	A/600/6196
208	Level 2 Managing personal finance	3	R/600/7791

209	Level 2 Work based experience	3	Y/600/7792
210	Level 2 Candidate project for learning and work	3	D/600/7793
211	Level 2 Team working skills	3	K/600/7795
212	Level 2 Dealing with challenges	2	M/600/7796
213	Level 2 Managing yourself	3	T/600/7797
214	Level 2 Valuing customers	2	A/600/7798
215	Level 2 Understanding the business environment	2	F/600/7799
216	Level 2 Working for yourself	2	K/600/7800
217	Level 2 Performing effectively at interviews	3	M/600/7801
218	Level 2 Identity and cultural diversity	2	M/501/3961
219	Level 2 Recreational involvement in personal development	2	T/501/3993
220	Level 2 Developing self for learning and work	2	H/600/7794
221	Level 2 Alternatives to paid work	1	F/501/5892
222	Level 2 Self-assessment	2	M/501/6164
223	Level 2 Career progression	2	L/501/5894
224	Level 2 Practising leadership with skills with others	2	D/501/5916
225	Level 2 Developing personal skills for leadership	2	K/501/5904
226	Level 2 Learning with colleagues and other learners	2	Y/501/5915
227	Level 2 Communicating solutions to others	2	R/501/5895
228	Level 2 Learning from more experienced people	2	R/501/5914
229	Level 2 Building working relationships with colleagues	2	L/501/6107
230	Level 2 Working as a volunteer	2	J/501/6042
231	Level 2 Building working relationships with customers	2	F/501/6413
232	Level 2 Investigating rights and responsibilities at work	1	J/501/6414
233	Level 2 Solving work-related problems	2	A/501/6295
234	Level 2 Summarising documents	1	K/501/6146
235	Level 2 Contributing to meetings	1	Y/501/5896
236	Level 2 Preparing for work placement	1	T/501/6148

237	Level 2 Learning from work placement	2	L/501/6186
238	Level 2 Planning an enterprise activity	1	A/501/6300
239	Level 2 Running an enterprise activity	1	H/501/6114
240	Level 2 Producing a product	1	L/501/6155
241	Level 2 Searching for a job	1	A/501/6278
242	Level 2 Applying for a job	1	J/501/5893
243	Level 2 Preparing for an interview	1	H/501/5917
244	Level 2 Interview skills	1	L/501/5913
245	Level 2 Self-management skills	2	J/501/6168
246	Level 2 Effectiveness at work	1	J/501/5912
247	Level 2 Developing own interpersonal skills	3	Y/500/4770
248	Level 2 Developing personal confidence and self-awareness	3	H/500/4772
249	Level 2 Developing personal development skills	3	K/500/4773
250	Level 2 Healthy living	3	A/500/4809
251	Level 2 Developing practical skills and techniques	3	T/600/3247
252	Level 2 Health and safety in a practical environment	1	F/600/3249
253	Level 2 Investigating a vocational area	2	T/600/3250
254	Level 2 Applying for work	2	T/600/3717
255	Level 2 Building and managing workplace relationships	2	A/600/3718
256	Level 2 Communication in the workplace	2	F/600/3719
257	Level 2 Developing enterprise skills	3	A/600/3721
258	Level 2 Developing meeting skills	2	F/600/3722
259	Level 2 Improving own performance	2	J/600/3723
260	Level 2 Interview skills	1	L/600/3724
261	Level 2 Oral presentation skills	3	Y/600/3726
262	Level 2 Personal money management	1	D/600/3727
263	Level 2 Personal presentation in the workplace	1	K/600/3729
264	Level 2 Recognising prejudice and discrimination	1	H/600/3731

265	Level 2 Responsible work practice	1	M/600/3733
266	Level 2 Rights and responsibilities in the workplace	2	T/600/3734
267	Level 2 Solving problems in the workplace	3	F/600/3736
268	Level 2 Meetings in the workplace	2	J/501/5148
269	Level 2 Business and customer awareness	2	T/502/3536
270	Level 2 Understanding and coping with change	1	Y/502/3559
271	Level 2 Managing your time	1	F/502/3555
272	Level 2 Health, safety and security in the workplace	1	D/502/3580
273	Level 2 Dealing with conflict	1	F/502/3569
274	Level 2 Presenting personal information effectively	3	D/502/2865
275	Level 2 Employment opportunities and career progression	1	D/602/4531
276	Level 2 Employment Rights and responsibilities for new entrants into the engineering and manufacturing industries	5	M/502/8282
277	Level 2 Manage own learning	1	Y/602/4544
278	Level 2 Participating in teamwork	1	H/602/4546
279	Level 2 Preparing for an apprenticeship	1	H/602/4529
280	Level 2 Setting and meeting targets at work	2	D/501/6113
281	Level 2 Understanding employment responsibilities and rights	3	D/602/4769
282	Level 2 Using enquiry and investigative techniques to solve problems	1	K/602/4547
283	Level 2 Working in a team	3	R/501/6058

Unit 201

Level 2 Managing your health at work

UAN:	J/501/6137
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	In this unit, the learner will find out what their responsibility is in maintaining good health at work. The learner will also learn what services the employer might offer to the employee and other sources of help available to ensure good health at work.

Learning outcome
The learner will: 1. Understand the employee's role in maintaining good health at work
Assessment criteria
The learner can: 1.1 Explain how employees can maintain good health in the workplace

Learning outcome
The learner will: 2. Know the services employers can provide to help maintain the health of the workforce
Assessment criteria
The learner can: 2.1 Explain services that can be provided by employers to help maintain the health of the workforce

Learning outcome
The learner will: 3. Know sources of help to ensure good health at work
Assessment criteria
The learner can: 3.1 Describe different sources of help to ensure good health at work 3.2 Explain the services offered by different sources of help

Unit 201 Level 2 Managing your health at work

Supporting information

Guidance

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. It is also an opportunity for learners to understand in more depth and apply such to one specific setting.

Learners will need to identify an area of work; this could be one that they are already working in or would like to in the future.

Group discussions may facilitate learners' ideas, thoughts and aspirations about their development and career. Learners need to be given as much information and/or research possible work settings and associated roles and responsibilities.

Watching videos/clips/documentaries from television programmes could be used to explore different requirements of different settings. Guest speakers could provide information about what is in place in particular environments to support and ensure that workers remain healthy (e.g. safe moving practices, risk assessment for staff with any particular needs, reporting contagious diseases etc). Learners could be supported to prepare questions that elicit information regarding different health requirements, any particular health risks and ways of reducing such.

There is the potential for group work, research and presentation.

Case studies/scenarios may be used to instigate thought and discussion around both potential health risks and ways of minimising or eliminating them.

Learners could have the opportunity to practice carrying out a risk assessment for a theoretical individual/situation.

There is the opportunity here for learners to make visits to different work environments and identify specific requirements in terms of managing their own health if they were to be employed at this setting.

Work experience activities could contribute to meeting assessment criteria, for example how the learner has activity reduced a health risk in a chosen area of work

Potential assessment opportunities

On completion of a unit the learner should:

- 1.1 explain different health requirements for a chosen area of work
- 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

Holistic approach: The criteria from this unit could be integrated into one assignment. A guide for a new member of staff as part of their induction could be produced related to a specific vocational area. This could include both pictorial and written information (maintaining confidentiality if related to a real work setting). 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 criterion could be approached on an individual basis and/or any combination of criteria and methodologies, these must be related to the same chosen area of work and could include:

- Question and Answer
 - Posters
 - Leaflets
 - Presentations
 - Written explanations
 - Witness Testimonies
 - Records of Discussion/Debate
 - Observational reports
 - Simulated/theoretical risk assessment records with explanation
-
- Regardless of the approach taken, learners' evidence must include the following:
 - Identification of chosen area of work
 - Explanation of three different health requirements related to chosen area of work
 - Description of three health risks for their chosen area of work
 - Explanation of how to reduce each of the health risks described above

Potential Resources

- **www.hse.gov.uk**

Information about health and safety at work – provides advice, guidance and information on inspections and regulations

- **www.worksmart.org.uk/health**

Can provide guides on health at work and other related areas

- **www.dwp.gov.uk**

This website provides a section on the well-being of the whole of the workforce is being considered (e.g. reducing the number of days taken as sick leave)

- **www.direct.gov.uk**

Provides advice on various areas including health and safety at work

- **www.acas.org.uk**

Section on advice in the work place

Unit 202

Level 2 Managing your own money

UAN: K/501/6406

Level: Level 2

Credit value: 2

GLH: 20

Aim:

Learning outcome

The learner will:

1. Be able to produce a budget

Assessment criteria

The learner can:

- 1.1 Carry out suitable calculations to plan outgoings and income

Learning outcome

The learner will:

2. Know ways to buy and invest on credit

Assessment criteria

The learner can:

- 2.1 Identify different sources of credit

Learning outcome

The learner will:

3. Understand the responsibilities of using credit for outgoings and investing

Assessment criteria

The learner can:

- 3.1 Describe the responsibilities of using credit for outgoings and investing

Learning outcome

The learner will:

4. Understand the potential problems of using credit

Assessment criteria

The learner can:

- 4.1 Describe the potential problems of using credit

Unit 203

Level 2 Understand employment responsibilities and rights in health, social care and children and young people's settings

UAN:	R/602/2954
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

Learning outcome
The learner will: 1. Know the statutory responsibilities and rights of employees and employers within own area of work
Assessment criteria
The learner can: 1.1 List the aspects of employment covered by law 1.2 List the main features of current employment legislation 1.3 Outline why legislation relating to employment exists 1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights

Range
Law – includes Employment law and other legislation such as: <ul style="list-style-type: none">• Disability Discrimination Act• Health & Safety• Other relevant equalities legislation
Sources and types of information and advice – this should be internal and external where appropriate and should include details of Access to Work and Additional Learning Support.

Learning outcome
The learner will: 2. Understand agreed ways of working that protect own relationship with employer
Assessment criteria
The learner can: 2.1 Describe the terms and conditions of own contract of employment 2.2 Describe the information shown on own pay statement 2.3 Describe the procedures to follow in event of a grievance 2.4 Identify the personal information that must be kept up to date with own employer

2.5 Explain **agreed ways of working** with employer

Range

Agreed ways of working includes policies and procedures where these exist; they may be less formally documented with micro-employers. It may cover areas such as:

- data protection
- grievance procedures
- conflict management
- anti-discriminatory practice
- equality & diversity
- health and safety

Learning outcome

The learner will:

3. Understand how own role fits within the wider context of the sector

Assessment criteria

The learner can:

3.1 Explain how own role fits within the delivery of the service provided

3.2 Explain the **effect** of own role on service provision

3.3 Describe **how own role links to the wider sector**

3.4 Describe the main roles and responsibilities of **representative bodies** that influence the wider sector

Range

Effect – should include the effect of following good practice and consequences of non-compliance

How own role links to the wider sector – may include reference to relevant Codes of Practice, National Occupational Standards etc in own area of work

Representative bodies – may include: government departments, professional bodies, trade unions, sector skills councils, regulatory bodies, consumer groups etc.

Learning outcome

The learner will:

4. Understand career pathways available within own and related sectors

Assessment criteria

The learner can:

4.1 Explore different types of occupational opportunities

4.2 Identify sources of information related to a chosen career pathway

4.3 Identify **next steps** in own career pathway

Range
Next steps – should include training and development

Learning outcome
The learner will: 5. Understand how issues of public concern may affect the image and delivery of services in the sector
Assessment criteria
The learner can: 5.1 Identify occasions where the public have raised concerns regarding issues within the sector 5.2 Outline different viewpoints around an issue of public concern relevant to the sector 5.3 Describe how issues of public concern have altered public views of the sector 5.4 Describe recent changes in service delivery which have affected own area of work

Range
Issue of public concern - may include media stories, local or national strategies, closures, government drivers, economic issues.

Unit 204

Level 2 Understanding Employment Rights and Responsibilities

UAN:	J/600/0840
Level:	Level 2
Credit value:	2
GLH:	15
Aim:	This unit covers the knowledge and understanding that employees require concerning employment law and industry-specific legislation that apply to their jobs, key documents relating to their employment and employment procedures they should follow at work.

Learning outcome

The learner will:

1. Know their employment rights and responsibilities under the law

Assessment criteria

The learner can:

- 1.1 Describe their rights and responsibilities in terms of:

- Contracts of employment
- Anti-discrimination legislation
- Working hours and holiday entitlements
- Sickness absence and sick pay
- Data protection
- Health and safety

- 1.2 Outline the rights and responsibilities of the employer

- 1.3 Describe the health and safety legal requirements relevant to their organisation

- 1.4 Outline the implications of health and safety legal requirements for their own job role

Explanation of criteria and examples of evidence

1.1 rights and responsibilities

Key legislation:

- Employment Rights Act
- Working Time Regulations
- Data Protection Act
- Human Rights Act

- Health and Safety at Work etc Act (HASWA)
- Management of Health and Safety at Work Regulations (MHSWR)
- Reporting or Injuries
- Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Manual Handling Regulations
- Health and Safety at Work (First Aid) Regulations
- Personal Protective Equipment (PPE)
- Control of Substances Hazardous to Health (COSHH)
- Display Screen Equipment
- Safeguarding of Vulnerable Groups Act
- Children Act
- Discrimination legislation

Key rights:

- To be treated fairly and equally at work (pay, working hours)
- To be provided with a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable)
- Adequate training, supervision, information and instruction, right to privacy, health and welfare

Key responsibilities:

- To treat others fairly and equally and respect the rights of others (colleagues, customers, employers)
- Fulfil their legal duties and responsibilities
- Follow safe working practices
- Co-operate with employers
- Attend training
- Know when to seek advice and assistance

1.2 **Rights and responsibilities of the employer**

Key legislation:

- Employment Rights Act
- Working Time Regulations
- Data Protection Act
- Human Rights Act
- Health and Safety at Work etc Act (HASWA)
- Management of Health and Safety at Work Regulations (MHSWR)
- Reporting or Injuries
- Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Manual Handling Regulations
- Health and Safety at Work (First Aid) Regulations
- Personal Protective Equipment (PPE)
- Control of Substances Hazardous to Health (COSHH)
- Display Screen Equipment
- Safeguarding of Vulnerable Groups Act

- Children Act
- Discrimination legislation

Key rights:

- Employees to fulfil their contractual and legal duties and responsibilities and act in good faith
- The co-operation of employees in terms of maintaining a safe working environment
- Attending training
- Taking responsibility for the health and safety of themselves and others

Key responsibility:

- To treat all employees in the workplace fairly and equally
- Provide a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable)
- Provide adequate training in work time
- Supervision
- Information and instruction
- Respect the other's rights to privacy
- Duty to provide for the health and welfare of all employees
- To comply with legislation

Learning outcome

The learner will:

2. Understand documents relevant to their employment

Assessment criteria

The learner can:

2.1 Explain the main terms and conditions of a contract of employment

2.2 Outline the contents and purpose of a job description

2.3 Describe the types of information held on personnel records

2.4 Describe how to update information held on personnel records

2.5 Interpret the information shown on a pay slip or other statement of earnings

Explanation of criteria and examples of evidence

2.2 Content

- Job title
- Department/section
- Main purpose
- Main tasks/duties
- Responsible for/responsible to
- Other duties and relevant information
- Knowledge and skills required
- Any special conditions

Purpose

- Used in recruitment and selection process
- Summarises what an employer expects from the job holder
- Enables employers to produce an accurate person specification
- Provides key details for potential applicants
- Will assist in the process of attracting suitable applicants for a vacancy

2.3 Information

Statutory records:

- tax and national insurance
- hours worked
- holidays
- pay
- paid sickness
- accident
- injuries
- diseases and dangerous occurrences

Organisational record

- Recruitment and selection
- Induction
- training and career development (qualifications)
- sick pay
- sick absence
- discipline and grievance
- termination of employment
- equal opportunities

2.4 How to update information

- Manually (eg card index system)
- electronically (computerised software package, updated by authorised person)
- confidentially
- accurately
- not disclosed without consent
- securely kept on record for a specified period of time

2.5 Information

- Name and personal details
- tax code
- NI number
- gross and net salary
- deductions NI
- income tax
- pension and subscriptions (eg trade union)

- overtime
- date wages credited to account

Other statement of earnings

- P60
- P45

Learning outcome

The learner will:

3. Know key employment procedures at work

Assessment criteria

The learner can:

3.1 Describe the procedures to follow if someone needs to take time off

3.2 Describe the procedures to follow if there is a grievance

3.3 Describe the procedures to follow if there is evidence of discrimination or bullying

3.4 Identify sources of information and advice on employment issues:

- Internal to their organisation
- External to their organisation

Explanation of criteria and examples of evidence

3.4 Sources of information and advice

Internal:

- Management
- trade union representative
- personnel manager
- human resources department
- intranet
- organisational handbooks
- policy documents

External:

- ACAS
- Trade Union
- Citizens Advice Bureau
- HSE
- Direct Gov and BERR (Department for Business and Enterprise & Regulatory Reform)

Unit 204

Level 2 Understanding Employment Rights and Responsibilities (2 credits)

Supporting information

Guidance

This unit 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 if the programme of study lasts a year then a significant period of time may be the last term or the last six weeks, or it may be 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.

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

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Unit 205

Level 2 Understanding the employing organisation

UAN:	D/600/1735
Level:	Level 2
Credit value:	2
GLH:	15
Aim:	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none">• the aims, objectives and structure of their organisation• the contribution they can make to the organisation's objectives• opportunities for professional and career development in the organisation

Learning outcome
The learner will: 1. Know the structure of their organisation
Assessment criteria
The learner can: 1.1 Identify the main functions in their organisation 1.2 Describe how the main functions in their organisation are staffed and organised 1.3 Describe lines of reporting in their organisation

Learning outcome
The learner will: 2. Know key aims and objectives of their organisation
Assessment criteria
The learner can: 2.1 Identify their organisation's key aims (for example, mission, core aims and values) 2.2 Identify their organisation's targets

Range
Targets Financial: growth, expansion, break even, maximum profit, reduce expenditure Non-financial: health and safety, health and wellbeing, sport development, community development, public service, increased participation, inclusion (disability, race, age, gender, culture)

Learning outcome
The learner will: 3. Understand their own contribution to the organisation's aims and objectives
Assessment criteria
The learner can: 3.1 Identify the objectives of their job role 3.2 Describe how the objectives of their job role contribute to the organisation's key aims 3.3 Describe how their own performance is evaluated and developed 3.4 Describe how they can assist the evaluation and development of their own work

Range
Evaluated/evaluation Personal development review (PDR), observation, feedback, one-to-one's
Developed/development Mentoring, shadowing

Learning outcome
The learner will: 4. Know the opportunities for entry, professional development and progression within the organisation
Assessment criteria
The learner can: 4.1 Outline the importance of continuing professional development 4.2 Describe the organisation's processes for induction 4.3 Describe the organisation's processes for training and development 4.4 Identify the opportunities and requirements for their career progression in the organisation

Range
Importance Staff retention/motivation, customer satisfaction, efficiency/effectiveness
Training In-house training, day release to college, work-based learning, distance learning, gaining qualifications, refresher course
Development Work experience, job rotation, secondment, mentoring, shadowing, community engagement
Requirements Qualifications, personal and technical skills, personal qualities, experience

Unit 206

Level 2 Effective skills, qualities and attitudes for learning and work

UAN:	T/600/6195
Level:	Level 2
Credit value:	3
GLH:	22
Aim:	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.

Learning outcome
The learner will: 1. Be able to demonstrate a range of positive qualities, attitudes and behaviours for learning and work
Assessment criteria
The learner can: 1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Consistently demonstrate appropriate codes of conduct 1.3 Demonstrate his/her adaptability and flexibility 1.4 Demonstrate his/her motivation and enthusiasm 1.5 Demonstrate his/her commitment and professionalism 1.6 Reflect on his/her positive qualities, attitudes and behaviours for learning and work

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to explain (orally or in writing) the importance of positive and appropriate behaviour eg dressing appropriately including wearing Personal Protective Equipment (PPE). Evidence for 1.1 may be a candidate statement.
For 1.2 the candidate needs to consistently demonstrate 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.
For 1.3 the candidate needs to demonstrate adaptability and flexibility eg be able to respond appropriately to changing circumstances.
For 1.4 the candidate needs to demonstrate motivation and enthusiasm eg volunteering for tasks, making suggestions.
For 1.5 the candidate needs to demonstrate 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.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples or an assessor observation.

For 1.6 the candidate needs to **reflect** on his/her own positive qualities, attitudes and behaviours. This could be through self review or a review with a tutor or employer. Evidence for 1.6 may be a candidate statement.

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 face-to-face communication with colleagues or customers 2.3 Demonstrate effective communication with colleagues or customers who are not present 2.4 Explain and discuss ideas using technical language where appropriate 2.5 Give examples of different forms of written communication and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites

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 communication (eg to be heard and understood) and b) non verbal communication (eg eye contact in appropriate circumstances). Evidence may be a candidate statement.
For 2.2 the candidate needs to demonstrate effective face-to-face communication with colleagues or customers. This can be a real or simulated situation. Evidence may be a video or witness statement.
For 2.3 the candidate needs to demonstrate effective communication with colleagues or customers who are not present eg in writing, by email or on the telephone.
For 2.4 the candidate needs to explain and discuss ideas using technical language where appropriate eg language relating to a specific subject or vocational area.
Evidence for 2.2 to 2.4 may be a witness statement giving specific examples or assessor observation.
For 2.5 the candidate needs to give examples of different forms of written communication and when they are used eg letters, reports, notes. Evidence may be a list of examples or actual examples of these forms with suitable annotation.

For 2.6 the candidate needs to **describe** the possible impact of inappropriate use of social network sites eg employers may access these sites and make judgements which have an adverse effect on an individual's employment. Evidence may be a candidate statement

Learning outcome

The learner will:
3. Be able to work effectively

Assessment criteria

The learner can:
3.1 Identify the tasks that need to be done and the deadlines
3.2 Produce a plan for the working day
3.3 Work safely following health and safety guidelines
3.4 Carry out multiple tasks or projects
3.5 Complete tasks to required standard and deadlines
3.6 Reflect on his/her work and identify ways of working more effectively

Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **identify** the tasks to be done and the deadlines. The assessor, supervisor or employer needs to give to/agree with the learner a project or piece of work which involves multiple tasks. It is these tasks which the learner needs to identify in 3.1 and plan for in 3.2.

For 3.2 the candidate must **produce** a plan for the working day. This should show the tasks and the order in which they are to be completed. The working day may be a full day, half day or shift, depending on working practice.

For 3.3 the candidate must **work safely** following health and safety guidelines ie follow the organisation's health and safety procedures and use PPE if appropriate.

For 3.4 the candidate needs to **carry out** multiple tasks or projects. This should be linked to the plan produced in 3.2.

For 3.5 the candidate needs to **complete** the tasks to the required standard and deadlines. The standards may be set by the organisation and the deadlines may be set by the assessor, supervisor or the candidate.

Evidence for 3.1 to 3.5 may include a work diary and witness statement or assessor observation.

For 3.6 the candidate needs to **reflect** on his/her work and identify ways of working more effectively. This could be through self review or a review with an assessor or employer and should show areas for improvement. Evidence for 3.6 may be a candidate statement.

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

Unit 206

Level 2 Effective skills, qualities and attitudes for learning and work

Supporting information

Guidance

This unit 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 if the programme of study lasts a year then a significant period of time may be the last term or the last six weeks, or it may be 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.

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

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Unit 207

Level 2 Career planning and making applications

UAN:	A/600/6196
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner to be able to select and apply for a suitable job, training programme or course.

Learning outcome

The learner will:

1. Be able to choose a suitable career pathway

Assessment criteria

The learner can:

- 1.1 Research career options
- 1.2 Outline two career pathways
- 1.3 Evaluate these career pathways
- 1.4 Agree a suitable career pathway

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **research** at least two career options eg chef, florist.

For 1.2 the candidate needs to **outline** two career pathways. These pathways can have the same goal (eg two different paths to the same job: full-time study or NVQ route) or different goals (two different careers).

For 1.3 the candidate needs to **evaluate** these career pathways to make an informed choice.

For 1.4 the candidate needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.4 may be a candidate statement signed by the assessor to confirm agreement.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 List and use sources of information for job vacancies, training programmes or courses
- 2.2 Select a suitable job vacancy, training programme or course
- 2.3 Give reasons for choice

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to list and use sources of information for job vacancies, training programmes or courses eg local media and job centre.
For 2.2 the candidate needs to select a suitable job vacancy, training programme or course related to their chosen career pathway.
For 2.3 the candidate needs to give reasons for their choice. For example, a part-time job may contribute to the candidate's skills development.
Evidence for 2.1 to 2.3 may be a candidate statement.

Learning outcome
The learner will: 3. Communicate own skills, qualities and experience in relation to the chosen career pathway
Assessment criteria
The learner can: 3.1 Explain the need to 'sell himself/herself' 3.2 Describe own skills, qualities, experience and qualifications in relation to chosen career pathway 3.3 Describe own achievements relevant to the chosen job, training programme or course 3.4 Prepare a focussed curriculum vitae for his/her chosen career pathway

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to explain the need to 'sell himself/herself' during the application process.
For 3.2 the candidate needs to describe own skills, qualities, experience and qualifications and how these relate to the chosen career pathway. 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.
For 3.3 the candidate needs to describe own achievements relevant to the chosen job, training programme or course eg leading a team.
Evidence for 3.1 to 3.3 may be a candidate statement.
For 3.4 the candidate needs to prepare a focused curriculum vitae for his/her chosen career pathway. This can be typed up by someone else. Evidence for 3.4 should be the curriculum vitae (CV).

Learning outcome
The learner will: 4. Understand the application process

Assessment criteria

The learner can:

- 4.1 Describe how candidates are selected for an interview for a job, training programme or course
- 4.2 Complete an application for a specific job, training programme or course
- 4.3 Produce relevant documentation to support application

Explanation of criteria and examples of evidence

For the first criterion (4.1) the candidate needs to **describe** how candidates are selected for an interview for a job, training programme or course. This can include job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a candidate statement.

For 4.2 the candidate needs to **complete** an application for a specific job, training programme or course. Evidence may be the completed form or letter of application or, for a telephone application, may be an assessor observation or an audio recording.

For 4.3 the candidate needs to **produce** relevant documentation to support their application.

Evidence could include certificates, examples of work, driving licence, permit to work.

Unit 207 Level 2 Career planning and making applications

Supporting information

Guidance

This unit, which is optional for the Level 1 and Level 2 Awards and Certificates, 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 an insight into the application process.

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

www.direct.gov.uk

www.jobcentreplus.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Sector Skills Council websites

Unit 208

Level 2 Managing personal finance

UAN:	R/600/7791
Level:	Level 2
Credit value:	3
GLH:	26
Aim:	The aim of this unit is to help the learner to understand how to manage their personal finance.

Learning outcome
The learner will: 1. Understand sources of income and expenditure
Assessment criteria
The learner can: 1.1 Give examples of earned and unearned sources of income 1.2 Describe state benefits payable in different situations 1.3 Give examples of a range of work-related and non work-related expenditure 1.4 Describe advantages and disadvantages of different payment methods

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to give examples of sources of earned and unearned income eg benefits, allowances. This is about income in general not the learner's own income. For 1.2 the candidate needs to describe state benefits payable in different situations eg pensions, child benefit, Job Seeker's Allowance. For 1.3 the candidate needs to give examples of a range of work related expenditure eg travel to work, work clothing and non work-related expenditure eg rent, telephone, clothing, fuel, food, entertainment. For 1.4 the candidate needs to describe advantages and disadvantages of different payment methods eg 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.

Learning outcome
The learner will: 2. Understand pay slips and bank statements
Assessment criteria
The learner can: 2.1 Explain key terms on a pay slip

2.2 Explain the deductions on a pay slip including tax and National Insurance contributions
2.3 Explain key terms on a bank statement

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **explain** the key terms on a pay slip eg gross, net, deductions.

For 2.2 the candidate needs to **explain** deductions on a pay slip eg tax, National Insurance, pension contributions.

For 2.3 the candidate needs to **explain** the key terms on a bank statement eg balance, charges, direct debit, standing order, BAC.

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

Learning outcome

The learner will:

3. Understand the need to manage income and expenditure

Assessment criteria

The learner can:

3.1 Plan and record income and expenditure for a given period, identifying any surplus/deficit

3.2 State why a contingency fund may be useful

3.3 Identify the problems which may occur if expenditure is greater than income

3.4 Identify possible benefits of effective management of personal finance

Explanation of criteria and examples of evidence

For this criterion (3.1) the candidate needs to **plan** and **record** income and expenditure, identifying any surplus/deficit. This could be paper-based or electronic. Evidence for 3.1 may be the income and expenditure plan (a budget) and a record of actual income and expenditure in a given period (eg a month) identifying surplus and deficit.

For 3.2 the candidate must **state** why a contingency fund may be useful eg for unexpected items of expenditure and bills.

For 3.3 the candidate needs to **identify** 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.

For 3.4 the candidate needs to **identify** the possible benefits of effective management of personal finances eg savings for holidays, lack of debt.

Evidence for 3.2 to 3.4 may be a candidate statement or record of questioning.

Learning outcome
The learner will: 4. Know how to reduce debt
Assessment criteria
The learner can: 4.1 Describe ways of reducing personal expenditure and/or generating income 4.2 List sources of support for serious debt problems 4.3 Define bankruptcy

Explanation of criteria and examples of evidence
For the first criterion (4.1) the candidate needs to describe ways of reducing expenditure eg managing own budget to reduce spending on non-essential items, buying in bulk or second hand, taking advantage of special offers and sales, using freecycle or similar websites. Generating income could include selling items at car boot sales, taking on additional work. For 4.2 the candidate needs to list sources of support for serious debt problems eg Citizens Advice, debt counselling, repayment plans. For 4.3 the candidate needs to define bankruptcy. Evidence for 4.1 to 4.3 may be a candidate statement or record of questioning.

Learning outcome
The learner will: 5. Understand a range of financial products and services
Assessment criteria
The learner can: 5.1 Give examples of types of products and services provided by banks and building societies 5.2 State advantages and disadvantages of different types of accounts 5.3 Choose a suitable account giving reasons for choice 5.4 Outline some of the risks and rewards involved in shares and other types of investments

Explanation of criteria and examples of evidence
For the first criterion (5.1) the candidate needs to give examples of types of products and services provided by banks and building societies eg bank accounts, mortgages, insurance. For 5.2 the candidate needs to state advantages and disadvantages of different types of accounts eg interest earned on deposit and savings accounts, penalties for withdrawing early from long term savings accounts. For 5.3 the candidate must choose a suitable account for themselves or a given person and give reasons for choice.

For 5.4 the candidate needs to **outline** some of the risks involved in shares and other types of investments eg administration costs, falling interest rates.

Evidence for 5.1 to 5.4 may be a candidate statement or record of questioning.

Learning outcome

The learner will:

6. Understand the advantages and disadvantages of saving money

Assessment criteria

The learner can:

6.1 Describe the advantages of saving for an individual or family

6.2 Describe the disadvantages of saving for an individual or family

6.3 Give examples of the financial rewards from different types of saving

Explanation of criteria and examples of evidence

For the first criterion (6.1) the candidate needs to **describe** the advantages of saving eg able to take advantage of discounts, cash deals, cope with large unexpected items of expenditure.

For 6.2 the candidate needs to **describe** the disadvantages of saving eg less disposable income.

For 6.3 the candidate needs to **give examples** of the financial rewards from different types of saving eg long and short term, rates of return.

Evidence for 6.1 to 6.3 may be a candidate statement or record of questioning.

Learning outcome

The learner will:

7. Understand the advantages and disadvantages of borrowing money

Assessment criteria

The learner can:

7.1 Describe the advantages of borrowing for an individual or family

7.2 Describe the disadvantages of borrowing for an individual or family

7.3 Give examples of the financial costs of short term borrowing

7.4 Give examples of the financial costs of long term borrowing

Explanation of criteria and examples of evidence

For the first criterion (7.1) the candidate needs to **describe** the advantages of borrowing eg to take advantage of special offers and purchase large items.

For 7.2 the candidate needs to **describe** the disadvantages of borrowing eg debt, arrears in payments, effect of increases in interest rates.

For 7.3 the candidate needs to **give examples** of the financial costs of

short term borrowing eg the total amount to be repaid for borrowing on credit cards, short term loan/credit agreement to purchase a television.

For 7.4 the candidate needs to **give examples** of the financial costs of long term borrowing eg lower interest rates, longer repayment period, mortgage to buy a house.

Evidence for 7.1 to 7.4 may be a candidate statement

Unit 208 **Level 2 Managing personal finance**

Supporting information

Guidance

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

The tutor will need to discuss the terms 'income', 'expenditure' and 'contingency fund' and different sources of earned and unearned income. The candidate must know about state benefits eg Jobseeker's Allowance.

The learner will need to explain key terms on a pay slip and bank statement. Examples of bank statements are useful but should not contain any personal details.

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 serious debt including bankruptcy and the sources of support for those with financial difficulties. External speakers could be invited to speak 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.

Resources

These websites might be useful:

www.moneymadeclear.fsa.gov.uk

www.citizensadvice.org.uk

www.excellencegateway.org.uk/skillsforlife

www.rwp.qia.oxi.net/embeddedlearning/

www.oft.gov.uk

Unit 209

Level 2 Work based experience

UAN:	Y/600/7792
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

Learning outcome
The learner will: 1. Understand how to plan effectively for work-based experience
Assessment criteria
The learner can: 1.1 Research information related to work experience 1.2 Apply or prepare for work experience 1.3 Describe how this work experience relates to his/her employment and/or learning goals 1.4 State personal goals for this work experience

Learning outcome
The learner will: 2. Understand what is expected during work-based experience
Assessment criteria
The learner can: 2.1 Describe behaviours and attitudes expected by work place supervisors and colleagues 2.2 Explain why personal hygiene and appearance is important 2.3 Plan how to arrive at work on time

Learning outcome
The learner will: 3. Be able to follow requirements during the work-based 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 to given standards and deadlines 3.5 Interact with other people in an appropriate manner 3.6 Accept feedback 3.7 Describe the procedures for reporting progress or any concerns

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 Illustrate how and to what extent personal goals were met 4.4 Explain how he/she is going to build on this experience

Unit 210

Level 2 Candidate project for learning and work

UAN:	D/600/7793
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to support the learner in planning, carrying out, presenting and evaluating a project (an activity or a piece of research) of his/her own choice.

Learning outcome

The learner will:

1. Plan a project (activity or piece of research)

Assessment criteria

The learner can:

- 1.1 Agree a suitable project and state desired outcomes
- 1.2 List the stages involved in the project
- 1.3 Suggest a timescale for the activities
- 1.4 Identify the potential hazards and risks in carrying out the project
- 1.5 Submit the plan to a suitable person for feedback
- 1.6 Respond to feedback

Learning outcome

The learner will:

2. Carry out a project

Assessment criteria

The learner can:

- 2.1 Follow the project plan
- 2.2 Review progress with a suitable person
- 2.3 Amend the project plan if necessary
- 2.4 Complete the project

Learning outcome

The learner will:

3. Present a project

Assessment criteria

The learner can:

- 3.1 Describe process
- 3.2 Present project outcomes

Learning outcome

The learner will:

4. Evaluate a project

Assessment criteria
The learner can: 4.1 Obtain and reflect on feedback 4.2 Explain what went well 4.3 Explain what did not go well 4.4 Describe what he/she has learned from planning, carrying out and presenting the project

Unit 211

Level 2 Teamworking skills

UAN:	K/600/7795
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

Learning outcome
The learner will: 1. Understand why effective teamwork is important
Assessment criteria
The learner can: 1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation

Learning outcome
The learner will: 2. Understand the roles people may take in a teamwork situation
Assessment criteria
The learner can: 2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team

Learning outcome
The learner will: 3. Understand the role of conflict
Assessment criteria
The learner can: 3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict

Learning outcome
The learner will: 4. Understand what needs to be done to achieve a particular goal
Assessment criteria
The learner can: 4.1 Explain the overall goal and objectives of the team 4.2 Identify own strengths, skills and experiences relevant to the

teamwork situation
4.3 Describe his/her own role as part of the team

Learning outcome
The learner will: 5. Work with others towards achieving shared objectives
Assessment criteria
The learner can: 5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if he/she needs it 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback

Learning outcome
The learner will: 6. Reflect on own performance and that of the team
Assessment criteria
The learner can: 6.1 Reflect on his/her own performance and the performance of the team 6.2 Suggest ways of improving own team working skills

Unit 212

Level 2 Dealing with challenges

UAN:	M/600/7796
Level:	Level 2
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to help the learner to recognise that challenge can be positive as well as negative and to recognise how he/she reacts to challenges.

Learning outcome
The learner will: 1. Understand different types of challenge
Assessment criteria
The learner can: 1.1 List different types of challenge 1.2 Describe potential opportunities of challenging situations 1.3 Describe potential threats of challenging situations 1.4 Describe attitudes to challenge

Learning outcome
The learner will: 2. Understand how to cope with challenges
Assessment criteria
The learner can: 2.1 Describe personal strengths (qualities, skills, attitudes and behaviours) needed to cope with challenges 2.2 Identify his/her own abilities to cope 2.3 Explain the possible effects of emotions on his/her ability to cope 2.4 Recognise signs of stress 2.5 Describe ways of dealing with stress

Learning outcome
The learner will: 3. Be able to respond positively to challenges
Assessment criteria
The learner can: 3.1 Describe a challenge 3.2 Demonstrate a positive response 3.3 Analyse his/her approach and actions 3.4 Review the effectiveness of his/her actions 3.5 State what he/she has learnt from this experience

Unit 213

Level 2 Managing yourself

UAN:	T/600/7797
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner understand the importance of a balanced lifestyle and be able to identify ways of making himself/herself more effective.

Learning outcome

The learner will:

1. Understand the importance of life/work balance

Assessment criteria

The learner can:

- 1.1 State why life/work balance is important
- 1.2 List the roles he/she has in life and the time implications of these roles
- 1.3 List the support available for these roles
- 1.4 Complete a time log for a given period and identify any areas of concern

Learning outcome

The learner will:

2. Understand the importance of a healthy lifestyle for personal effectiveness

Assessment criteria

The learner can:

- 2.1 State why sleep is important
- 2.2 State why regular exercise is important
- 2.3 List the benefits of eating healthily
- 2.4 Describe the effects of alcohol and drugs on performance

Learning outcome

The learner will:

3. Understand how to 'work smart'

Assessment criteria

The learner can:

- 3.1 List possible internal and external barriers to effective working
- 3.2 State the difference between urgent and important tasks
- 3.3 State when and where he/she works best

Learning outcome

The learner will:

4. Carry out an analysis of self management skills

Assessment criteria
The learner can: 4.1 Analyse current self management skills 4.2 Identify ways of making him/herself more effective 4.3 Produce an action plan for personal improvement

Unit 214

Level 2 Valuing customers

UAN:	A/600/7798
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner understand the importance of customers to organisations.

Learning outcome
The learner will: 1. Understand the importance of customers to organisations
Assessment criteria
The learner can: 1.1 Explain why customers are important to organisations 1.2 Differentiate between internal and external customers

Learning outcome
The learner will: 2. Understand the importance of customer confidence and retention
Assessment criteria
The learner can: 2.1 Describe how to create customer confidence 2.2 Outline the benefits to an organisation of having a positive reputation 2.3 List ways in which an organisation can build a good reputation 2.4 Give examples of how an organisation's reputation can be damaged

Learning outcome
The learner will: 3. Know how to interact effectively with customers
Assessment criteria
The learner can: 3.1 List some positive and some negative aspects of personal presentation that can affect customers' perceptions of an organisation 3.2 Explain the importance of effective communication skills in dealing with customers

Learning outcome
The learner will: 4. Understand how to develop productive relationships with customers
Assessment criteria
The learner can: 4.1 Describe the benefits to an organisation of having a customer service policy 4.2 Describe ways of responding positively to customers' needs,

expectations and complaints

4.3 Give examples of when behaviour may need to be adapted to meet the specific needs of customers

4.4 Give examples of situations where support may be needed when dealing with customers

Unit 215

Level 2 Understanding the business environment

UAN:	F/600/7799
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner understand the business environment and how it impacts on opportunities for learning and work.

Learning outcome
The learner will: 1. Understand that there are different types of business
Assessment criteria
The learner can: 1.1 Define the private sector and give examples of types of private sector businesses 1.2 Define the public sector and give examples of public sector organisations 1.3 Define the voluntary sector and give examples of voluntary sector organisations 1.4 Explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary

Learning outcome
The learner will: 2. Understand how businesses function
Assessment criteria
The learner can: 2.1 Describe the following business functions: <ul style="list-style-type: none">• Operations• People• Information• Research and development• Finance 2.2 Compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME)

Learning outcome
The learner will: 3. Understand changing patterns of employment
Assessment criteria
The learner can: 3.1 Outline some of the changes in patterns of employment locally

- 3.2 Outline some of the changes in patterns of employment nationally
- 3.3 Outline some of the changes in patterns of employment in Europe and globally
- 3.4 Describe how changing patterns of employment may affect his/her choices for learning or work

Learning outcome

The learner will:

- 4. Understand how business activity is affected by market forces

Assessment criteria

The learner can:

- 4.1 Explain the relationship between supply and demand in the business environment
- 4.2 Describe the relationship between price and profit
- 4.3 Identify the connections between markets and competition

Unit 216

Level 2 Working for yourself

UAN:	K/600/7800
Level:	Level 2
Credit value:	2
GLH:	18
Aim:	The aim of the unit is to help learners know the skills needed to start-up and run their own business and understand the legal and regulatory requirements of self-employment.

Learning outcome

The learner will:

1. Understand the rewards and risks of working for yourself

Assessment criteria

The learner can:

- 1.1 Define what is meant by self-employment
- 1.2 Explain the potential rewards of working for yourself
- 1.3 Explain the possible risks of working for yourself

Learning outcome

The learner will:

2. Know the skills needed to start-up and run his/her business

Assessment criteria

The learner can:

- 2.1 List the skills needed to start-up and run his/her business
- 2.2 Analyse his/her current skills
- 2.3 Describe what he/she could do to address any deficit between current skills and skills needed and/or where he/she could get support

Learning outcome

The learner will:

3. Understand how to fund his/her business

Assessment criteria

The learner can:

- 3.1 Evaluate ways of funding his/her business
- 3.2 List the main items of business expenditure
- 3.3 Explain what is meant by cash flow and why it is important

Learning outcome

The learner will:

4. Understand the legal and regulatory requirements of self-employment

Assessment criteria

The learner can:

- 4.1 State the legal requirements in relation to self-employment
- 4.2 Describe regulations for:

- Licences
- Business insurance
- Health and safety
- Data protection
- Intellectual property

Unit 217

Level 2 Performing effectively at interviews

UAN:	M/600/7801
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	The aim of this unit is to help the learner to be able to perform effectively at an interview for a suitable job, training programme or course.

Learning outcome
The learner will: 1. Understand the interview process
Assessment criteria
The learner can: 1.1 Describe the interview process 1.2 Explain how interviews are a two-way process 1.3 Describe different types of interview (eg panel, group) and activities you may be asked to complete 1.4 Describe ways to make a positive impression

Learning outcome
The learner will: 2. Prepare for an interview
Assessment criteria
The learner can: 2.1 Outline research completed regarding the interviewing organisation 2.2 Outline research completed regarding the selected job, course or placement 2.3 Organise relevant documentation to take to an interview 2.4 Suggest possible interview questions and answers 2.5 Plan how to arrive at the interview on time

Learning outcome
The learner will: 3. Participate in an interview
Assessment criteria
The learner can: 3.1 Take part in a real or simulated interview 3.2 Dress appropriately

Learning outcome
The learner will: 4. Be able to make an informed decision

Assessment criteria
The learner can: 4.1 Describe the impression gained and any information obtained during the interview 4.2 State whether or not he/she would still like the job, course place or placement and give reasons for his/her decision

Learning outcome
The learner will: 5. Reflect on own performance
Assessment criteria
The learner can: 5.1 Evaluate own interview practice 5.2 Describe how he/she will build on this experience

Unit 218

Level 2 Identity and cultural diversity

UAN:	M/501/3961
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	The aim of the unit is to help the learner to understand the value of equality and diversity in society.

Learning outcome
The learner will: 1. Understand the meanings of the terms social diversity and inclusion
Assessment criteria
The learner can: 1.1 Describe the key features of social diversity 1.2 Define the term social inclusion 1.3 Describe the key features of diversity (eg ethnicity, gender) 1.4 Identify bodies who work on equality/diversity issues (eg CEHR)

Learning outcome
The learner will: 2. Understand equality, discrimination and prejudice
Assessment criteria
The learner can: 2.1 Give examples of inequality in a range of situations 2.2 Explain the differences between discrimination and prejudice 2.3 Give examples of positive and negative stereotyping

Learning outcome
The learner will: 3. Understand the diversity of communities
Assessment criteria
The learner can: 3.1 Describe the common characteristics of a range of diverse groups in society 3.2 Explain how society can benefit from a diverse society

Unit 219

Level 2 Recreational involvement in personal development

UAN:	T/501/3993
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	The aim of the unit is to help the learner understand the personal and social benefits of involvement and participation in recreational activities.

Learning outcome
The learner will: 1. Understand the term 'recreation'
Assessment criteria
The learner can: 1.1 Define the term 'recreation' 1.2 Describe the range of recreational activities available to young people

Learning outcome
The learner will: 2. Know about different types of recreational activities in own local area
Assessment criteria
The learner can: 2.1 Identify the different types of recreational activities available in his/her local area 2.2 Identify appropriate recreational activities for specific user groups 2.3 Describe any potential barriers to participation in recreational activities for specific user groups, in his/her local area, and identify possible ways to overcome those barriers 2.4 Provide information about a recreational activity in his/her local area for a specified user group

Learning outcome
The learner will: 3. Understand the social and personal benefits of participating in recreational activities
Assessment criteria
The learner can: 3.1 Identify the benefits of participation in recreational activities for specific user groups 3.2 Participate regularly in a chosen recreational activity over an agreed period of time 3.3 Describe the personal benefits of active participation in recreational activities

Unit 220

Level 2 Developing self for learning and work

UAN:	H/600/7794
Level:	Level 2
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner plan for progression by being able to recognise and build on personal strengths.

Learning outcome
The learner will: 1. Understand how to improve own performance through learning
Assessment criteria
The learner can: 1.1 Identify formal learning opportunities 1.2 Identify informal learning opportunities 1.3 Describe how he/she learns effectively 1.4 Identify how to maximise own learning opportunities

Learning outcome
The learner will: 2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work
Assessment criteria
The learner can: 2.1 Describe positive qualities and attitudes needed for learning and work 2.2 Outline own personal strengths and weaknesses 2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses

Learning outcome
The learner will: 3. Understand the importance of transferable skills for success in learning and work
Assessment criteria
The learner can: 3.1 Differentiate between vocational skills and transferable skills 3.2 Explain the importance of transferable skills 3.3 Outline own current transferable skills

Learning outcome
The learner will: 4. Be able to action plan for self development

Assessment criteria

The learner can:

4.1 Identify areas for development in his/her:

- vocational skills
- transferable skills
- personal attributes

4.5 Identify realistic short term targets and long term goals for each area

4.6 Prepare an action plan or contract to meet short term targets

4.7 Identify arrangements for reviewing progress

Unit 221

Level 2 Alternatives to paid work

UAN:	F/501/5892
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner to understand different types of beneficial alternatives to paid work and how the skills and qualities gained through participating in these different types of activities are transferable to other areas of their life.

Learning outcome

The learner will:

1. Understand different beneficial alternatives to paid work

Assessment criteria

The learner can:

- 1.1 Describe different types of beneficial alternatives to paid work
- 1.2 Explain how the different types of beneficial alternatives to paid work differ

Learning outcome

The learner will:

2. Understand the role of organisations associated with beneficial alternatives to paid work

Assessment criteria

The learner can:

- 2.1 Describe the role of different organisations associated with beneficial alternatives to paid work

Learning outcome

The learner will:

3. Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work

Assessment criteria

The learner can:

- 3.1 Explain different types of skills, qualities and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work

Learning outcome

The learner will:

4. Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life

Assessment criteria
The learner can: 4.1 Explain what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life

Unit 222

Level 2 Self-assessment

UAN:	M/501/6164
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is for the learner to assess their own strengths, weaknesses, skills and qualities. Additionally, the learner will learn how to set personal goals.

Learning outcome
The learner will: 1. Understand the importance of self -assessment
Assessment criteria
The learner can: 1.1 Explain the importance of self-assessment

Learning outcome
The learner will: 2. Reflect on personal strengths and weaknesses
Assessment criteria
The learner can: 2.1 Describe their own personal strengths and weaknesses 2.2 Explain why it is important to continue developing their strengths 2.3 Describe why it is important to improve areas of weakness and some ways of doing so

Learning outcome
The learner will: 3. Understand why personal skills and qualities are important to all areas of life
Assessment criteria
The learner can: 3.1 Analyse their own skills and qualities 3.2 Explain how these skills and qualities are important to their lives

Learning outcome
The learner will: 4. Understand the process of personal goal setting
Assessment criteria
The learner can: 4.1 Describe how short-term goals will meet long-term goals 4.2 Describe ways in which goals may be tracked over time

Learning outcome
The learner will: 5. Be able to evaluate personal achievements
Assessment criteria
The learner can: 5.1 Identify their achievements over a given period 5.2 Discuss some examples of things they would have liked to achieve 5.3 Suggest some reasons why they achieved some things, but not others

Unit 223

Level 2 Career progression

UAN:	L/501/5894
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	This unit will help the learner understand the connection between their own skills, experiences and aspirations, and possible career opportunities. The learner will explore the ongoing nature of career development and also undertake the development of a career progression plan.

Learning outcome
The learner will: 1. Understand that personal skills, qualities and experience influence career progression
Assessment criteria
The learner can: 1.1 Analyse their own skills, qualities and experience 1.2 Discuss reasons why their personal qualities, skills and experiences might be more suited to some areas of work or learning than others

Learning outcome
The learner will: 2. Be able to access information and guidance related to career progression
Assessment criteria
The learner can: 2.1 Find different sources of information related to career progression 2.2 Evaluate the relevance of the information to their own skills, qualities, experience and career aspirations

Learning outcome
The learner will: 3. Understand the importance of work or study opportunities in career progression
Assessment criteria
The learner can: 3.1 Discuss the career benefits of different examples of work or study opportunities 3.2 Explain how one job role or stage of career development may lead to another

Learning outcome
The learner will: 4. Be able to plan their career progression

Assessment criteria
The learner can: 4.1 Produce a career progression plan 4.2 Explain the timeline and resources that might be needed to support their career progression plan 4.3 Discuss appropriate ways of reviewing their career progression plan

Unit 224

Level 2 Practising leadership skills with others

UAN:	D/501/5916
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit, the learner will be able to practice their leadership skills with other members of a group and evaluate their ability to lead others.

Learning outcome
The learner will: 1. Understand how to lead a group activity
Assessment criteria
The learner can: 1.1 Explain how their leadership skills will contribute to a given group activity

Learning outcome
The learner will: 2. Demonstrate effective leadership skills with others
Assessment criteria
The learner can: 2.1 Give support to other members of the group 2.2 Allocate tasks and activities appropriately to other members of the group 2.3 Give and receive appropriate feedback 2.4 Make decisions about tasks and activities appropriately

Learning outcome
The learner will: 3. Evaluate their leadership performance
Assessment criteria
The learner can: 3.1 Carry out an evaluation of their leadership performance 3.2 Suggest areas for improvement of their leadership performance

Unit 225 Level 2 Developing personal skills for leadership

UAN:	K/501/5904
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit, the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcome
The learner will: 1. Understand the main features of leadership
Assessment criteria
The learner can: 1.1 Describe the main features of leadership 1.2 Explain how their own skills and qualities relate to the main features of leadership

Learning outcome
The learner will: 2. Plan how to demonstrate leadership skills
Assessment criteria
The learner can: 2.1 Describe the range of skills they will use to lead others 2.2 Explain how they will put these skills into practice in order to lead others

Learning outcome
The learner will: 3. Prepare for a leadership activity
Assessment criteria
The learner can: 3.1 Select a suitable activity to demonstrate their leadership skills 3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Unit 226

Level 2 Learning with colleagues and other learners

UAN:	Y/501/5915
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit, the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcome
The learner will: 1. Understand the importance of learning with colleagues or other learners
Assessment criteria
The learner can: 1.1 Explain why learning with their colleagues or other learners is important for their own development

Learning outcome
The learner will: 2. Plan the learning they will undertake with colleagues or other learners
Assessment criteria
The learner can: 2.1 Describe a learning goal which they will be able to undertake with colleagues or other learners 2.2 Explain how they will work towards achieving the learning goal

Learning outcome
The learner will: 3. Be able to interact appropriately with colleagues or other learners in a learning situation
Assessment criteria
The learner can: 3.1 Respond appropriately to advice from others 3.2 Express beliefs and opinions to others appropriately 3.3 Give helpful feedback to others

Learning outcome
The learner will: 4. Review the learning they have undertaken with colleagues or other learners

Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none">4.1 Give examples of how they have learned with colleagues or other learners4.2 Reflect on their experience of learning with a group of other colleagues or other learners

Unit 227

Level 2 Communicating solutions to others

UAN:	R/501/5895
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit, the learner will find out why a problem requires a solution, how to communicate possible solutions to others, deal appropriately with responses and review the effectiveness of their performance.

Learning outcome

The learner will:

1. Understand why they need to solve a problem

Assessment criteria

The learner can:

- 1.1 Describe a possible problem to solve
- 1.2 Explain why the problem requires a solution
- 1.3 Describe a way to solve the problem

Learning outcome

The learner will:

2. Communicate the solution effectively to others

Assessment criteria

The learner can:

- 2.1 Using appropriate communication methods, explain to others how the problem was solved
- 2.2 Use appropriate information to support their explanation

Learning outcome

The learner will:

3. Provide appropriate responses to questions or objections

Assessment criteria

The learner can:

- 3.1 Identify possible questions or objections to their solutions to a problem
- 3.2 Plan how to deal with feedback and questions from others in the group
- 3.3 Respond appropriately to questions or objections from others

Learning outcome

The learner will:

4. Evaluate their performance

Assessment criteria
The learner can: 4.1 Evaluate how effective their performance was 4.2 Suggest areas for improvement

Unit 228

Level 2 Learning from more experienced people

UAN:	R/501/5914
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit, the learner will learn how they can recognise what they have learned from senior or more experienced people and put these skills into practice for themselves.

Learning outcome
The learner will: 1. Understand situations where they might interact with more experienced people
Assessment criteria
The learner can: 1.1 Describe situations in which they might interact with more experienced people

Learning outcome
The learner will: 2. Understand how more experienced people work effectively
Assessment criteria
The learner can: 2.1 Describe an effective way of working demonstrated by a more experienced person 2.2 Explain why this way of working was effective

Learning outcome
The learner will: 3. Understand how they can improve their performance by learning from those who have more experience
Assessment criteria
The learner can: 3.1 Describe an example of a skill or process they have learned from others with more experience 3.2 Explain how they can use what they have learned to improve their performance

Learning outcome
The learner will: 4. Review what they have learned from more experienced people
Assessment criteria
The learner can: 4.1 Carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people

Unit 229

Level 2 Building working relationships with colleagues

UAN:	L/501/6107
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	This unit explores the ways in which colleagues rely upon one another in a constructive working environment. The learner will also consider the consequences of positive and negative behaviours of individuals on whole teams or organisations.

Learning outcome
The learner will: 1. Understand how people in the workplace depend on one another
Assessment criteria
The learner can: 1.1 Explain the interdependencies between different people in a workplace

Learning outcome
The learner will: 2. Understand how an individual's behaviour affects other people at work
Assessment criteria
The learner can: 2.1 Describe how the positive behaviour of one person can affect others in the workplace 2.2 Describe how the negative behaviour of one person can affect others in the workplace

Learning outcome
The learner will: 3. Be able to demonstrate positive behaviours that promote effective working with others
Assessment criteria
The learner can: 3.1 Communicate clearly with colleagues 3.2 Resolve differences with colleagues amicably 3.3 Offer help and guidance to colleagues and accept their help and guidance 3.4 Offer ideas, suggestions and opinions to colleagues 3.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately

Unit 230

Level 2 Working as a volunteer

UAN:	J/501/6042
Level:	Level 2
Credit value:	2
GLH:	10
Aim:	In this unit, the learner will find out about how to become a volunteer and make an application for voluntary work that suits their skills and interests. The learner will complete a voluntary work task which interests them and matches their skills.

Learning outcome
The learner will: 1. Be able to find voluntary work
Assessment criteria
The learner can: 1.1 Identify ways to become a volunteer 1.2 Apply for voluntary work which matches their skills and interests

Learning outcome
The learner will: 2. Understand what is expected of the volunteer in undertaking the voluntary work
Assessment criteria
The learner can: 2.1 Explain the nature of the work to be undertaken 2.2 Explain behaviours and attitudes needed to undertake the work

Learning outcome
The learner will: 3. Be able to undertake voluntary work
Assessment criteria
The learner can: 3.1 Complete a voluntary work task which the learner has identified as matching their skills and interests

Learning outcome
The learner will: 4. Understand that the skills used during voluntary work may be of benefit to personal or career plans
Assessment criteria
The learner can: 4.1 Describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans

Unit 231

Level 2 Building working relationships with customers

UAN:	F/501/6413
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

Learning outcome

The learner will:

1. Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole

Assessment criteria

The learner can:

- 1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation
- 1.2 Explain why keeping customers satisfied is important to organisations

Learning outcome

The learner will:

2. Understand why organisations normally have protocols for dealing with customers

Assessment criteria

The learner can:

- 2.1 Describe the key areas likely to be contained in a customer service protocol
- 2.2 Explain why it is important for employees to follow customer service protocols

Learning outcome

The learner will:

3. Interact positively with customers in line with given protocols

Assessment criteria

The learner can:

- 3.1 Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests
- 3.2 Communicate appropriately with customers
- 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints
- 3.4 Describe when it would be necessary to involve colleagues in assisting the customer

Unit 232

Level 2 Investigating rights and responsibilities at work

UAN:	J/501/6414
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner understand what is meant by the terms 'rights' and 'responsibilities' and how they are enforced. They will also gain an understanding of some of the legislation that protects the employee and the employer.

Learning outcome
The learner will: 1. Understand why rights and responsibilities are important in a workplace
Assessment criteria
The learner can: 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

Learning outcome
The learner will: 2. Understand why employees and employers have certain rights and responsibilities
Assessment criteria
The learner can: 2.1 Identify the rights and responsibilities an employee has at work 2.2 Explain the implications of employee rights and responsibilities

Learning outcome
The learner will: 3. Be able to access sources of guidance and information about rights and responsibilities at work
Assessment criteria
The learner can: 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

Unit 233

Level 2 Solving work-related problems

UAN:	A/501/6295
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is for the learner to be able to apply problem-solving skills to situations that arise at work, consider reasons why problems may be encountered and how to use sources of help effectively.

Learning outcome
The learner will: 1. Understand that both individuals and organisations encounter workplace problems
Assessment criteria
The learner can: 1.1 Explain the main reasons that individuals encounter problems in the workplace 1.2 Describe some of the common types of problem that an organisation or company might need to solve

Learning outcome
The learner will: 2. Use sources of help effectively
Assessment criteria
The learner can: 2.1 Explain how sources of help available to both individuals and to organisations can help in solving work-related problems 2.2 Extract relevant information or advice from several different sources to help solve workplace problems

Learning outcome
The learner will: 3. Consider possible solutions to workplace problems
Assessment criteria
The learner can: 3.1 Describe possible solutions to different work-place problems 3.2 Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order

Learning outcome
The learner will: 4. Apply appropriate strategies to solve workplace problems
Assessment criteria
The learner can: 4.1 Plan how to execute the solutions they consider most likely to work

Unit 234

Level 2 Summarising documents

UAN:	K/501/6146
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	Throughout the delivery of this unit, the learner will gain experience of reading and summarising a range of texts that have been written with different audiences and purposes in mind.

Learning outcome

The learner will:

1. Be able to distinguish between the key points and supporting detail in documents of several pages

Assessment criteria

The learner can:

- 1.1 Extract the key points from a document of several pages

Learning outcome

The learner will:

2. Understand that the intended purpose and audience for a summary should influence the way in which it is written

Assessment criteria

The learner can:

- 2.1 Explain how summaries can be written and presented differently according to purpose and audience

Learning outcome

The learner will:

3. Be able to summarise the key points of documents of several pages in a way that is consistent with the intended purpose and audience

Assessment criteria

The learner can:

- 3.1 Produce a summary which:
 - captures the key points of a document accurately
 - is presented in a format and uses language appropriate for the intended purpose and audience
 - has been proof read and edited for accuracy

Unit 235

Level 2 Contributing to meetings

UAN:	Y/501/5896
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit has been designed to help the learner understand the key aspects of meetings. The learner will also develop their own ways of recording information during the meeting to help them follow the thread of the discussion.

Learning outcome
The learner will: 1. Know key aspects of meetings
Assessment criteria
The learner can: 1.1 Describe key aspects of the meeting process and procedures

Learning outcome
The learner will: 2. Know solutions to common meeting problems
Assessment criteria
The learner can: 2.1 Describe appropriate solutions to common meeting problems

Learning outcome
The learner will: 3. Be able to contribute to the discussion at a meeting
Assessment criteria
The learner can: 3.1 Record personal notes from meeting 3.2 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting

Learning outcome
The learner will: 4. Be able to take responsibility for an agenda item at a meeting
Assessment criteria
The learner can: 4.1 Present an agenda item at a meeting 4.2 Answer questions to help move the discussion forward and reach decisions

Unit 236

Level 2 Preparing for work placement

UAN:	T/501/6148
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The unit will help the learner find out about the company or organisation where they are going to be working, prior to starting their placement. The learner will find out how to set goals which meet their employer's expectations.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Explain key information about the company or organisation providing the work placement and where this information was obtained

Learning outcome

The learner will:

2. Understand information they need before starting work placement

Assessment criteria

The learner can:

- 2.1 Explain the terms and conditions of the work placement
- 2.2 Explain the tasks they would need to perform as part of the work placement

Learning outcome

The learner will:

3. Understand what the company or organisation expects of the learner during the work placement

Assessment criteria

The learner can:

- 3.1 Explain why workplace values are important for success at the work placement
- 3.2 Describe personal presentation requirements appropriate to the placement
- 3.3 Explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement

Learning outcome
The learner will: 4. Be able to set goals for the work placement including skills development
Assessment criteria
The learner can: 4.1 Set specific, realistic goals for the work placement, including a goal that relates to skills development

Unit 237

Level 2 Learning from work placement

UAN:	L/501/6186
Level:	Level 2
Credit value:	2
GLH:	10
Aim:	This unit uses the evidence gathered work placement to reflect on what has been learned and how to use that learning for goal setting, career plans and future development.

Learning outcome

The learner will:

1. Be able to present evidence of learning gained from tasks undertaken during the work placement

Assessment criteria

The learner can:

- 1.1 Show evidence that explains the learning gained from tasks undertaken during the work placement

Learning outcome

The learner will:

2. Understand what skills were used or gained during the work placement

Assessment criteria

The learner can:

- 2.1 Explain how they used their strengths or skills during the work placement and where they experienced challenges

Learning outcome

The learner will:

3. Understand aspects of the work placement that could have been improved

Assessment criteria

The learner can:

- 3.1 Explain any aspect of the work placement experience that could have been improved and how it could have been improved

Learning outcome
The learner will: 4. Be able to use learning from the work placement to set career-related goals
Assessment criteria
The learner can: 4.1 Describe how the work placement experience might assist them in making choices about a future career 4.2 Set short-term and long-term goals which build on their learning from the work placement

Unit 238

Level 2 Planning an enterprise activity

UAN:	A/501/6300
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit aims to provide the learner with a broad introduction for preparing to undertake an enterprise activity, including how to develop a product or service and assess some of the potential risks involved.

Learning outcome
The learner will: 1. Understand how to choose a viable enterprise activity
Assessment criteria
The learner can: 1.1 Describe key aspects of a viable product or service 1.2 Describe why people might want to buy their product or service

Learning outcome
The learner will: 2. Draw up a plan for an enterprise activity
Assessment criteria
The learner can: 2.1 Prepare a plan for implementing an enterprise activity

Learning outcome
The learner will: 3. Understand the risks involved in running the enterprise activity
Assessment criteria
The learner can: 3.1 Assess the main risks that may occur in implementing the enterprise activity

Unit 239

Level 2 Running an enterprise activity

UAN:	H/501/6114
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to provide the learner with the opportunity to carry out an enterprise activity, as well as developing the ability to evaluate the success of their activity and review their personal involvement.

Learning outcome

The learner will:

1. Be able to provide a strategy to ensure the success of an enterprise activity

Assessment criteria

The learner can:

- 1.1 Explain the features of an effective strategy to ensure success for their enterprise activity

Learning outcome

The learner will:

2. Be able to complete an enterprise activity using appropriate skills and procedures

Assessment criteria

The learner can:

- 2.1 Demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures
- 2.2 Explain the importance of handling money correctly in an enterprise activity

Learning outcome

The learner will:

3. Be able to evaluate the success of the enterprise activity

Assessment criteria

The learner can:

- 3.1 Use financial records to explain the reasons for the success or failure of the enterprise activity

Learning outcome
The learner will: 4. Know how to review their personal involvement in an enterprise activity
Assessment criteria
The learner can: 4.1 Describe their role in the enterprise activity and any skills they have gained

Unit 240

Level 2 Producing a product

UAN:	L/501/6155
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	In this unit, the learner will learn how to choose and make an appropriate product or item, plan how to make the product or item and evaluate how the product or item was made.

Learning outcome

The learner will:

1. Understand how to plan the manufacture of a product or item

Assessment criteria

The learner can:

- 1.1 Prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product

Learning outcome

The learner will:

2. Understand the new skills required to make the product or item

Assessment criteria

The learner can:

- 2.1 Explain the new skills needed to make the product or item
- 2.2 Explain how and where the new skills will be learned

Learning outcome

The learner will:

3. Be able to produce the product or item safely

Assessment criteria

The learner can:

- 3.1 Demonstrate how the planned levels of safety were met in producing the product or item

Learning outcome

The learner will:

4. Be able to evaluate the product or item produced

Assessment criteria

The learner can:

- 4.1 Describe how the plan for making the product or item affected the level of quality
- 4.2 Suggest possible future improvements that could be made in producing the product or item

Unit 241

Level 2 Searching for a job

UAN:	A/501/6278
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit aims to assist the learner in developing an understanding of a wide range of potential sources of employment and how to link their own skills, interests and achievements to appropriate job sources and job roles.

Learning outcome
The learner will: 1. Understand how to use potential job sources
Assessment criteria
The learner can: 1.1 Evaluate a range of sources of employment available for job-seekers 1.2 Select appropriate sources of job vacancies for their own purposes 1.3 Identify potential job roles from the appropriate sources of employment

Learning outcome
The learner will: 2. Understand how their skills, interests and achievements might relate to potential job roles
Assessment criteria
The learner can: 2.1 Explain how their skills, interests and achievements relate to potential job roles identified from appropriate sources of employment

Learning outcome
The learner will: 3. Be able to investigate job vacancies
Assessment criteria
The learner can: 3.1 Search for potential job vacancies 3.2 Communicate with employers or the employer's representative to obtain further information about job vacancies

Unit 242

Level 2 Applying for a job

UAN:	J/501/5893
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit aims to equip the learner with the skills to access and respond to different types of job application opportunities. The learner will gain an understanding of how to present a job application in an appropriate way.

Learning outcome

The learner will:

1. Be able to access different methods of applying for a job

Assessment criteria

The learner can:

- 1.1 Investigate different methods of applying for a job

Learning outcome

The learner will:

2. Be able to prepare a job application

Assessment criteria

The learner can:

- 2.1 Collate the appropriate information for a job application
- 2.2 Prepare a thorough job application

Learning outcome

The learner will:

3. Be able to present the job application appropriately

Assessment criteria

The learner can:

- 3.1 Select and use the conventions, formats and styles of presenting job applications appropriately

Learning outcome

The learner will:

4. Be able to reflect on the appropriateness of the job application

Assessment criteria

The learner can:

- 4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience

Unit 243

Level 2 Preparing for an interview

UAN:	H/501/5917
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcome

The learner will:

1. Be able to anticipate key questions that they might be asked at the interview

Assessment criteria

The learner can:

- 1.1 Suggest key types of questions that the interviewer might ask

Learning outcome

The learner will:

2. Be able to prepare answers to anticipated interview questions

Assessment criteria

The learner can:

- 2.1 Prepare appropriate answers to the key questions most likely to be asked by the interviewer

Learning outcome

The learner will:

3. Know how to use information about the job/course to identify questions to ask the interviewer

Assessment criteria

The learner can:

- 3.1 Find out key information about the employer/organisation/ course and explain why it is useful for the interview
- 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview

Unit 244

Level 2 Interview skills

UAN:	L/501/5913
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcome

The learner will:

1. Be able to present themselves appropriately at an interview

Assessment criteria

The learner can:

- 1.1 Arrive in good time for the interview and have prepared information about the name or job role or title of the interviewer
- 1.2 Introduce themselves at the interview location
- 1.3 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course

Learning outcome

The learner will:

2. Be able to answer the interviewer's questions appropriately

Assessment criteria

The learner can:

- 2.1 Explain the importance of clarifying an interviewer's questions if they are unclear
- 2.2 Give full responses which provide answers to the questions asked by the interviewer

Learning outcome

The learner will:

3. Reflect on their performance in an interview

Assessment criteria

The learner can:

- 3.1 Analyse what went well and what did not
- 3.2 Suggest ways of improving their performance in a future interview

Unit 245

Level 2 Self-management skills

UAN:	J/501/6168
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	This will equip the learner with an understanding of why self-management in the workplace is important. The learner is asked to demonstrate a range of skills and carry out an evaluation of their performance.

Learning outcome
The learner will: 1. Understand the importance of managing themselves effectively in the workplace
Assessment criteria
The learner can: 1.1 Explain how and why they need to manage themselves in the workplace 1.2 Explain how appropriate self management benefits themselves, their colleagues and their employer

Learning outcome
The learner will: 2. Demonstrate effective self -management skills
Assessment criteria
The learner can: 2.1 Produce a plan for a working day 2.2 Structure appropriate breaks during their working day 2.3 Agree and prioritise work appropriately to achieve their daily objectives

Learning outcome
The learner will: 3. Carry out an analysis of their self- management skills
Assessment criteria
The learner can: 3.1 Analyse their self-management skills 3.2 Suggest areas for improvement

Unit 246

Level 2 Effectiveness at work

UAN:	J/501/5912
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This unit allows the learner to demonstrate that they understand and can apply appropriate behaviours within and outside of the workplace. The learner will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Learning outcome
The learner will: 1. Understand effective workplace behaviour
Assessment criteria
The learner can: 1.1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace

Learning outcome
The learner will: 2. Demonstrate effective working practice
Assessment criteria
The learner can: 2.1 Interact appropriately with a wide range of colleagues in the workplace 2.2 Represent the workplace positively when dealing with customers or others outside of the workplace 2.3 Apply organisational procedures appropriately

Learning outcome
The learner will: 3. Evaluate their own practice
Assessment criteria
The learner can: 3.1 Describe what went well and what did not 3.2 Suggest areas for improvement of their performance

Unit 247

Level 2 Developing own interpersonal skills

UAN:	Y/500/4770
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit develops the interpersonal skills of the learner making them aware of their own personal skills, how to manage time, looking at criticism and body language. It also looks at the different types of behaviour.

Learning outcome
The learner will: 1. Be aware of personal skills and their use
Assessment criteria
The learner can: 1.1 Describe his/her own strengths and show how these skills could be transferred to other roles

Learning outcome
The learner will: 2. Display awareness of the need for time management
Assessment criteria
The learner can: 2.1 Describe ways of improving own time management

Learning outcome
The learner will: 3. Show understanding of personal need to manage stress
Assessment criteria
The learner can: 3.1 Describe own strategies for managing stress

Learning outcome
The learner will: 4. Understand the difference between constructive and destructive criticism
Assessment criteria
The learner can: 4.1 Describe real situations which illustrate and show use of appropriate criticism

Learning outcome
The learner will: 5. Be aware of confident behaviour in themselves and others
Assessment criteria
The learner can: 5.1 Describe real situations which illustrate confident behaviour

Learning outcome
The learner will: 6. Be aware of body language and understand its application
Assessment criteria
The learner can: 6.1 Describe the application of body language in real situations

Learning outcome
The learner will: 7. Know the difference between aggressive, passive and assertive behaviour
Assessment criteria
The learner can: 7.1 Describe how s/he can respond appropriately to aggressive, passive and assertive behaviour

Unit 248

Level 2 Developing personal confidence and self-awareness

UAN:	H/500/4772
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit will enable the learner to develop skills and confidence to be applied in a variety of situations.

Learning outcome

The learner will:

1. Have an understanding of reasons for feeling confident and lacking confidence

Assessment criteria

The learner can:

- 1.1 Describe a situation when s/he felt confident and how s/he behaves when feeling confident
- 1.2 Describe a situation when s/he lacked confidence and how s/he behaves when lacking confidence
- 1.3 Describe how s/he prepares for situations which make her/him feel unconfident
- 1.4 Describe ways in her/his behaviour which might influence another person's perception of her/him

Learning outcome

The learner will:

2. Have an understanding of effective participation in social situations

Assessment criteria

The learner can:

- 2.1 Describe barriers to participating in social activities and how s/he feels in social situations
- 2.2 Describe examples of behaviour which would be inappropriate in a social situation and explain why
- 2.3 Describe ways in which s/he behaves in social situations which make her/him feel uncomfortable and give reasons for behaviour
- 2.4 Describe ways in which s/he could change her/his attitude and behaviour in social situations to participate more effectively

Learning outcome

The learner will:

3. Have an understanding of ways to manage stress

Assessment criteria

The learner can:

- 3.1 Describe situations in which s/he has felt stressed and identify what

makes her/him feel stressed

3.2 Describe ways in which s/he deals with feeling stressed, using specific examples

3.3 Describe and demonstrate a range of techniques that can help her/him feel better and improve performance

3.4 Discuss ways in which certain stress reducing techniques might be more effective in different situations

Learning outcome
The learner will: 4. Set personal objectives and plan for personal progression
Assessment criteria
The learner can: 4.1 Identify one goal, and explain its significance for her/him 4.2 Produce an action plan which identifies stages in meeting goals 4.3 Discuss how goal setting can contribute to personal confidence 4.4 Record achievements which have led to attainment of the goal and describe ways in which achievement of the goal has contributed to own self-confidence

Unit 249

Level 2 Developing personal development skills

UAN:	K/500/4773
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit will enable the learner to explore and enhance personal development skills to assist in a variety of situations.

Learning outcome
The learner will: 1. Identify and recognise their strengths and weaknesses
Assessment criteria
The learner can: 1.1 Identify personal strengths and weaknesses 1.2 Assess their importance for the future in life, work and training

Learning outcome
The learner will: 2. Identify and recognise their skills and investigate ways of self-improvement
Assessment criteria
The learner can: 2.1 Identify and assess personal skills learned in life, work and training 2.2 Describe how these may be used in future

Learning outcome
The learner will: 3. Acknowledge and assess their current life situation and relationships
Assessment criteria
The learner can: 3.1 Describe their current life situation in realistic terms including home situation and relationships

Learning outcome
The learner will: 4. Develop the ability to make positive decisions
Assessment criteria
The learner can: 4.1 Demonstrate, in a range of situations, the ability to make considered choices in a positive manner 4.2 Give reasons for the choices made using examples

Learning outcome
The learner will: 5. Set personal objectives and make action plans for self-improvement
Assessment criteria
The learner can: 5.1 Produce an action plan which identifies and records realistic personal goals and time-scales for achieving them

Unit 250

Level 2 Healthy living

UAN:	A/500/4809
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	The unit will enable the learner to develop an understanding of how to maintain a healthy lifestyle including, exercise, fitness, diet and sexual health.

Learning outcome
The learner will: 1. Understand why personal fitness is important
Assessment criteria
The learner can: 1.1 Explain the term personal fitness 1.2 Describe the advantages and disadvantages of different activities in relation to personal fitness

Learning outcome
The learner will: 2. Recognise the role that exercise plays in a healthy life style
Assessment criteria
The learner can: 2.1 Develop a programme of personal exercise in relation to weight, health and age 2.2 Record personal progress

Learning outcome
The learner will: 3. Understand the role of a balanced diet in promoting good health
Assessment criteria
The learner can: 3.1 Explain the principles of healthy eating 3.2 Design nutritionally balanced meals for self, giving reasons for choice

Learning outcome
The learner will: 4. Understand the importance of personal hygiene and good grooming
Assessment criteria
The learner can: 4.1 Explain reasons for the need for personal hygiene and good grooming

Learning outcome
The learner will: 5. Understand and consider the basic issues of sex education and contraception
Assessment criteria
The learner can: 5.1 Describe a range of methods of contraception 5.2 Explain the need for sexual responsibility in personal relationships 5.3 Identify at least two sexually transmitted diseases, explaining their causes and consequences

Learning outcome
The learner will: 6. Know how to take responsibility for their health and life style through action planning for the future
Assessment criteria
The learner can: 6.1 Devise an action plan for a healthy life style 6.2 Access information from appropriate agencies to support this action plan

Unit 251

Level 2 Developing practical skills and techniques

UAN:	T/600/3247
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit can be used to develop practical skills and/or techniques for a practical craft activity

Learning outcome

The learner will:

1. Know how to use practical skills and techniques for a chosen activity

Assessment criteria

The learner can:

- 1.1 Describe the skills/techniques to undertake a chosen activity
- 1.2 Use skills/techniques to undertake a chosen activity

Learning outcome

The learner will:

2. Know how to plan and execute an activity

Assessment criteria

The learner can:

- 2.1 Plan the activity detailing each stage of the process/development
- 2.2 Select materials and equipment needed for each stage
- 2.3 Describe any problems encountered at each stage

Learning outcome

The learner will:

3. Understand the Health and Safety requirements to undertake chosen craft

Assessment criteria

The learner can:

- 3.1 Understand the Health and Safety requirements to undertake chosen craft
- 3.2 Assess risks and hazards
- 3.3 Follow safe working practices

Learning outcome

The learner will:

4. Review own development

Assessment criteria

The learner can:

- 4.1 Comment on the practical skills and techniques learnt
- 4.2 Assess areas for improvement

Unit 252

Level 2 Health and safety in a practical environment

UAN:	F/600/3249
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	This unit is about ensuring the learner is aware of the health and safety requirements of taking part in practical activities.

Learning outcome
The learner will: 1. Be aware of relevant Health and Safety requirements, procedures and equipment
Assessment criteria
The learner can: 1.1 Describe the purpose of relevant, current health and safety requirements, for example Health and Safety at Work Act, or the Control of Substances Hazardous to Health Regulations 1.2 Describe the correct procedures for reporting accidents and potential hazards 1.3 Describe the correct response to two emergency situations 1.4 Describe the location of emergency equipment, for example fire/emergency alarm and first aid box

Learning outcome
The learner will: 2. Recognise and manage risk by following safe working practices
Assessment criteria
The learner can: 2.1 Assess the potential risks of a given situation 2.2 Describe the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks 2.3 Observe relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques

Unit 253

Level 2 Investigating a vocational area

UAN:	T/600/3250
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.

Learning outcome

The learner will:

1. Know how to research a vocational area

Assessment criteria

The learner can:

- 1.1 Explain own reasons for interest in a specific vocational area
- 1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
- 1.3 Describe three job roles associated with the vocational area
- 1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
- 1.5 Explain how a candidate might show that they meet the job specification for one of the job roles identified

Learning outcome

The learner will:

2. Know how to develop the skills and knowledge for a chosen job role

Assessment criteria

The learner can:

- 2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
- 2.2 Assess and prioritise areas for own development
- 2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

Unit 254

Level 2 Applying for work

UAN:	T/600/3717
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	This unit covers skills in writing CVs and covering letters, complying with accepted conventions, completing application forms and understanding the different ways of applying for work.

Learning outcome

The learner will:

1. Recognise different ways of applying for jobs

Assessment criteria

The learner can:

- 1.1 Describe the different ways of applying for jobs and what is involved in each approach

Learning outcome

The learner will:

2. Be able to produce a Curriculum Vitae (CV)

Assessment criteria

The learner can:

- 2.1 Produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills
- 2.2 Modify a CV for a specific purpose, including all relevant information

Learning outcome

The learner will:

3. Be able to write a covering letter

Assessment criteria

The learner can:

- 3.1 Describe the range of information required in a covering letter to meet the needs and expectations of employers
- 3.2 Produce a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register
- 3.3 Adapt the letter appropriately for both a direct and a speculative approach

Learning outcome
The learner will: 4. Be able to complete job application forms
Assessment criteria
The learner can: 4.1 Read the job requirements and specifications and describe the range of information required 4.2 Describe own skills and experience relevant to the job specifications and prepare draft text 4.3 Complete the form providing the information requested and the level of detail required 4.4 Present the information in a style and register appropriate to the audience 4.5 Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary

Unit 255

Level 2 Building and managing workplace relationships

UAN:	A/600/3718
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to provide an understanding of acceptable and unacceptable behaviours in the workplace and how to respond to those behaviours, including how to deal with conflict. The unit also addresses the essential skills of giving and receiving constructive criticism.

Learning outcome
The learner will: 1. Understand acceptable boundaries to behaviour in the workplace
Assessment criteria
The learner can: 1.1 Describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace 1.2 Describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace

Learning outcome
The learner will: 2. Know how to recognise and respond to different behaviours
Assessment criteria
The learner can: 2.1 Describe examples of aggressive, passive and assertive behaviour in workplace situations 2.2 Describe the potential impact of these different behaviours on workplace relationships 2.3 Demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations

Learning outcome
The learner will: 3. Know how to give and respond to constructive criticism
Assessment criteria
The learner can: 3.1 Demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations 3.2 Describe how constructive criticism can benefit an individual and contribute to their personal development and growth 3.3 Demonstrate how to respond to constructive criticism in an open and non-defensive way

Learning outcome
The learner will: 4. Understand how conflict can be dealt with constructively in the workplace
Assessment criteria
The learner can: 4.1 Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace

Unit 256

Level 2 Communication in the workplace

UAN:	F/600/3719
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	This unit focuses on the development of essential communication skills for the workplace. The learning covers positive verbal and non-verbal communication and written skills, including appropriate use of language, tone and register.

Learning outcome

The learner will:

1. Understand the importance of positive verbal and non-verbal interaction in the workplace

Assessment criteria

The learner can:

- 1.1 Describe the importance and benefits of positive verbal communication with colleagues in the workplace
- 1.2 Describe the importance and benefits of positive verbal communication with customers/clients
- 1.3 Describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction
- 1.4 Describe the importance of clarity, tone and manner when communicating by telephone

Learning outcome

The learner will:

2. Be able to demonstrate positive verbal and non-verbal interaction

Assessment criteria

The learner can:

- 2.1 Demonstrate appropriate and inappropriate ways of communicating verbally
- 2.2 Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication
- 2.3 Listen and respond to others, acknowledging their right to hold opinions that differ from own

Learning outcome

The learner will:

3. Be able to produce positive written communications in the workplace

Assessment criteria

The learner can:

- 3.1 Produce written business communications in at least two formats, using language, tone and register appropriate to the recipient and the formality of the situation

Unit 257

Level 2 Developing enterprise skills

UAN:	A/600/3721
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit introduces the learner to planning, running and evaluating an enterprise activity.

Learning outcome
The learner will: 1. Be able to identify a viable product or service to market and sell
Assessment criteria
The learner can: 1.1 Describe the selected product or service and give reasons for choice 1.2 Describe the target market for the product or service 1.3 Describe the main competitors and assess risk

Learning outcome
The learner will: 2. Be able to plan an enterprise activity
Assessment criteria
The learner can: 2.1 Devise an action plan describing each stage of the enterprise activity 2.2 Identify resources and set targets for completion 2.3 Obtain feedback from others on plan and amend where appropriate 2.4 Describe potential risks to the activity

Learning outcome
The learner will: 3. Be able to run an enterprise activity
Assessment criteria
The learner can: 3.1 Run the activity, putting the plan into action and monitoring at each stage 3.2 Review the action plan, suggesting alternative ways to achieve objectives where necessary

Learning outcome
The learner will: 4. Be able to evaluate an enterprise activity
Assessment criteria
The learner can: 4.1 Describe the strengths and weaknesses of the enterprise activity and the impact these had on the success or failure of the activity 4.2 Describe lessons learnt and how these would affect future enterprise activities undertaken 4.3 Assess own role in the activity and identify skills and/or knowledge acquired and areas for own future development

Unit 258

Level 2 Developing meeting skills

UAN:	F/600/3722
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	This unit introduces the learner to accepted meeting conventions and processes and to the skills and behaviours required to participate in, and contribute to meetings effectively.

Learning outcome

The learner will:

1. Understand that there are different purposes to meetings

Assessment criteria

The learner can:

- 1.1 Describe a range of reasons and purposes for holding meetings
- 1.2 Describe how meetings differ depending on their nature and purpose, size, the people involved and the organisational culture

Learning outcome

The learner will:

2. Understand meeting conventions and processes

Assessment criteria

The learner can:

- 2.1 Describe key aspects of the meeting process and procedures
- 2.2 Describe the importance of having an agenda
- 2.3 Describe the structure of a conventional agenda
- 2.4 Describe the types of information and documentation that may be needed at a meeting
- 2.5 Describe the importance of taking notes and recording outcomes and decisions
- 2.6 Describe the role of the Chair in a meeting
- 2.7 Give examples of acceptable and unacceptable behaviours in a meeting

Learning outcome

The learner will:

3. Be able to participate in a meeting

Assessment criteria

The learner can:

- 3.1 Make clear contributions to a meeting which are relevant to the point in discussion
- 3.2 Listen to others' contributions without interrupting
- 3.3 Communicate in a style appropriate to the purpose and level of formality of the meeting

Unit 259

Level 2 Improving own performance

UAN:	J/600/3723
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	The unit covers the skills required to assess own performance and create, implement and review action plans to improve own performance.

Learning outcome
The learner will: 1. Be able to assess own performance
Assessment criteria
The learner can: 1.1 Describe areas of work s/he enjoys and/or feels s/he is good at 1.2 Describe areas of work s/he feels less confident about 1.3 Describe areas of own work s/he would like to improve, giving reasons

Learning outcome
The learner will: 2. Be able to create and implement an action plan to improve own performance
Assessment criteria
The learner can: 2.1 Produce a plan to improve performance in a number of areas, using a suitable format 2.2 Set realistic short term targets for improvement on the basis of existing strengths, aptitudes and skills 2.3 Consider differing demands on time when setting targets 2.4 Describe actions they will take to meet the targets 2.5 Identify possible obstacles and ways of overcoming them 2.6 Manage time and other resources in order to achieve targets 2.7 Use feedback from others to aid progress towards targets

Learning outcome
The learner will: 3. Be able to review the effectiveness of an action plan to improve own performance
Assessment criteria
The learner can: 3.1 Describe progress made in meeting targets and improving own performance 3.2 Review and revise the plan accordingly, suggesting alternative ways to achieve targets where necessary

Unit 260

Level 2 Interview skills

UAN:	L/600/3724
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	The unit aims to develop skills in preparing for and participating in interviews, including researching an employer and preparing questions and answers. The unit enables the learner to participate in a mock interview and assess their own performance.

Learning outcome
The learner will: 1. Be able to prepare for an interview
Assessment criteria
The learner can: 1.1 Describe how s/he would prepare for an interview, including techniques for dealing with anxiety 1.2 Describe how to research and identify information on an employer that may be useful for interview 1.3 Identify a range of possible interview questions and suggest suitable answers 1.4 Describe appropriate dress for an interview and why this is important 1.5 Prepare a range of questions to ask at interview to find out more about the job, organisation, course or placement

Learning outcome
The learner will: 2. Be able to conduct self in an interview situation
Assessment criteria
The learner can: 2.1 Present and conduct self appropriately in a mock interview situation, using appropriate verbal and non-verbal skills (for example, eye contact, posture, etc) 2.2 Assess own performance, respond to feedback and identify areas for further development

Unit 261

Level 2 Oral presentation skills

UAN:	Y/600/3726
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit covers the skills of researching, preparing for, and delivering an oral presentation, taking into consideration the audience and handling questions effectively. It includes locating suitable information and preparing a plan, presenting material logically and in a structured way, using appropriate tone, register and pace, using supporting materials where appropriate, listening and responding to questions and evaluating own presentation.

Learning outcome

The learner will:

1. Be able to source information for and plan a presentation

Assessment criteria

The learner can:

- 1.1 Identify and locate different sources of information relevant to the topic of presentation
- 1.2 Prepare a plan and/or notes that reflect appropriate content and structure for the task

Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **identify** and locate at least **two** different sources of information relevant to the topic of presentation. Information may be sourced by using the internet and/or by reading books, leaflets and articles and/or from audio visual sources.

For 1.2 the candidate needs to **prepare** a plan and/or notes that reflect appropriate content and structure for the task.

Evidence for 1.1 and 1.2 is likely to be a plan and/or notes including details of sources identified and located.

Learning outcome

The learner will:

2. Be able to deliver a structured presentation to an audience

Assessment criteria

The learner can:

- 2.1 Introduce topic clearly
- 2.2 Present material logically, linking ideas together
- 2.3 Present an effective conclusion
- 2.4 Explain key concepts
- 2.5 Use appropriate evidence to support ideas, arguments and opinions

presented

Explanation of criteria and examples of evidence

For this criterion (2.1) the candidate needs to **introduce** the topic clearly so the audience can hear and understand.

For 2.2 the candidate needs to structure the information in order to **present** the material logically, linking ideas together.

For 2.3 the candidate needs to **present** an effective conclusion. An effective conclusion draws the presentation to a suitable close. This could be by summarising the points covered.

For 2.4 the candidate needs to **explain** the key concepts to the audience. Key concepts are the main ideas.

For 2.5 the candidate needs to **use** appropriate evidence to support ideas, arguments and opinions presented. Appropriate evidence may be data such as facts, statistics or images that support the presentation.

Evidence for 2.1 to 2.5 should be an assessor observation or witness statement.

Learning outcome

The learner will:

3. Be able to demonstrate an awareness of the audience

Assessment criteria

The learner can:

3.1 Speak audibly, using tone and register appropriate to audience and level of formality

3.2 Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest

3.3 Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate

Explanation of criteria and examples of evidence

For this criterion (3.1) the candidate needs to **speak** audibly, using tone and register appropriate to audience and level of formality.

For 3.2 the candidate needs to **adopt** a suitable pace of speaking, and vary pace and tone to sustain audience interest.

For 3.3 the candidate needs to **make** use of supporting materials, for example written or audiovisual aids, to illustrate key points where appropriate.

Evidence for 3.1 to 3.3 should be an assessor observation or witness statement with details/copies of the supporting material.

Learning outcome
The learner will: 4. Be able to handle questions effectively
Assessment criteria
The learner can: 4.1 Listen attentively, and respond to, questions and points raised by the audience

Explanation of criteria and examples of evidence
For this criterion (4.1) the candidate needs to listen attentively, and respond appropriately to, questions and points raised by the audience. Evidence for 4.1 should be an assessor observation or witness statement.

Learning outcome
The learner will: 5. Understand the strengths and weaknesses of the presentation
Assessment criteria
The learner can: 5.1 Describe strengths and weaknesses of own presentation 5.2 Identify areas for improvement in presentation skills

Explanation of criteria and examples of evidence
For this criterion (5.1) the candidate needs to describe at least two strengths and at least two weaknesses of own presentation. For 5.2 the candidate needs to identify at least two areas for improvement in presentation skills.

Unit 262

Level 2 Personal money management

UAN:	D/600/3727
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	This unit covers the skills of researching, preparing for, and delivering an oral presentation, taking into consideration the audience and handling questions effectively. It includes locating suitable information and preparing a plan, presenting material logically and in a structured way, using appropriate tone, register and pace, using supporting materials where appropriate, listening and responding to questions and evaluating own presentation.

Learning outcome

The learner will:

1. Understand what is meant by income and expenditure

Assessment criteria

The learner can:

- 1.1 Identify items of personal income and expenditure
- 1.2 Describe how these may be affected by changing circumstances

Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **identify** at least one item of personal income, eg part time job, and three items of personal expenditure eg travel costs, food.

Evidence for 1.1 may be a candidate statement.

For this criterion (1.2) the candidate needs to **describe** how these may be affected by changing circumstances, eg loss of part-time job or acquiring a better paid job further away from home.

Evidence for 1.2 may be a candidate statement.

Learning outcome

The learner will:

2. Be able to record income and expenditure for a personal budget

Assessment criteria

The learner can:

- 2.1 Record weekly and monthly income and expenditure in a clear format

Explanation of criteria and examples of evidence
For this criterion (2.1) the candidate needs to record weekly and monthly income and expenditure in a clear format for at least one month. This should include a proportion of any annual costs. The candidate can produce a paper-based record or use ICT. The format can be given to the candidate.
Evidence will be the record of income and expenditure.

Learning outcome
The learner will: 3. Understand the problems of coping on a limited budget
Assessment criteria
The learner can: 3.1 Identify the problems of living on a restricted budget 3.2 Describe the advantages and disadvantages of possessing credit, debit and charge cards

Explanation of criteria and examples of evidence
For this criterion (3.1) the candidate needs to identify at least three of the problems of living on a restricted budget.
Evidence may be a candidate statement.
For 3.2 the candidate needs to describe at least one advantage and one disadvantage of possessing each of the following: a) credit cards b) debit cards c) charge cards.
Evidence may be a table.

Learning outcome
The learner will: 4. Recognise different types of services that banks offer
Assessment criteria
The learner can: 4.1 Identify the differences between, and uses of: <ul style="list-style-type: none"> • current accounts; • savings accounts; • mortgage loans; • other types of loans

Explanation of criteria and examples of evidence

For 4.1 the candidate needs to **identify** both the differences between, and uses of each of the following:

- a) current account
- b) savings accounts
- c) mortgage loans
- d) other types of loans eg car finance.

Evidence may be a candidate statement.

Unit 263

Level 2 Personal presentation in the workplace

UAN:	K/600/3729
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	This unit deals with acceptable conventions for personal presentation in the workplace and the importance of first impressions. The unit covers the reasons for and benefits of dress and appearance conventions, and ways of creating positive impressions.

Learning outcome

The learner will:

1. Know conventions for personal presentation in the workplace

Assessment criteria

The learner can:

- 1.1 Describe a range of dress and appearance conventions and their appropriateness for different work settings

Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **describe** a range of dress and appearance conventions and their appropriateness for different work settings. Candidates should consider at least **three** different work settings including one setting requiring personal protective equipment (PPE).

Evidence for 1.1 may be a candidate statement.

Learning outcome

The learner will:

2. Understand the value of first impressions

Assessment criteria

The learner can:

- 2.1 State why it is important to make a good first impression
- 2.2 Describe ways of creating a positive impression when meeting, speaking and writing to people for the first time

Explanation of criteria and examples of evidence

For this criterion (2.1) the candidate needs to **state** why it is important to make a good first impression.

Evidence may be a candidate statement.

For 2.2 the candidate needs to **describe** at least **three** ways of creating a positive impression for each of these occasions:

- a) meeting people for the first time

- b) speaking to people, eg on the telephone, for the first time
- c) writing to people for the first time.

Evidence may be a candidate statement.

Unit 264

Level 2 Recognising prejudice and discrimination

UAN:	H/600/3731
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	This unit deals with individual responsibilities to others. It deals with discrimination and its impact on individuals and society. It addresses the link between stereotyping and discrimination, and what constitutes discriminatory language and behaviour.

Learning outcome
The learner will: 1. Know how stereotyping people can lead to discrimination
Assessment criteria
The learner can: 1.1 Identify examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they can and do lead to discrimination

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to identify at least one example of stereotyping, and describe how these can lead to discrimination for each of the following in society and the workplace: a) people of different race and ethnicity b) people who are male, female, transgender or transsexual c) people who have different sexual orientation (lesbian and gay, heterosexual and bisexual)
Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

Learning outcome
The learner will: 2. Understand the impact of discrimination on individuals and society
Assessment criteria
The learner can: 2.1 Identify examples of discriminatory language and describe the effect of this language on individuals and society 2.2 Identify examples of discriminatory behaviour and describe the effect of this behaviour on individuals and society

Explanation of criteria and examples of evidence
For the first criterion (2.1) the candidate needs to identify at least three examples of discriminatory language which is unacceptable in content for example, language typically used in jest or in common use, which people

of different race, gender, sexuality, ability, age, religious belief or ethnicity may find offensive. The candidate should describe the effect of this language upon individuals and the effect this has on society's thoughts and ideas of other people.

Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

For 2.2 the candidate needs to **identify** at least three example of discriminatory behaviour they may have observed or researched. For each example they should describe the effect this has had on the individual and on society.

Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

Unit 265

Level 2 Responsible work practice

UAN:	M/600/3733
Level:	Level 2
Credit value:	1
GLH:	8
Aim:	This unit addresses the fundamentals of punctuality, reliability, time management and motivation, and their importance in the workplace. It covers the impact of these behaviours on colleagues, teams and the organisation, and it includes strategies for maintaining punctuality and strategies that can be used to manage time and meet deadlines.

Learning outcome
The learner will: 1. Understand the importance of motivation in the workplace
Assessment criteria
The learner can: 1.1 Describe at least three things that motivate people in the workplace 1.2 Explain the impact on a team/organisation of a lack of motivation on the part of individuals

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to describe three things that typically motivate people in the workplace. Motivation is about being inspired to complete the task. This will differ from person to person and their individual needs to motivate themselves. The candidate may use example/s from their own experience or give other examples to support the description. Evidence could be generated through discussion, a reflective account, a statement, a project or other tutor devised methods which may be assessed with the other learning outcomes. For 1.2 the candidate needs to explain how a lack of motivation can affect teams and the team members and the impact to the organisation as a whole in terms of finance, reputation and future prospects.

Learning outcome
The learner will: 2. Understand the importance of punctuality and reliability in the workplace
Assessment criteria
The learner can: 2.1 Describe why punctuality and reliability is important in the workplace 2.2 Describe strategies for maintaining punctuality

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **describe** the importance of punctuality. This could be getting to work on time, being punctual during the working day when attending meetings and completing task/s on time. The candidate must understand the importance of being reliable, for example, dependable, trustworthy and responsible.

For 2.2 the candidate needs to **describe** at least **three** examples of different strategies for maintaining punctuality, for example, when getting to work, attending meetings within the working day and completing work on time. The strategies could be those the candidate already uses or those that others may recommend.

Learning outcome

The learner will:

3. Understand the importance of time management in the workplace

Assessment criteria

The learner can:

3.1 Describe the advantages to self and others of managing own time effectively

3.2 Assess strengths and weaknesses in own time management

3.3 Describe strategies that can be used to manage time to deal with pressure and meet deadlines

3.4 Identify at least three examples of time-wasting behaviour and describe how they can impact on others

Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **describe** at least **three** advantages of managing their own time effectively to others, for example colleagues, managers, customers, organisation as a whole who will benefit.

For 3.2 the candidate needs to **assess** their own strengths and weaknesses in managing time. The assessment should be honest and explanation should be given to accompany each strength and weakness.

For 3.3 the candidate needs to **describe** at least **two** strategies to manage time effectively when dealing with pressure and at least two strategies to manage time when dealing with meeting deadlines. The candidate may give an example of how these strategies might work or work in practice.

For 3.4 the candidate needs to **identify three** examples of time-wasting behaviours they have observed or displayed themselves. For each aspect of time wasting identified the candidate should describe how it could impact on their own reputation, their colleagues, managers, customers, organisation as a whole.

Unit 266

Level 2 Rights and responsibilities in the workplace

UAN:	T/600/3734
Level:	Level 2
Credit value:	2
GLH:	16
Aim:	This unit deals with individual employment rights. It deals with the need for an organisation to have policies in place to comply with employment legislation, and the purpose of and need for a contract of employment. It addresses different types of organisational policies linked to legislation, and what constitutes a breach of contract for employer and employee.

Learning outcome

The learner will:

1. Understand the need for policies to comply with employment legislation

Assessment criteria

The learner can:

- 1.1 Describe the function of at least four different policies that an organisation should have in place
- 1.2 Explain why it is important that these policies are implemented

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **describe** the function of at least **four** different policies that an organisation should have in place, for example a Health and Safety Policy to define employer and employees roles and responsibilities and to ensure safe working practices.

For 1.2 the candidate needs to **explain** why it is important that these policies are implemented for each of the four policies described in 1.1, eg organisations are required by law to ensure the health and safety of employees.

Evidence for 1.1 and 1.2 may be an assessor or candidate statement

Learning outcome

The learner will:

2. Understand the purpose of and need for a contract of employment

Assessment criteria

The learner can:

- 2.1 Explain the purpose of the main sections of a written contract of employment

2.2 Describe ways in which an employer may breach a contract of employment

2.3 Describe ways in which an employee may breach a contract of employment

2.4 Describe possible outcomes of a breach of contract

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **explain** the purpose of the main sections of a written contract of employment. This includes the Principal Statement; and terms and conditions.

For 2.2 the candidate needs to **describe** ways in which an employer may breach a contract of employment, eg the employer breaks one of the terms such as termination without giving proper notice.

For 2.3 the candidate needs to **describe** ways in which an employee may breach a contract of employment eg by not working the agreed hours.

For 2.4 the candidate needs to **describe** at least **two** possible outcomes of a breach of contract.

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

Unit 267

Level 2 Solving problems in the workplace

UAN:	F/600/3736
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit develops problem solving skills by looking at the types of problems found in the workplace, possible causes and the factors that influence solutions. It covers the exploration of potential solutions, and the implementation and evaluation of a chosen solution to a problem.

Learning outcome
The learner will: 1. Understand the types of problems that may occur in a workplace
Assessment criteria
The learner can: 1.1 Describe a range of problems which may be encountered in the workplace and the different reasons for them 1.2 Identify the cause of a problem 1.3 Describe a range of factors which might influence/limit solutions to a problem

Explanation of criteria and examples of evidence
For this criterion (1.1) the candidate needs to describe at least four different problems which may be encountered in the workplace and the different reasons for them, eg insufficient resources, equipment breakdown/failure. Evidence for 1.1 may be a candidate statement. For 1.2 the candidate needs to identify the cause of a given problem, eg faulty equipment. This must be a real work-based problem as the candidate needs to implement a solution in 3.2. For 1.3 the candidate needs to describe at least three of the factors which might influence/limit solutions to the problem identified in 1.2, eg time, resources. Evidence for 1.2 and 1.3 may be a candidate statement.

Learning outcome
The learner will: 2. Understand potential sources of advice and support to inform decision making

Assessment criteria

The learner can:

- 2.1 Discuss a problem with others and consider and assess other points of view to inform decision making
- 2.2 Use information from other sources to explore new and creative ways of problem solving

Explanation of criteria and examples of evidence

For this criterion (2.1) the candidate needs to **discuss** the problem identified in 1.2 with others and consider and assess other points of view to inform decision making, eg others may have encountered same problem before.

Evidence may be a candidate statement.

For 2.2 the candidate needs to **use** information from other sources to explore new and creative ways of problem solving. This can include text based sources.

Evidence may be notes or a candidate statement

Learning outcome

The learner will:

- 3. Understand and apply the process of problem solving

Assessment criteria

The learner can:

- 3.1 Assess potential solutions to a problem and make recommendations in discussion with others
- 3.2 Select and implement an agreed solution to a problem
- 3.3 Assess to what extent the action taken addressed the problem, describing what worked well and what could have been done differently

Explanation of criteria and examples of evidence

For this criterion (3.1) the candidate needs to **assess** potential solutions to a problem and make recommendations in discussion with at least one other person.

Evidence may be an assessor observation or witness statement.

For 3.2 the candidate needs to **select** and implement an agreed solution to a problem. The solution must be agreed with an appropriate person eg a workplace supervisor.

Evidence may be a diary, log of actions or a candidate statement.

For 3.3 the candidate needs to **assess** to what extent the action taken addressed the problem. They must describe what worked well and what could have been done differently.

Evidence may be a candidate statement.

Unit 268

Level 2 Meetings in the workplace

UAN:	J/501/5148
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	This unit can be used to develop the skills and knowledge to participate effectively in meetings, and in preparation and follow up.

Learning outcome

The learner will:

1. Prepare for meetings

Assessment criteria

The learner can:

- 1.1 Describe the types of meetings that relate to his/her work
- 1.2 Check arrangements and agenda items for meetings he/she is attending
- 1.3 Plan his/her own contribution to agenda items

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **describe** at least two types of meeting that relate to their work. These might include team meetings, 1-to-1 meetings with their line manager, away days, union meetings. As well as listing the meeting types, the learner should be able to describe how these relate to their work.

For 1.2 the candidate needs to **check** arrangements (eg location, time) and agenda items for at least two different workplace meetings that they are attending. The candidate needs to confirm that they have received and understood this information, although this may be evidenced through the process of planning their contribution to the meeting for 1.3.

For 1.3 the candidate needs to **plan** how they will contribute to at least two agenda items (either within the same workplace meeting or at separate meetings). The plan should indicate the points the candidate wishes to raise during each agenda item, and might also include outcomes that they wish to see. This might involve producing a written plan, or alternatively this criterion could be evidenced by a 'pre-meeting' where the agenda is discussed prior to the meeting taking place.

Learning outcome

The learner will:

2. Participate in meetings

Assessment criteria

The learner can:

- 2.1 Make clear and relevant contributions at appropriate points in the meeting

2.2 Listen to others' contributions and check understanding if necessary
2.3 Use a communication style appropriate to the purpose of the meeting

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to make at least two **clear** and **relevant** contributions at appropriate points during a meeting. These contributions may relate to the planning process undertaken for 1.3 or alternatively might be a reaction to another contribution during the meeting. The candidate's intervention will normally have been observed, though may be evidenced further by minutes or notes/actions from the meeting.

For 2.2 the candidate needs to demonstrate that they have **listened** to others' contributions, and (if applicable) **checked** understanding.

Examples of having listened to others will in many cases be evident from 2.1, though it not this will need to have been observed during the meeting. If an example of the candidate having checked understanding does not present naturally, the assessor could ask the candidate to describe what they would do if they did not understand what another participant had said.

For 2.3 the candidate needs to **use** a style of communication (eg register, tone) appropriate to the meeting environment and to the purpose of the meeting. What this entails might depend on the purpose and format of the meeting, though it should include following appropriate meeting etiquette (eg turn-taking, following the agenda, deferring to the Chair).

Learning outcome

The learner will:
3. Follow up on meetings

Assessment criteria

The learner can:
3.1 check minutes or records of meetings
3.2 identify decisions that affect his/her own work
3.3 act on decisions and action points appropriately

Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to **check** minutes or records of at least two meetings they have attended. This should include checking for accuracy (eg that points made by the candidate have been recorded correctly) though might also involve identifying matters that could be raised at the following meeting.

Evidence of this is likely to be gathered through a discussion with the candidate, though could also be demonstrated through contributions at a subsequent meeting.

For 3.2 the candidate needs to **identify** decisions at one or more meetings that affect their own work. What this entails is likely to depend

on the type of meeting and workplace, although the candidate should be able to connect business from the meeting to an aspect of their work.

Evidence of this could be generated through discussion, or through notes made by the candidate or contributions during a meeting.

For 3.3 the candidate needs to **act** appropriately on at least two decisions and at least two action points agreed at one or more meetings. The decisions may result in some kind of reactive change to the candidate's work practice, whereas the action points might involve a more specific piece of work that the candidate could (if required) report back on at a subsequent meeting.

This criterion is likely to be evidenced primarily through discussion, and is likely to overlap with evidence presented for 2.1, 2.2, 3.1 and/or 3.2.

Unit 269

Level 2 Business and customer awareness

UAN:	T/502/3536
Level:	Level 2
Credit value:	2
GLH:	12
Aim:	<p>This unit will introduce the learner to some of the key aspects of working life and some of the underpinning attitudes required for work.</p> <p>The unit is introduced in direct response to concerns about the lack of awareness in new recruits (at all levels) of how business works, customer needs and the world of work.</p>

Learning outcome

The learner will:

1. Be able to research local businesses and identify how they differ in purpose and customer base

Assessment criteria

The learner can:

- 1.1 Collect information about 3 different local businesses, including one national business, from a given list of business types
- 1.2 Describe what each business is about, showing:
 - What it does
 - How it is owned
 - The type of people it employs and the skills needed to work there
 - The type of customer it has
- 1.3 Present their findings including their sourced material in a clear and appropriate way

Explanation of criteria and examples of evidence

For this criterion (1.1) the candidate needs to **collect** information about **three** different local businesses, including one national business, from a given list of business types. The information may be collected in the form of leaflets or material published on the internet or by listening to a presentation by the business or talking to people.

Evidence may be the printed material or a candidate statement.

For 1.2 the candidate needs to **describe** what each business is about, showing

- a. what it does
- b. how it is owned
- c. the type of people it employs and the skills needed to work there
- d. the type of customer it has.

For 1.3 the candidate needs to **present** their findings including their

sourced material in a clear and appropriate way. The presentation could be an oral, written or electronic presentation.

Evidence for 1.2 and 1.3 should be their presentation of findings.

Learning outcome

The learner will:

2. Understand the relationship between qualities and business and how this changes depending on the nature of the business

Assessment criteria

The learner can:

2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities

2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **describe** at least three of the types of qualities that employers expect in their staff and give a reason why it is important to have staff with the right qualities.

For 2.2 the candidate needs to **describe** how the different types of business and organisations may require different qualities depending on their purpose and customers.

Evidence for 2.1 and 2.2 may be a candidate statement.

Learning outcome

The learner will:

3. Be able to source information on a local business and identify the qualities they are likely to look for in employees

Assessment criteria

The learner can:

3.1 Determine the nature of an important local business by examining information collected on the business

3.2 Describe the business customer base

3.3 Identify the qualities that the business will look for in its employees

3.4 Present findings in a clear and appropriate way describing the businesses customer base

Explanation of criteria and examples of evidence

For this criterion (3.1) the candidate needs to **determine** the nature of an important local business by examining information collected on the business. This may be one of the businesses identified in 1.1.

For 3.2 the candidate needs to **describe** the business customer base. Depending on the type of business chosen in 3.1 the customers may be individuals or other businesses and a description of either is acceptable.

For 3.3 the candidate needs to **identify** at least five of the qualities that the business will look for in its employees.

For 3.4 the candidate needs to **present** findings in a clear and appropriate way describing the businesses customer base. The presentation could be an oral, written or electronic presentation.

Evidence for 3.1 to 3.4 should be their presentation of findings.

Unit 270

Level 2 Understanding and coping with change

UAN:	Y/502/3559
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	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.

Learning outcome
The learner will: 1. Understand why change can happen in the place of work and some of the positive and negative impacts
Assessment criteria
The learner can: 1.1 Describe the types of change that could occur in a place of work and provide examples of each. The types of changes will include technology, staff and 2 other examples 1.2 Describe a positive and negative change associated with the 4 types of change identified above 1.3 Describe why changes can happen in the place of work

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to describe at least four different types of change that could occur in a place of work and provide examples of each. Two of the types of change will include technology and staff and two others. Evidence may be assessor or candidate statement. For 1.2 the candidate needs to describe a positive and a negative change associated with the 4 types of change identified above in 1.1. Evidence may be assessor or candidate statement. For 1.3 the candidate needs to describe why changes can happen in the place of work, eg internal and external factors. Evidence may be assessor or candidate statement.

Learning outcome
The learner will: 2. Understand the reactions of others to change and how these reactions

can be supported

Assessment criteria

The learner can:

2.1 Describe the types of reactions others may have to change and explain why they may have these reactions

2.2 Describe how they themselves perceive change giving an honest appraisal of any concerns they might have

2.3 Outline the types of support networks that exist to help people cope with change in the place of work and provide examples for at least 2

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **describe** the types of reactions others may have to change and explain why they may have these reactions, eg emotional.

Evidence may be assessor or candidate statement.

For 2.2 the candidate needs to **describe** how they themselves perceive change, giving an honest appraisal of any concerns they might have.

Evidence may be assessor or candidate statement.

For 2.3 the candidate needs to **outline** the types of support networks that exist to help people cope with change in the place of work and provide examples for at least two of these types of networks.

Evidence may be assessor or candidate statement.

Unit 271

Level 2 Managing your time

UAN:	F/502/3555
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	This unit introduces the learner to time management. It covers developing a sense of responsibility and control when it comes to time, how to work autonomously and with appropriate people (e.g. supervisor) to identify priorities, how to identify when support might be needed and who to ask.

Learning outcome

The learner will:

1. Understand how time can be managed and know why time management is important

Assessment criteria

The learner can:

- 1.1 Describe the importance of time management and list 3 potential consequences of poor time management
- 1.2 Describe the techniques that are available to manage time

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **describe** the importance of time management and list three potential consequences of poor time management eg loss of profit, poor customer service, levels of client care, damage to continuous process manufacturing.

For 1.2 the candidate needs to **describe** the techniques that are available to manage time. This may include breaking tasks into smaller parts to work out the timings for each part of the complete task and/or ensuring the process is appropriate, practising areas of work that they find difficult to master eg foils for a hairdresser, silver service in a restaurant, file management, The candidate should give a full description of at least two techniques appropriate to their situation.

Evidence for 1.1 and 1.2 may be a caddie statement.

Learning outcome

The learner will:

2. Be able to plan their own work actively with some autonomy

Assessment criteria

The learner can:

- 2.1 Plan a piece of work or learning that will involve some time management and show how they will manage their time effectively
- 2.2 Review their progress against suitable milestones they have identified
- 2.3 Recognise when support is needed and describe how they can work

with an appropriate person to review their time management

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **plan** a piece of work or learning that will involve some time management eg planning SMART targets related to their work showing how they will manage their time to complete this activity.

Evidence may be a plan.

For 2.2 the candidate needs to **review** how successful they were against the targets they set themselves, and highlight how the actual performance matches up to their plan.

For 2.3 the candidate needs to **recognise** the support they either needed or may need. They then need to be able to reflect on their time management and describe how they can work with an appropriate person.

Evidence for 2.2 and 2.3 may be a candidate statement or report of the activity they undertook.

They should include all of the planning that took place with their manager, a review of how the activity was completed and a reflective account of the support they accessed or feel they should have accessed to make a success of the project. This should be countersigned by their manager and have some feedback from the manager/supervisor.

Unit 272

Level 2 Health, safety and security in the workplace

UAN:	D/502/3580
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	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. It will look at personal security and security of the place of work.

Learning outcome

The learner will:

1. Appreciate the role of health and safety legislation in keeping people safe in a work situation

Assessment criteria

The learner can:

- 1.1 Describe why health and safety legislation is necessary
- 1.2 Describe giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through:
 - Company Policies
 - Personnel
 - Training
 - Awareness raising

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **describe** why health and safety legislation is in place. The learner must have a good knowledge of Health & Safety legislation and may use some of the knowledge gained in a Level 2 Health & Safety Certificate for this unit.

It could be helpful to access a safety officer who would have a wider knowledge of the reasoning for certain legislation. The learner should be allowed time to interview the safety officer at their placement to learn the impact on that organisation of Health & Safety legislation.

For 1.2 the candidate needs to give a **description** for each example above. They may choose to produce this as a chart highlighting each area with the practices employed and the responsibilities for the management

Learning outcome
The learner will: 2. Understand how health and safety legislation impacts a particular place of work
Assessment criteria
The learner can: 2.1 Describe how one important local employer deals with its health and safety responsibilities 2.2 Describe what expectations the local employer has of its workers where health and safety is concerned 2.3 Demonstrate that they can behave appropriately and safely in a place of work

Explanation of criteria and examples of evidence
<p>For the first criterion (2.1) the candidate needs to have access to the work placement manager responsible for Health & Safety enabling them to be able to describe of how the employer is managing the health and safety of their employees, members of the public and service users if appropriate.</p> <p>For 2.2 the candidate needs to describe of what the employer expects of the employee and how they monitor that process. They should look at how this could be audited for Health & Safety management purposes</p> <p>For 2.3 the candidate needs to demonstrate putting their knowledge of safe working practices into action in their work place.</p>

Unit 273

Level 2 Dealing with conflict

UAN:	F/502/3569
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	This unit introduces conflict in the place of work. It covers 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.

Learning outcome
The learner will: 1. Understand how conflicts can arise and how they are commonly resolved
Assessment criteria
The learner can: 1.1 Describe some of the common causes of conflict in the place of work 1.2 Describe 3 different approaches used to prevent conflict arising or escalating

Explanation of criteria and examples of evidence
For the first criterion (1.1) the candidate needs to describe at least three common causes of conflict in the workplace. The conflict may be minor incidents which cause disharmony, irritation, or difference of opinion that may occur with some frequently within the workplace. For 1.2 the candidate needs to describe three approaches (these may be personal, actions for colleagues to take or management responses). Using the common causes of conflict identified in 1.1 the candidate should describe the steps to prevent the conflict happening and how the conflict should be managed to prevent it escalating.

Learning outcome
The learner will: 2. Understand what attitudes and behaviours help when dealing with conflict
Assessment criteria
The learner can: 2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise 2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: <ul style="list-style-type: none">• Emails• Conversation• Giving instructions 2.3 Describe some of the types of language an employee might encounter in the work place

Explanation of criteria and examples of evidence

For the first criterion (2.1) the candidate needs to **demonstrate** how they would be able to prevent or de-escalate conflict. This could be evidenced through the use of role-play, completion of a case study or a reflective account (which details how they dealt with conflict).

For 2.2 the candidate needs to **describe** how language in emails, conversation and 'giving instructions' can start conflict or resolve conflict. Language can include positive and negative, written and oral communication, (content, tone, message and the use of written symbols, such as exclamation marks). The candidate may give an example of each to support the description.

For 2.3 the candidate needs to **describe** a range of positive or negative communication they may experience and the context in which this occurs.

Learning outcome

The learner will:

3. Understand employee rights in the place of work and recognise unacceptable behaviour

Assessment criteria

The learner can:

3.1 Describe what would constitute unacceptable behaviour and unacceptable language

3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected

3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings

Explanation of criteria and examples of evidence

For the first criterion (3.1) the candidate needs to be able to **describe** what they believe is unacceptable behaviour and language in the workplace and clarify the reasons why they believe it is unacceptable. Examples could support the descriptions given.

For 3.2 the candidate needs to **work** with one employee's code of conduct / manual or similar document (this could be a contract of employment which states the type of conduct expected). The tutor will be able to advise on the suitability of a document if guidance is required. If there is no employer's code of conduct available for use, the candidate may be given a document typically given to employees. To create a summary the candidate is not expected to copy the document verbatim rather they should give an overview of it in their own words.

For 3.3 the candidate needs to **collect** appropriate information from a variety of sources such as on the internet from reputable sites such as ACAS and Business Link which are contain up to date information. The candidate should summarise the content of key information found in their own words and state where it is sourced. The information gathered should be appropriate (from reputable sources, related to law in the UK, and based on fact).

Unit 274

Level 2 Presenting personal information effectively

UAN:	D/502/2865
Level:	Level 2
Credit value:	3
GLH:	25
Aim:	This unit introduces conflict in the place of work. It covers 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.

Learning outcome

The learner will:

1. Understand how personal information is presented

Assessment criteria

The learner can:

- 1.1 Assess the importance of different types of personal information for routine and non-routine situations in life
- 1.2 Assess the importance of different types of personal information for routine and non-routine situations in work
- 1.3 Compare ways in which personal information is provided for situations in life and work
- 1.4 Explain why presentation of personal information might need to be constrained

Explanation of criteria and examples of evidence

For the first criterion (1.1) the candidate needs to **assess** the importance of at least four different types of personal information for life: two for routine and two for non-routine situations in life.

For 1.2 the candidate needs to **assess** the importance of at least four different types of personal information for work: two for routine and two for non-routine situations in work.

Evidence may be a candidate statement.

For 1.3 the candidate needs to **compare**, with examples from 1.1 and 1.2, ways in which personal information is provided for situations in life and work.

Evidence may be a candidate statement.

For 1.4 the candidate needs to **explain** why presentation of personal information might need to be constrained. This may include data protection legislation, identity protection, personal safety.

Evidence 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 and clarifying personal information 2.2 Make or receive non-routine telephone calls, providing and clarifying personal information

Explanation of criteria and examples of evidence
For 2.1 the candidate needs to make or receive at least two routine telephone calls, providing and clarifying 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 at least two non-routine telephone calls, providing and clarifying 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 3.2 Produce covering documentation to accompany forms

Explanation of criteria and examples of evidence
For the first criterion (3.1) the candidate needs to complete at least two forms for different purposes. The forms may have a paragraph of explanation or description eg a job application form, an accident report form. Evidence will be at least two completed forms. For 3.2 the candidate needs to produce covering documentation to accompany at least one of the forms, eg a covering letter to accompany a job application form. Evidence may be a covering letter or email.

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) 4.2 Produce covering documentation to accompany a CV

Explanation of criteria and examples of evidence
For the first criterion (4.1) the candidate needs to produce a curriculum vitae (CV).
For 4.2 the candidate needs to produce covering documentation to accompany a CV, eg a letter or email.
Evidence for 4.1 and 4.2 will be a CV and covering documentation.

Learning outcome
The learner will: 5. Be able to communicate personal achievements
Assessment criteria
The learner can: 5.1 Select evidence of personal achievements, based on quality and currency 5.2 Collate evidence of personal achievements for ease of use 5.3 Present evidence of personal achievements effectively

Explanation of criteria and examples of evidence
For the first criterion (5.1) the candidate needs to select evidence of personal achievements, based on quality and currency. The candidate should select evidence, eg certificates, examples of work, witness statements, that is relevant to the application.
For 5.2 the candidate needs to collate the evidence of personal achievements from 5.1 for ease of use, for example, to show someone at an interview for education, training or employment.
For 5.3 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 Assess own written and verbal skills when presenting personal information
- 6.2 Describe ways to improve own written and verbal skills for future presentation of personal information
- 6.3 Explain why presenting personal information effectively will be important throughout own working life

Explanation of criteria and examples of evidence

For the first criterion (6.1) the candidate needs to **assess** own written and verbal skills when presenting personal information as in 5.3. The candidate should suggest what is good and what needs to improve.

For 6.2 the candidate needs to **describe** ways to improve own written and verbal skills for future presentation of personal information.

For 6.3 the candidate needs to **explain** why presenting personal information effectively will be important throughout own working life.

Evidence for 6.1 to 6.3 may be a candidate statement.

Unit 275

Level 2 Employment opportunities and career progression

UAN:	D/602/4531
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	

Learning outcome

The learner will:

1. Know the key features of a vocational sector

Assessment criteria

The learner can:

- 1.1 Describe the size and scope of a vocational sector at local and national level
- 1.2 Outline the roles of key organisations in a vocational sector
- 1.3 List reasons for future developments in a vocational sector

Learning outcome

The learner will:

2. Know the key features of a vocational subsector

Assessment criteria

The learner can:

- 2.1 Identify the main subsectors of a vocational sector
- 2.2 Describe a subsector in terms of its local impact

Learning outcome

The learner will:

3. Be able to establish own employment and career opportunities in a vocational sector

Assessment criteria

The learner can:

- 3.1 Identify the main job roles within a vocational sector
- 3.2 Outline progression routes within a vocational sector
- 3.3 Plan own education and training requirements within a vocational sector
- 3.4 Consult sources of advice and guidance to inform own career planning

Unit 276

Level 2 Employment Rights and responsibilities for new entrants into the engineering and manufacturing industries

UAN:	M/502/8282
Level:	Level 2
Credit value:	5
GLH:	41
Aim:	

Learning outcome
The learner will: 1. Know their employment rights and responsibilities under the law
Assessment criteria
The learner can: 1.1 Describe their rights and responsibilities in terms of: a. Contracts of employment and Apprenticeship Training Agreements b. Disability Discrimination Act c. Working hours and holiday entitlements d. Sickness absence and sick pay e. Data protection f. Health and safety 1.2 Outline the rights, responsibilities and duties of the employer 1.3 Describe the range of sources of information and advice available to them on their employment rights and responsibilities. This will include: a. Access to Work b. Additional Learning Support 1.4 Describe the health and safety legal requirements relevant to their organisation 1.5 Describe the equality and diversity requirements relevant to their organisation 1.6 Outline the implications of health and safety legal requirements for their own job role 1.7 Describe the steps they take to keep themselves and others safe while at work in relation to the environment, materials, tools and the activities involved 1.8 Demonstrate that the way they work complies with the relevant H&S requirements and their organisation's principles and codes of practice

Learning outcome
The learner will: 2. Know the main employment details and procedures
Assessment criteria
The learner can: 2.1 Summarise the main terms and conditions of a contract of employment and Apprenticeship Training Agreements 2.2 Explain the purpose of a job description and the information that it

<p>contains</p> <p>2.3 Describe the type of personal information held by their employer and why these are needed</p> <p>2.4 Describe the steps they need to take to let their employer know of any changes to their personal record</p> <p>2.5 Interpret the information shown on a payslip or other statement of earnings</p> <p>2.6 Describe what to do if they need time off from work</p> <p>2.7 Describe what they need to do if they are ill and cannot come to work</p> <p>2.8 State who they should contact if they have a grievance at work and what they can expect to happen</p> <p>2.9 State the steps that they should follow if they experience or witness discrimination or bullying at work</p> <p>2.10 Describe the procedures and the documentation in their organisation which recognise and protect their relationship with their employer</p> <p>2.11 Identify sources of advice and information on employment issues</p>
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Learning outcome
<p>The learner will:</p> <p>3. Know the types of career pathways and qualifications that are open to them</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Explain the role played by their occupation within their organisation and industry</p> <p>3.2 Describe the occupation that their development programme prepares them to enter</p> <p>3.3 Outline the main career pathways into which their industrial occupation fits</p> <p>3.4 Describe the training and development opportunities provided for them by their organisation and what they need to do to make use of them</p> <p>3.5 Describe the qualifications that support career development</p> <p>3.6 Explain where and how to obtain information and advice on their industry, occupation, training and career</p>

Learning outcome
<p>The learner will:</p> <p>4. Know how the sector or occupation is seen from an external viewpoint by the public</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 Outline different viewpoints around an issue of public concern relevant to the occupation or sector</p> <p>4.2 Explain how issues of public concern have altered public views of the sector or occupation</p>

Learning outcome
The learner will: 5. Know the representative bodies relevant to their industry and organisation, and their main roles and responsibilities
Assessment criteria
The learner can: 5.1 Identify the main employee representative organisations which are relevant to their organisation and outline what they do 5.2 State the professional bodies relevant to their occupation and outline what they do 5.3 Name the main trades and employer organisations in their sector and outline what they do 5.4 State the SSC responsible for their industry and occupation and outline what it does

Unit 277

Level 2 Manage own learning

UAN: Y/602/4544

Level: Level 2

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Be able to organize and manage own learning goals

Assessment criteria

The learner can:

- 1.1 Assess own skills and learning requirements
- 1.2 Describe learning goals to enable learning to be completed on time and to a high standard
- 1.3 Describe risks to learning not being completed on time
- 1.4 Plan work and personal life commitments to ensure needs are met
- 1.5 Maintain relationships with peers to enable success in learning
- 1.6 Complete learning tasks on time and to the required standard

Learning outcome

The learner will:

2. Be able to reflect on own learning

Assessment criteria

The learner can:

- 2.1 Assess learning goals against success criteria
- 2.2 Assess where own learning has been successful and where learning strategies could be improved
- 2.3 Devise positive and constructive actions in response to feedback from others
- 2.4 Revise learning goals to respond to outcomes of reflection
- 2.5 Communicate outcomes of learning experiences to others

Unit 278

Level 2 Participating in teamwork

UAN:	H/602/4546
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	

Learning outcome

The learner will:

1. Understand the need for a team to work to an agreed code of conduct

Assessment criteria

The learner can:

- 1.1 Contribute to discussion with others to agree a team task that contributes to the local context
- 1.2 Contribute to discussion with team members to agree a code of conduct for effective team work
- 1.3 Describe agreed consequences for team members who do not follow the code of conduct

Learning outcome

The learner will:

2. Be able to work positively as a member of a team to complete a task

Assessment criteria

The learner can:

- 2.1 Complete a task, showing adherence to the code of conduct
- 2.2 Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs
- 2.3 Describe areas for improvement in own performance in the task
- 2.4 Communicate to others, areas of improvement in their performance in a constructive manner

Unit 279

Level 2 Preparing for an apprenticeship

UAN:	H/602/4529
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This aim of this unit is to enable learners to prepare for their Level 2 Apprenticeship. It supports the learner's understanding of their induction to the Apprenticeship, helps them plan targets for their learning and consider progression routes.

Learning outcome

The learner will:

1. Know the components of the apprenticeship

Assessment criteria

The learner can:

- 1.1 Discuss the relevance of each of the **components**
- 1.2 Describe how each component will be assessed
- 1.3 Describe the purpose of the **apprenticeship agreement**

Range

Components – include all aspects of the learner's Apprenticeship eg

- qualifications
- functional skills/Essential Skills Wales/ Essential Skills (NI)/Core Skills
- personal learning and thinking skills
- employee rights and responsibilities

Apprenticeship agreement – includes

- the contents of the formal agreement
- an overview of the legislation and regulations
- employee and employer obligations
- time limitations

Learning outcome

The learner will:

2. Be able to set goals for the coming year

Assessment criteria

The learner can:

- 2.1 Describe the importance of meeting **deadlines**
- 2.2 Describe the importance of being organised
- 2.3 Create **targets** for own skills development and completion of the apprenticeship

Range
Deadlines – timescales for completion may be self imposed or imposed by others
Targets – may include short term and long term targets

Learning outcome
The learner will: 3. Understand the progression routes
Assessment criteria
The learner can: 3.1 Discuss the sources of information regarding progression routes 3.2 Compare possible progression routes

Range
Sources of information – may include colleges’ and training providers’ prospectuses and websites, employers, careers advisers (internal and external eg Young People’s Service, Jobcentre Plus)
Progression routes – may include further/higher education, Higher Apprenticeships, employment

Unit 279 **Level 2 Preparing for an apprenticeship**

Supporting information

Evidence requirements

- a portfolio of evidence including written or oral descriptions

Evidence may include

- 1 to 1 tutorial records/reviews
- candidate statements
- action plan showing targets
-

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit should be delivered at the start of the course and may form part of learner induction.

Unit 280

Level 2 Setting and meeting targets at work

UAN:	D/501/6113
Level:	Level 2
Credit value:	2
GLH:	20
Aim:	

Learning outcome
The learner will: 1. Understand how to develop and confirm personal targets
Assessment criteria
The learner can: 1.1 Develop personal targets that are appropriate for a workplace situation 1.2 Identify relevant team or organisational targets which relate to own personal targets 1.3 Confirm own personal targets with an appropriate person 1.4 Present own personal targets in an appropriate format to suit organisational requirements

Learning outcome
The learner will: 2. Review progress against own targets
Assessment criteria
The learner can: 2.1 Identify an appropriate review point 2.2 Review own progress with an appropriate person 2.3 Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved

Unit 281

Level 2 Understanding employment responsibilities and rights

UAN:	D/602/4769
Level:	Level 2
Credit value:	3
GLH:	30
Aim:	

Learning outcome

The learner will:

1. Know the statutory rights and responsibilities of employees and employers within own area of work

Assessment criteria

The learner can:

- 1.1 Outline employee rights and responsibilities under Employment Law
- 1.2 Describe how related legislation can support employees in the workplace
- 1.3 Describe employer responsibilities in the workplace
- 1.4 Identify sources and types of information and advice on own employment rights and responsibilities

Learning outcome

The learner will:

2. Understand agreed ways of working that protect own relationship with employer

Assessment criteria

The learner can:

- 2.1 Explain the terms and conditions of own contract of employment
- 2.2 Describe information shown on own pay statement
- 2.3 Explain the procedures to follow in event of a grievance
- 2.4 Identify the personal information that must be kept up to date with own employer
- 2.5 Explain agreed ways of working with employer

Learning outcome

The learner will:

3. Know how own role fits within the wider context of the sector

Assessment criteria

The learner can:

- 3.1 Describe the effect of own role on service provision
- 3.2 Describe how own role links to the wider sector
- 3.3 Describe the main roles and responsibilities of representative bodies that influence the wider sector
- 3.4 Outline different viewpoints around an issue of public concern relevant to the sector or occupation

3.5 Describe how issues of public concern have altered public views of the sector or occupation

Learning outcome

The learner will:

4. Know career pathways available within own and related sectors

Assessment criteria

The learner can:

4.1 Describe occupational opportunities within own sector and related sectors

4.2 Identify sources of information related to a chosen career pathway

4.3 Identify next steps in own career pathway

Unit 282

Level 2 Using enquiry and investigative techniques to solve problems

UAN:	K/602/4547
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Be able to research questions related to a specific problem
Assessment criteria
The learner can: 1.1 Generate ideas for enquiry which result from a specific identified problem 1.2 Define enquiry questions relating these to the specific problem 1.3 Identify investigative techniques to use that meet the aims of the enquiry 1.4 Create a structured plan for the enquiry 1.5 Conduct the enquiry following the plan

Learning outcome
The learner will: 2. Be able to assess enquiry outcomes on a specific problem
Assessment criteria
The learner can: 2.1 Select the information that is useful and relevant from the data 2.2 Assess the findings referring to the intentions in the enquiry plan 2.3 Explain the factors that influenced decisions in the methodology 2.4 Identify assumptions in methodology used 2.5 Discuss the impact alternative investigation methods could have on the outcomes

Unit 283

Level 2 Working in a team

UAN: R/501/6058

Level: Level 2

Credit value: 3

GLH: 30

Aim:

Learning outcome

The learner will:

1. Understand the advantages and disadvantages of having a team complete a task

Assessment criteria

The learner can:

1.1 Explain the advantages and disadvantages of having a team complete a task

Learning outcome

The learner will:

2. Understand the need for a team to work to an agreed code of conduct

Assessment criteria

The learner can:

2.1 Identify a code of conduct for effective team work

2.2 Explain the likely consequences of team members not following a code of conduct

Learning outcome

The learner will:

3. Be able to recognise the different strengths, skills and experiences different people bring to a team

Assessment criteria

The learner can:

3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team

3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team

Learning outcome

The learner will:

4. Understand how to allocate roles and responsibilities within the team in relation to a given task

Assessment criteria

The learner can:

4.1 Agree with other team members the roles and responsibilities of each member of the team

4.2 Explain how each role contributes to the team's objectives and the completion of the team task

Learning outcome

The learner will:

5. Work positively as a member of a team

Assessment criteria

The learner can:

5.1 Describe ways in which respect was shown for the ideas and suggestions of others

5.2 Identify relevant ideas and suggestions which were given which helped the team to complete their task

5.3 Describe ways in which help, support or advice was given to team members where appropriate

5.4 Explain why it is important to respond positively to advice or constructive criticism

5.5 Complete tasks allocated to the required standard and on time

Learning outcome

The learner will:

6. Reflect on the performance of a team

Assessment criteria

The learner can:

6.1 Discuss how their individual performance contributed to the overall performance of the team

6.2 Outline ways in which the team as a whole performed effectively

6.3 Outline areas in which the team could improve its team work skills



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.

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 GOL/A/e-volve assessments.

City & Guilds
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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres 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: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards 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: intops@cityandguilds.com
Walled Garden 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: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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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