



Ascentis Level 1 Award, Certificate and Diploma in
Work Preparation
Specification

Ofqual Number:

603/3956/1 Award
Ofqual Start Date: 01/02/2019
Ofqual Review Date: 31/07/2022
Ofqual Certification Review Date: 31/07/2023

600/9024/8 Certificate
Ofqual Start Date: 01/08/2014
Ofqual Review Date: 31/07/2022
Ofqual Certification Review Date: 31/07/2023

600/9025/X Diploma
Ofqual Start Date: 01/05/2013
Ofqual Review Date: 31/07/2022
Ofqual Certification Review Date: 31/07/2023

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD, CERTIFICATE & DIPLOMA IN WORK PREPARATION

Introduction

These qualifications are part of a suite of Work Preparation qualifications available through Ascentis which have been designed to help learners develop skills to prepare them for employment in a range of workplaces.

Aims

The aims of the vocational Work Preparation qualifications are to:

1. Meet the needs of learners on 16-19 Study Programmes
2. Meet the needs of learners on Traineeship Programmes
3. Meet the needs of learners who wish to progress to Apprenticeships
4. Prepare learners for the world of work
5. Prepare learners for further, work-related study
6. Ensure learners have an understanding of values and attitudes relevant to employment
7. Help learners develop the general employability skills needed for successful and fulfilling employment
8. Help learners identify specific occupational areas in which they may wish to pursue a career
9. Help learners develop the skills necessary to find and gain employment

Target Group

These qualifications are for learners who:

- are not yet ready for a vocational course (e.g. NVQ)
- need to develop a range of transferable skills to use in the workplace
- want to build the skills and confidence needed to apply for work
- are considering returning to employment after a period out of work
- need to develop skills and knowledge that will help those who have found it hard to get a job

Regulation Codes:

Qualification Number (Ofqual/CCEA):

603/3956/1 Ascentis Level 1 Award in Work Preparation
600/9024/8 Ascentis Level 1 Certificate in Work Preparation
600/9025/X Ascentis Level 1 Diploma in Work Preparation

Rules of Combination

603/3956/1 Ascentis Level 1 Award in Work Preparation				
Learners must achieve 7 credits in total. A minimum of 4 credits must be taken from Group A and a minimum of 1 credit (maximum of 2 credits) from Group B. Remaining credit is awarded for units in Group A, B or C. Although not mandatory, we do recommend your learners take unit Responsible Work Practice Y/504/9370.				
Group A (Employability): A minimum of 4 credits must be taken from Group A.				
Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	1	1	9	Y/504/9370
Customer Care	1	2	16	A/503/4893
Enterprise Skills	1	1	8	A/504/5151
Communicating in the Workplace	1	2	18	A/504/9460
Improving Own Learning and Performance	1	2	16	D/504/9497
Interview Skills	1	1	10	H/505/3065
Recognising Prejudice and Discrimination	1	1	9	J/504/9509
Solving Problems in the Workplace	1	2	18	J/504/9512
Understanding Change in the Workplace	1	2	18	K/504/9518
Applying for a Job	1	1	10	K/505/3049
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
CV Writing	1	1	9	L/600/9944
Building Working Relationships with Colleagues	1	2	20	M/505/3053
Rights and Responsibilities in the Workplace	1	1	8	T/504/5214
Work Experience	1	1	9	T/504/9361
Building a Personal Career Portfolio	1	3	27	T/505/3989
Oral Presentation Skills	1	3	27	T/505/4902
Teamwork Skills	1	2	18	Y/504/9515
Word Processing Software	1	3	20	L/502/4627
Using the Internet	1	3	20	T/502/4296
Exploring Job Opportunities	1	1	8	T/504/5147
Personal Presentation in the Workplace	1	1	9	K/504/9504
Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 2 credits must be taken from Group B.				
Title	Level	Credit Value	GLH	Unit ref
Introduction to Business and Administration	1	1	9	A/504/9894
Introduction to Catering	1	1	9	D/504/9886
Introduction to Retail	1	1	9	F/504/9895
Introduction to Hospitality	1	1	9	K/504/9891
Introduction to Hairdressing and Beauty	1	1	9	L/504/9897
Introduction to Health and Social Care	1	1	9	M/504/9889
Introduction to Land Based Industries	1	1	9	T/504/9893
Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 2 credits in total for the Award.				
Title	Level	Credit Value	GLH	Unit ref
Self-Management Skills	1	2	18	A/504/9586
Work in a Business Environment	1	3	17	A/601/2449
Work with Other People in a Business Environment	1	2	9	A/601/2452
Understand the Range of Service Provision and Roles Within	1	3	26	A/602/6187

Health and Social Care (Adults and Children and Young People), Early Years and Childcare				
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	1	2	18	D/502/9718
Assist with Planting and Establishing Plants	1	3	27	F/502/4088
Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	1	10	F/502/9727
Introduction to the Adult Social Care Sector	1	1	10	F/506/3246
Assist with Maintaining Plants	1	4	36	H/502/4102
Using Email	1	2	15	J/502/4299
Customer Service in the Hospitality Industry	1	3	20	J/502/4898
Health and Safety in a Practical Environment	1	1	9	J/504/9364
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	1	3	27	J/505/8808
Presentation Software	1	3	20	K/502/4621
Food Service	1	3	30	K/502/4957
Basic Food Preparation and Cooking	1	3	30	K/502/5042
Participating in Leisure Activities	1	3	27	L/503/9273
Understanding Child Development	1	3	27	R/504/9612
Understanding the Retail Selling Process	1	2	13	T/502/5805
Understanding Customer Service in the Retail Sector	1	2	17	T/502/5819
Caring for Young Children	1	3	27	T/505/3054
Using Office Equipment in a Business Environment	1	2	9	T/600/4950
Improve Own Performance in a Business Environment	1	1	7	T/601/2448
Practical Skills for Dry Stone Walls	1	6	6	Y/501/4893
Working with Others in Health, Social Care and Children's and Young People's Settings	1	2	16	Y/506/0689
Sound and Audio Production Skills	1	3	27	L/505/0998

600/9024/8 Ascentis Level 1 Certificate In Work Preparation

Learners must achieve 15 credits in total. A minimum of 8 credits must be taken from Group A and a minimum of 1 credit (maximum of 3 credits) from Group B. Remaining credit is awarded for units in Group A, B or C.

Although not mandatory, we do recommend your learners take unit Responsible Work Practice Y/504/9370.

Group A (Employability): A minimum of 8 credits must be taken from Group A.

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	1	1	9	Y/504/9370
Customer Care	1	2	16	A/503/4893
Enterprise Skills	1	1	8	A/504/5151
Communicating in the workplace	1	2	18	A/504/9460
Improving Own Learning and Performance	1	2	16	D/504/9497
Interview Skills	1	1	10	H/505/3065
Recognising Prejudice and Discrimination	1	1	9	J/504/9509
Solving Problems in the Workplace	1	2	18	J/504/9512
Understanding Change in the Workplace	1	2	18	K/504/9518
Applying for a Job	1	1	10	K/505/3049
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
CV Writing	1	1	9	L/600/9944
Building Working Relationships with Colleagues	1	2	20	M/505/3053
Rights and Responsibilities in the Workplace	1	1	8	T/504/5214
Work Experience	1	1	9	T/504/9361
Building a Personal Career Portfolio	1	3	27	T/505/3989
Oral Presentation Skills	1	3	27	T/505/4902
Teamwork Skills	1	2	18	Y/504/9515
Word Processing Software	1	3	20	L/502/4627
Using the Internet	1	3	20	T/502/4296
Exploring Job Opportunities	1	1	8	T/504/5147
Personal Presentation in the Workplace	1	1	9	K/504/9504

Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 3 credits must be taken from Group B

Title	Level	Credit Value	GLH	Unit ref
Introduction to Business and Administration	1	1	9	A/504/9894
Introduction to Catering	1	1	9	D/504/9886
Introduction to Retail	1	1	9	F/504/9895
Introduction to Hospitality	1	1	9	K/504/9891
Introduction to Hairdressing and Beauty	1	1	9	L/504/9897
Introduction to Health and Social Care	1	1	9	M/504/9889
Introduction to Land Based Industries	1	1	9	T/504/9893

Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 15 credits in total for the Certificate.

Title	Level	Credit Value	GLH	Unit ref
Self-Management Skills	1	2	18	A/504/9586
Work in a Business Environment	1	3	17	A/601/2449

Work with Other People in a Business Environment	1	2	9	A/601/2452
Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare	1	3	26	A/602/6187
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	1	2	18	D/502/9718
Assist with Planting and Establishing Plants	1	3	27	F/502/4088
Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	1	10	F/502/9727
Introduction to the Adult Social Care Sector	1	1	10	F/506/3246
Assist with Maintaining Plants	1	4	36	H/502/4102
Using Email	1	2	15	J/502/4299
Customer Service in the Hospitality Industry	1	3	20	J/502/4898
Health and Safety in a Practical Environment	1	1	9	J/504/9364
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	1	3	27	J/505/8808
Presentation Software	1	3	20	K/502/4621
Food Service	1	3	30	K/502/4957
Basic Food Preparation and Cooking	1	3	30	K/502/5042
Participating in Leisure Activities	1	3	27	L/503/9273
Understanding Child Development	1	3	27	R/504/9612
Understanding the Retail Selling Process	1	2	13	T/502/5805
Understanding Customer Service in the Retail Sector	1	2	17	T/502/5819
Caring for Young Children	1	3	27	T/505/3054
Using Office Equipment in a Business Environment	1	2	9	T/600/4950
Improve Own Performance in a Business Environment	1	1	7	T/601/2448
Practical Skills for Dry Stone Walls	1	6	6	Y/501/4893
Working with Others in Health, Social Care and Children's and Young People's Settings	1	2	16	Y/506/0689
Sound and Audio Production Skills	1	3	27	L/505/0998
Introduction to Radio Production and Interviewing	1	3	27	H/504/9839

600/9025/X Ascentis Level 1 Diploma In Work Preparation

Learners must achieve 39 credits in total. A minimum of 20 credits must be taken from Group A and a minimum of 1 credit (maximum of 3 credits) from Group B. Remaining credit is awarded for units in Group A, B or C.

Although not mandatory, we do recommend your learners take unit Responsible Work Practice Y/504/9370.

Group A (Employability): A minimum of 20 credits must be taken from Group A.

Title	Level	Credit Value	GLH	Unit ref
Responsible Work Practice	1	1	9	Y/504/9370
Customer Care	1	2	16	A/503/4893
Enterprise Skills	1	1	8	A/504/5151
Communicating in the workplace	1	2	18	A/504/9460
Improving Own Learning and Performance	1	2	16	D/504/9497
Interview Skills	1	1	10	H/505/3065
Recognising Prejudice and Discrimination	1	1	9	J/504/9509
Solving Problems in the Workplace	1	2	18	J/504/9512
Understanding Change in the Workplace	1	2	18	K/504/9518
Applying for a Job	1	1	10	K/505/3049
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
CV Writing	1	1	9	L/600/9944
Building Working Relationships with Colleagues	1	2	20	M/505/3053
Rights and Responsibilities in the Workplace	1	1	8	T/504/5214
Work Experience	1	1	9	T/504/9361
Building a Personal Career Portfolio	1	3	27	T/505/3989
Oral Presentation Skills	1	3	27	T/505/4902
Teamwork Skills	1	2	18	Y/504/9515
Word Processing Software	1	3	20	L/502/4627
Using the Internet	1	3	20	T/502/4296
Exploring Job Opportunities	1	1	8	T/504/5147
Personal Presentation in the Workplace	1	1	9	K/504/9504

Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 3 credits must be taken from Group B

Title	Level	Credit Value	GLH	Unit ref
Introduction to Business and Administration	1	1	9	A/504/9894
Introduction to Catering	1	1	9	D/504/9886
Introduction to Retail	1	1	9	F/504/9895
Introduction to Hospitality	1	1	9	K/504/9891
Introduction to Hairdressing and Beauty	1	1	9	L/504/9897
Introduction to Health and Social Care	1	1	9	M/504/9889
Introduction to Land Based Industries	1	1	9	T/504/9893

Unit Group C (Sector Units): Learners must take units from Group C for remaining credit required to achieve 39 credits in total for the Diploma.

Title	Level	Credit Value	GLH	Unit ref
Self-Management Skills	1	2	18	A/504/9586
Work in a Business Environment	1	3	17	A/601/2449

Work with Other People in a Business Environment	1	2	9	A/601/2452
Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare	1	3	26	A/602/6187
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	1	2	18	D/502/9718
Assist with Planting and Establishing Plants	1	3	27	F/502/4088
Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	1	10	F/502/9727
Introduction to the Adult Social Care Sector	1	1	10	F/506/3246
Assist with Maintaining Plants	1	4	36	H/502/4102
Using Email	1	2	15	J/502/4299
Customer Service in the Hospitality Industry	1	3	20	J/502/4898
Health and Safety in a Practical Environment	1	1	9	J/504/9364
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	1	3	27	J/505/8808
Presentation Software	1	3	20	K/502/4621
Food Service	1	3	30	K/502/4957
Basic Food Preparation and Cooking	1	3	30	K/502/5042
Participating in Leisure Activities	1	3	27	L/503/9273
Understanding Child Development	1	3	27	R/504/9612
Understanding the Retail Selling Process	1	2	13	T/502/5805
Understanding Customer Service in the Retail Sector	1	2	17	T/502/5819
Caring for Young Children	1	3	27	T/505/3054
Using Office Equipment in a Business Environment	1	2	9	T/600/4950
Improve Own Performance in a Business Environment	1	1	7	T/601/2448
Practical Skills for Dry Stone Walls	1	6	6	Y/501/4893
Working with Others in Health, Social Care and Children's and Young People's Settings	1	2	16	Y/506/0689
Sound and Audio Production Skills	1	3	27	L/505/0998
Introduction to Radio Production and Interviewing	1	3	27	H/504/9839

Guided Learning Hours

The recommended guided learning hours for these qualifications are:

Award: 70 hours
Certificate: 135 hours
Diploma: 351 hours

Total Qualification Time

The total qualification time for these qualifications are:

Award: 70 hours
Certificate: 150 hours
Diploma: 390 hours

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 14+, 16-18, 19+

Opportunities for Progression

Depending on the units selected, these qualifications will enable learners to progress:

- Directly to employment
- Onto Traineeships
- Onto Apprenticeships
- To higher level qualifications in the Work Preparation suite
- To a wide range of other training and qualifications

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis Office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England and Northern Ireland (CCEA). It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Award, Certificate or Diploma, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice
Unit Reference Number: Y/504/9370

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the requirements of the workplace.	1.1. Describe responsibilities of employees in relation to health and safety.
	1.2. Describe an organisation's requirements in relation to conduct and behaviour at work. Identify appropriate sources of help and support in the workplace for employees.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Describe positive attitudes and behaviours for the workplace.
	2.2. Explain why positive attitudes and behaviours are important for employees.
3. Understand the characteristics of appropriate work practice.	3.1. Give reasons why it is important to maintain punctuality in the workplace.
	3.2. Give reasons why it is important to dress appropriately in the workplace.
	3.3. Give reasons why it is important to follow an organisation's requirements.

Assessment Method

N/A

Equivalences

N/A

Group A Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Customer Care

Unit Reference Number: A/503/4893

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of good customer care.	1.1. Describe why good customer care is important.
	1.2. Demonstrate how to give good customer care in own role.
	1.3. Outline how poor customer care can affect customers and organisations.
	1.4. Describe the importance of making a good impression when dealing with customers.
2. Be able to provide good customer care.	2.1. Demonstrate good customer care when dealing with a range of customers.
3. Be able to communicate positively with customers.	3.1. Describe positive verbal and non-verbal ways of communicating with customers.
	3.2. Outline the possible results of poor communication with customers.
	3.3. Communicate with customers positively in different situations.
4. Understand the importance of keeping to organisational policies and practice.	4.1. Listen and respond to customer queries, requests and complaints in accordance with set policies and procedures.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Enterprise Skills
Unit Reference Number: A/504/5151

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the characteristics of successful entrepreneurs and how these are important in business situations.	1.1. Describe what is meant by the term entrepreneur.
	1.2. Identify the skills that are needed to be a successful entrepreneur.
	1.3. Identify attitudes and qualities that are needed to be a successful entrepreneur.
	1.4. Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success.
2. Understand own strengths as an enterprising person and ways to develop own enterprising characteristics.	2.1. Describe how an enterprising person behaves.
	2.2. Identify own strengths in terms of enterprising skills, attitudes and qualities.
	2.3. State how enterprising skills, attitudes and qualities can help achieve work related goals.
	2.4. Agree activities to develop own enterprising skills and attitudes.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communicating in the Workplace
Unit Reference Number: A/504/9460

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about ways of communicating.	1.1. Describe methods of communication in the workplace.
	1.2. Give examples of good and poor communication in the workplace.
	1.3. Describe the importance of effective communication with others in the workplace.
2. Know the methods used to communicate different types of information in the workplace.	2.1. Identify methods of communicating information in the workplace.
	2.2. Describe ways in which different methods would be used in the workplace.
3. Be able to use communication skills.	3.1. Use appropriate verbal and non-verbal communication.
	3.2. Give and receive feedback using appropriate language and body language.
	3.3. Respond appropriately to others, respecting those whose opinions differ from their own.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Improving own learning and performance

Unit Reference Number: D/504/9497

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different ways of learning.	1.1. Outline two different ways of learning. 1.2. Identify two subjects which they enjoy or are good at and give reasons for their selections.
2. Know how to set realistic learning targets.	2.1. Identify areas for improvement and why these have been selected. 2.2. Identify a realistic learning target and timescale to achieve the target.
3. Know how to review own performance in meeting learning targets.	3.1. Review performance against targets. 3.2. Identify future activities required to continue to improve own learning and performance.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Interview Skills

Unit Reference Number: H/505/3065

Credit Value of Unit: 3

GLH of Unit: 10

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare to be interviewed.	1.1. Demonstrate punctuality for the interview. 1.2. Demonstrate care in personal appearance relevant to the interview.
2. Be able to respond to questions in an interview.	2.1. Answer questions asked by the interviewer with appropriate informative responses. 2.2. Demonstrate attention through use of non-verbal communication.
3. Be able to assess own performance in an interview.	3.1. Outline what went well in the interview and what did not.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising Prejudice and Discrimination

Unit Reference Number: J/504/9509

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how stereotyping people can lead to prejudice and discrimination.	1.1. Give examples of stereotypes used in relation to race, gender, ability and sexuality.
	1.2. Give examples of discriminatory language.
	1.3. Outline the effects of stereotyping and discriminatory language on individuals and the workplace.
2. Understand the impact of discriminatory behaviour on individuals and the workplace.	2.1. Give an example of discriminatory behaviour.
	2.2. Outline the effects that discriminatory behaviour has on the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Solving Problems in the Workplace
Unit Reference Number: J/504/9512

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the different types of problems they might encounter in the workplace.	1.1. Identify the different types of problem they could encounter in the workplace relating to: a) People b) Tasks c) Resources.
2. Understand how problems can be solved.	2.1. Identify appropriate ways to come up with solutions to a straightforward problem.
	2.2. Use appropriate methods to create solutions to a straightforward problem.
	2.3. Decide what solution represents the best option, giving one reason why this is the case.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Change in the Workplace
Unit Reference Number: K/504/9518

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that organisations need to respond to change and new directions.	1.1. Describe a change that can happen in the workplace.
	1.2. Describe the possible reasons for the change.
	1.3. Outline ways in which people can respond to change in the workplace.
2. Understand the impacts of change in the workplace.	2.1. Outline how change can impact on the workplace.
	2.2. Outline the importance of training and development in times of change.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Applying for a Job
Unit Reference Number: K/505/3049

Credit Value of Unit: 3

GLH of Unit: 10

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different methods of applying for jobs.	1.1. Outline different methods of applying for a job. 1.2. Explain why different methods of applying for a job are used.
2. Be able to complete a job application.	2.1. Present relevant information collected for a job application. 2.2. Complete a job application form accurately. 2.3. Complete a CV for a job application in a given format. 2.4. Present an appropriate covering letter for a job application.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and Respecting Diversity in the Workplace
Unit Reference Number: L/503/4896

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace.	1.1. Identify two positive ways in which individual difference and diversity in the workforce could be recognised and respected. 1.2. Identify the impact these differences between individuals could have on working together.
2. Understand key responsibilities in relation to promoting equality in the workplace.	2.1. Outline own responsibilities and those of an employer in relation to equality. 2.2. Outline at least two key principles of inclusion to promote equality in the workplace.
3. Understand the importance of challenging discrimination at work.	3.1. Give an example of a scenario illustrating discrimination at work and an approach to challenging it.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: CV Writing

Unit Reference Number: L/600/9944

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of a CV.	1.1. Define the letters CV.
	1.2. Outline content and purpose of a CV.
	1.3. List all personal qualities, skills, qualifications, work experience, interests.
	1.4. Sort list of personal attributes under appropriate headings used in CVs, for example, personal details, qualifications, work experience, interests, relevant skills.
2. Know how to complete a CV in an appropriate format.	2.1. Identify a suitable format for a personal CV.
	2.2. Complete a CV by writing in all personal details attributes and skills under correct headings.
	2.3. Check for accuracy.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Building Working Relationships with Colleagues

Unit Reference Number: M/505/3053

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why it is important to get on well with colleagues.	1.1. Identify different types of colleagues an employee needs to interact with at work. 1.2. Outline why an employee needs to get on well with each type of colleague.
2. Be able to work with employers and/or managers.	2.1. Complete a task as instructed by employers and/or managers. 2.2. Use appropriate language and tone when communicating with employers and/or managers.
3. Be able to work with peers in the workplace.	3.1. Use appropriate language and tone when communicating with peers. 3.2. Contribute ideas and opinions in a way that peers find acceptable. 3.3. Carry out own role or task in line with the agreed or designated expectations of their peers. 3.4. Seek and accept help, guidance and feedback from peers when appropriate.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: T/504/5214

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that employees have rights in the workplace.	1.1. Describe the main rights all employees have at work.
	1.2. Explain the rights of an employee working in a particular job/employment sector.
	1.3. Give examples of laws that help to protect employees at work.
	1.4. Identify who could help with problems at work to do with employee rights.
	1.5. State what steps should be taken by an employee if they had a grievance issue at work.
2. Understand that employees have responsibilities in the workplace.	2.1. Describe the main responsibilities an employee has at work.
	2.2. State how an employee gets information about their responsibilities in the workplace.
	2.3. State what steps should be taken by an employee if they were faced with disciplinary procedures at work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work Experience
Unit Reference Number: T/504/9361

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for their work experience placement.	1.1. Describe the role of the organisation and the job role they will be undertaking. 1.2. Identify their expectations of the work experience placement.
2. Be able to work appropriately in their role.	2.1. Work appropriately with colleagues in the team. 2.2. Take account of organisational procedures when working.
3. Be able to review their work experience placement.	3.1. Review their role and contribution during their work experience placement. 3.2. Identify what has been learned during the work experience placement. 3.3. Identify actions to build on learning for the future.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Building a Personal Career Portfolio
Unit Reference Number: T/505/3989

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know own skills, abilities, experience, knowledge and personal qualities.	1.1. Identify own: <ul style="list-style-type: none"> a) Skills b) Abilities c) Experience d) Knowledge e) Personal qualities
2. Know how different types of information can be used to evidence own skills, abilities, experience, knowledge and personal qualities.	2.1. Identify different types of information which can be included in a portfolio.
	2.2. Identify evidence to support own: <ul style="list-style-type: none"> a) Skills b) Abilities c) Experience d) Knowledge e) Personal qualities
3. Be able to build a portfolio of personal achievements and qualities.	3.1. Assemble a range of evidence into a portfolio structure so that key elements can be identified
4. Be able to produce a Curriculum Vitae (CV).	4.1. Identify the core elements of a CV.
	4.2. Produce a personal CV.
5. Be able to identify personal goals.	5.1. Identify personal goals.
	5.2. State possible ways of achieving personal goals.
6. Understand the value of a portfolio in personal, educational and career development.	6.1. Give examples of how a portfolio can be used for : <ul style="list-style-type: none"> a) Personal development b) Educational development c) Career development.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Oral Presentation Skills
Unit Reference Number: T/505/4902

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand strategies and techniques for oral presentations.	1.1. Give examples of strategies or techniques which can be used to support an effective oral presentation, including: (a) speaking skills (b) presentation styles (c) supporting aids (d) body language. 1.2. Give reasons why it is important to consider using these strategies and techniques when asked to carry out an oral presentation.
2. Plan an oral presentation taking into account purpose and audience.	2.1. Identify the content for a proposed oral presentation on a familiar subject. 2.2. Outline the structure of the presentation taking into account: a. who the presentation is for b. the purpose of the presentation c. timings d. appropriate strategies and techniques e. availability of audio visual aids.
3. Know how to give an oral presentation taking into account purpose and audience.	3.1. Use appropriate oral presentation skills to give a short oral presentation to a group on a familiar subject.

Assessment Method

N/A

Equivalences

H/600/9920

UNIT SPECIFICATIONS

Unit Title: Teamwork Skills
Unit Reference Number: Y/504/9515

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how roles and responsibilities can be allocated within a team.	1.1. Identify the roles and responsibilities of members of the team.
	1.2. Describe how own role contributes to the team.
	1.3. Discuss and agree roles and responsibilities with other members of the team.
2. Understand how to contribute to a team discussion.	2.1. Contribute thoughts and ideas at an appropriate time.
	2.2. Use appropriate phrases during the discussion.
3. Understand how to participate in a team activity.	3.1. Describe the aims and objectives for the activity.
	3.2. Describe the personal skills brought to the team activity.
	3.3. Identify the skills that other members of the team brought to the activity.
4. Be able to review own contribution to the team.	4.1. Assess own contribution to the team discussion and activity.
	4.2. Review the effectiveness of own contribution to the team.

Assessment Method

N/A

Equivalences

T/500/4808

UNIT SPECIFICATIONS

Unit Title: Word Processing Software
Unit Reference Number: L/502/4627

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Enter, edit and combine text and other information accurately within word processing documents.	1.1. Identify what types of information are needed in documents.
	1.2. Identify what templates are available and when to use them.
	1.3. Use keyboard or other input method to enter or insert text and other information.
	1.4. Combine information of different types or from different sources into a document.
	1.5. Enter information into existing tables, forms and templates.
	1.6. Use editing tools to amend document content.
	1.7. Store and retrieve document files effectively, in line with local guidelines and conventions where available.
2. Structure information within word processing documents.	2.1. Create and modify tables to organise tabular or numeric information.
	2.2. Select and apply heading styles to text.
3. Use word processing software tools to format and present documents.	3.1. Identify what formatting to use to enhance presentation of the documents.
	3.2. Select and use appropriate techniques to format characters and paragraphs.
	3.3. Select and use appropriate page layout to present and print documents.
	3.4. Check documents meet needs, using IT tools and making corrections.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Using the Internet
Unit Reference Number: T/502/4296

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Connect to the Internet.	1.1. Identify different types of connection methods that can be used to access the Internet. 1.2. Access the Internet or Intranet.
2. Use browser software to navigate web pages.	2.1. Use browser tools to navigate web pages. 2.2. Identify when to change browser settings to aid navigation. 2.3. Adjust browser settings to meet needs. 2.4. Use browser help facilities.
3. Use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate information. 3.2. Outline how information meets requirements. 3.3. Use references to make it easier to find information another time. 3.4. Download and save different types of information from the Internet.
4. Use browser software to communication information online.	4.1. Select and use tools and techniques to communicate information online. 4.2. Use browser tools to share information sources with others. 4.3. Submit information online using forms or interactive sites. 4.4. Identify opportunities to post or publish material to websites.
5. Follow and understand the need for safety and security practices when working online.	5.1. Identify the threats to user safety when working online. 5.2. Outline how to minimise Internet Security risks. 5.3. Work responsibly and take appropriate safety precautions when working online. 5.4. Keep personal information secure. 5.5. Follow relevant laws, guidelines and procedures for the use of the Internet.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Exploring Job Opportunities
Unit Reference Number: T/504/5147

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify suitable job opportunities.	1.1. State who to see and where to go for help with job choices.
	1.2. Review their interests, experiences, skills and qualities.
	1.3. Get information about job opportunities that may be suitable.
	1.4. Agree realistic job options.
2. Be able to identify steps for working towards getting a job.	2.1. Identify and agree next steps that would maximise their chance of being successful if they wanted to apply for a particular job option.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Personal Presentation in the Workplace
Unit Reference Number: K/504/9504

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know conventions for personal presentation in the workplace.	1.1. Describe dress and appearance conventions and their appropriateness in one work setting. 1.2 Describe types of clothing suitable for different types of work.
2. Be able to demonstrate appropriate personal presentation for the workplace.	2.1. Consistently present and conduct themselves in a way that is suitable for a place of work. 2.2. Describe why it is important to demonstrate appropriate personal presentation in the workplace.

Assessment Method

N/A

Equivalences

N/A

Group B Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Introduction to Business and Administration

Unit Reference Number: A/504/9894

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the business and administration sector	1.1. Describe types of organisation operating in the business and administration sector.
	1.2. Describe key job roles in the business and administration sector.
	1.3. Describe the working patterns in the business and administration sector.
2. Know about different types of career opportunities available in the business and administration sector	2.1. Describe different types of career opportunities in the business and administration sector.
	2.2. Identify different types of organisation that offer career opportunities in the business and administration sector.
	2.3. Identify current skills and how they relate to skills needed to work in the business and administration sector.
3. Be able to develop and demonstrate an appropriate skill in the business and administration sector	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Catering
Unit Reference Number: D/504/9886

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the catering sector.	1.1. Describe types of organisation operating in the catering sector.
	1.2. Describe key job roles in the catering sector.
	1.3. Describe the working patterns in the catering sector.
2. Know about different types of career opportunities available in the catering sector.	2.1. Describe different types of career opportunities in the catering sector.
	2.2. Identify different types of organisation that offer career opportunities in the catering sector.
	2.3. Identify current skills and how they relate to skills needed to work in the catering sector.
3. Be able to develop and demonstrate an appropriate skill in the catering sector.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Retail
Unit Reference Number: F/504/9895

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the retail sector.	1.1. Describe types of organisation operating in the retail sector.
	1.2. Describe key job roles in the retail sector.
	1.3. Describe the working patterns in the retail sector.
2. Know about different types of career opportunities available in the retail sector.	2.1. Describe different types of career opportunities in the retail sector.
	2.2. Identify different types of organisation that offer career opportunities in the retail sector.
	2.3. Identify current skills and how they relate to skills needed to work in the retail sector.
3. Be able to develop and demonstrate an appropriate skill in the retail sector.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Hospitality
Unit Reference Number: K/504/9891

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the hospitality sector.	1.1. Describe types of organisation operating in the hospitality sector.
	1.2. Describe key job roles in the hospitality sector.
	1.3. Describe the working patterns in the hospitality sector.
2. Know about different types of career opportunities available in the hospitality sector.	2.1. Describe different types of career opportunities in the hospitality sector.
	2.2. Identify different types of organisation that offer career opportunities in the hospitality sector.
	2.3. Identify current skills and how they relate to skills needed to work in the hospitality sector.
3. Be able to develop and demonstrate an appropriate skill in the hospitality sector.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Hairdressing and Beauty
Unit Reference Number: L/504/9897

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the hairdressing and beauty sector.	1.1. Describe types of organisation operating in the hairdressing and beauty sector.
	1.2. Describe key job roles in the hairdressing and beauty sector.
	1.3. Describe the working patterns in the hairdressing and beauty sector.
2. Know about different types of career opportunities available in the hairdressing and beauty sector.	2.1. Describe different types of career opportunities in the hairdressing and beauty sector.
	2.2. Identify different types of organisation that offer career opportunities in the hairdressing and beauty sector.
	2.3. Identify current skills and how they relate to skills needed to work in the hairdressing and beauty sector.
3. Be able to develop and demonstrate an appropriate skill in the hairdressing and beauty sector.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Health and Social Care

Unit Reference Number: M/504/9889

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the health and social care sector.	1.1. Describe types of organisation operating in health and social care.
	1.2. Describe key job roles in health and social care.
	1.3. Describe the working patterns in health and social care.
2. Know about different types of career opportunities available in health and social care.	2.1. Describe different types of career opportunities in health and social care.
	2.2. Identify different types of organisation that offer career opportunities in health and social care.
	2.3. Identify current skills and how they relate to skills needed to work in health and social care.
3. Be able to develop and demonstrate an appropriate skill in health and social care.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Land-Based Industries
Unit Reference Number: T/504/9893

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of land-based industries.	1.1. Describe types of organisation operating in land-based industries.
	1.2. Describe key job roles in land-based industries.
	1.3. Describe the working patterns in land-based industries.
2. Know about different types of career opportunities available in land-based industries.	2.1. Describe different types of career opportunities in land-based industries.
	2.2. Identify different types of organisation that offer career opportunities in land-based industries.
	2.3. Identify current skills and how they relate to skills needed to work in land-based industries.
3. Be able to develop and demonstrate an appropriate skill in land-based industries.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill.
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

Group C Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Self-Management Skills
Unit Reference Number: A/504/9586

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand self-management for work.	1.1. Outline reasons for self-management in the workplace.
	1.2. Identify areas which need time management in the workplace.
	1.3. Explain reasons for taking breaks during the working day.
2. Be able to demonstrate time management skills for work.	2.1. Carry out tasks and activities in an appropriate prioritised order.
	2.2. Carry out tasks and activities to achieve agreed objectives for a working day.
	2.3. Take breaks at appropriate times and for an appropriate period during the working day.
3. Be able to assess own time management skills.	3.1. Outline aspects of time management which went well when carrying out the tasks and activities for the working day.
	3.2. Outline aspects of time management tools, which were less successful.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work in a Business Environment
Unit Reference Number: A/601/2449

Credit Value of Unit: 3

GLH of Unit: 17

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to treat other people at work.	1.1. Outline what is meant by diversity and why it should be valued. 1.2. Explain how to treat other people in a way that respects their abilities, background, values, customs and beliefs. 1.3. Outline ways in which it possible to learn from others at work.
2. Understand how to maintain security and confidentiality at work.	2.1. Outline the purpose of maintaining security and confidentiality at work. 2.2. Outline requirements for security and confidentiality in an organisation. 2.3. Outline legal requirements for security and confidentiality, as required.
3. Understand procedures for keeping waste to a minimum in a business environment.	3.1. Outline the purpose of keeping waste to a minimum. 3.2. Describe the main types of waste that may occur in a business environment. 3.3. Describe ways of keeping waste to a minimum.
4. Understand procedures for disposal of hazardous materials.	4.1. Outline the purpose and benefits of procedures for the recycling and disposal of hazardous materials. 4.2. Outline organisational procedures for the recycling and disposal of hazardous materials.
5. Be able to respect and support other people at work in an organisation.	5.1. Complete work tasks alongside other people in a way that shows respect for a) backgrounds b) abilities c) values, customs and beliefs. 5.2. Use feedback from other people to improve own way of working. 5.3. Follow organisational procedures and legal requirements in relation to discrimination legislation, as required.
6. Be able to maintain security and confidentiality.	6.1. Keep property secure, following organisational procedures and legal requirements, as required. 6.2. Keep information secure and confidential, following organisational procedures and legal requirements.
7. Be able to keep waste to a minimum and follow procedures for disposal and recycling.	7.1. Complete work tasks, keeping waste to a minimum 7.2. Follow procedures for recycling and disposal of hazardous items, as required

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work With Other People in a Business Environment
Unit Reference Number: A/601/2452

Credit Value of Unit: 2

GLH of Unit: 9

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to work with others.	1.1. State advantages of working with others to achieve goals and objectives.
	1.2. Describe how own job role fits into the organisation's structure.
	1.3. Describe the role of being a member of a team.
	1.4. Describe the organisational systems and procedures relevant to own role working with others.
	1.5. Outline who to consult if unsure about policies, objectives, systems and values.
	1.6. Describe situations in which team members might need support and how to provide this.
	1.7. Describe the purpose and benefits of respecting others.
	1.8. Give examples of behaviour that promotes a good image of the organisation.
	1.9. Describe the purpose of quality measures.
2. Know when to communicate when working with others.	2.1. Give examples of situations where communicating with others is needed.
	2.2. List different methods of communication.
3. Know how to deal with problems when working with others.	3.1. Describe problems that may occur in own work, and how to deal with them.
4. Understand what is meant by feedback.	4.1. Explain what is meant by feedback.
5. Be able to work with others.	5.1. Work in a way that supports the team's objectives.
	5.2. Follow systems and procedures that are relevant to the job role.
	5.3. Communicate with other people in a team, as required.
	5.4. Make sure own work goals and objectives are understood and make good use of own abilities.
	5.5. Ask for clarification and support, as required.
	5.6. Show respect for individuals in a team.
	5.7. Provide support to other team members as appropriate to the job role.
	5.8. Behave in a way that promotes a good image of the company.
	5.9. Work with colleagues to make sure own work meets agreed quality standards and is on time.
6. Be able to deal with problems.	6.1. Identify problems affecting own work.
	6.2. Refer problems, as required.
7. Be able to receive and use feedback.	7.1. Receive constructive feedback on own work.
	7.2. Use feedback to agree improvements in own work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understand the Range of Service Provision and Roles within Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Unit Reference Number: A/602/6187

Credit Value of Unit: 3

GLH of Unit: 26

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.	1.1. Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area.
	1.2. Outline the purpose of provision offered by different types of service.
	1.3. Give examples of who would access different types of service provision.
	1.4. Outline the difference between statutory, and independent service provision.
	1.5. Outline how informal care contributes to service provision.
2. Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare.	2.1. Identify the range of job roles within different types of service.
	2.2. Identify the knowledge and skills required to work in a job role in the sector.
	2.3. Outline a range of progression routes for a worker within the sector.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings

Unit Reference Number: D/502/9718

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by person-centred support in health, social care and children's and young people's settings.	1.1. Define person-centred support.
	1.2. Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes.
	1.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.
2. Know the importance to individuals of person-centred support in health, social care and children's and young people's settings.	2.1. Outline the benefits to an individual of person-centred support.
	2.2. Give examples of how individuals can be in control of their care needs.
	2.3. Outline how assessing risk can assist person-centred support.

Assessment Method

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Assist with Planting and Establishing Plants

Unit Reference Number: F/502/4088

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with carrying out planting.	1.1. Select the necessary tools, materials and personal protective equipment for the job.
	1.2. Carry out any necessary preparation of the planting medium according to instructions.
	1.3. Transport plants as instructed.
	1.4. Keep the plants in a suitable condition before planting.
	1.5. Carry out planting as instructed.
	1.6. Position the plants at the correct spacing, depth and orientation according to instructions.
	1.7. Report any problems that occur as soon as possible.
	1.8. Maintain and store tools and equipment appropriately.
2. Be able to assist with any additional activities required to establish plants.	2.1. Prepare the necessary tools; materials and personal protective for the job.
	2.2. Provide support, shelter or mulching as necessary and carry out plant labelling as instructed.
	2.3. Provide the plants with necessary moisture.
	2.4. Maintain and store tools; personal protective equipment and materials correctly.
	2.5. Report any problems that occur to the appropriate person as soon as possible.
3. Be able to work safely.	3.1. Use tools, materials and any personal protective equipment safely and correctly
	3.2. Maintain the health and safety of self and others at all times

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Awareness of the Role and Responsibilities of the Adult Social Care Worker

Unit Reference Number: F/502/9727

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the responsibilities of the adult social care worker.	1.1. Identify main responsibilities of an adult social care worker.
	1.2. Outline the responsibilities and limits of the relationship between care workers and the individual.
	1.3. Identify others that adult social care workers may work in partnership with.
	1.4. Outline the need to report any suspicions about abuse or neglect.
2. Know about the role of the adult social care worker.	2.1. Identify daily tasks in a range of adult social care roles.
	2.2. Outline how duty of care might apply to the adult social care worker's daily role.
	2.3. Give examples of how to provide person-centred support when supporting individuals in day-to-day activities.

Assessment Method

Adult social care: providing care and/or support for individuals to achieve the quality of life they choose.

An individual is someone requiring care or support. Others may include:

- Family
- Friends
- Informal carers
- Advocates
- Health professionals such as doctors, dentists, nurses and physiotherapists
- Social workers, housing officers, care assistants
- Organisations providing home services such as cleaning, laundry or meals on wheels
- Community groups and other organisations that the individual has links with.

Duty of Care is a legal obligation to:

- Always act in the best interests of individuals and others
- Not act or fail to act in a way that could cause harm
- Act within your competence and do not take on something you do not believe you can safely do
- Person-centred support ensures that the needs, wishes and preferences of the individuals inform their daily care.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to the Adult Social Care Sector

Unit Reference Number: F/506/3246

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about types of social care support available to adults.	1.1. Define adult social care.
	1.2. Outline the different types of adult social care support and their purpose.
	1.3. Give examples of who would access different types of adult social care support.
	1.4. Outline how informal care contributes to adult social care.
2. Know the range of jobs available in adult social care.	2.1. Identify a range of jobs available in adult social care.
	2.2. Outline settings where adult social care support is provided.
	2.3. Outline a range of ways to develop a role or career in adult social care.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Assist with Maintaining Plants
Unit Reference Number: H/502/4102

Credit Value of Unit: 4

GLH of Unit: 36

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with maintaining the health of plants.	1.1. Prepare the necessary tools equipment and personal protective equipment for the job.
	1.2. Use correct methods to maintain the health of plants as instructed.
	1.3. Check the condition of plants and report any problems as instructed.
	1.4. Clean tools and equipment after use.
	1.5. Store tools, materials and personal protective equipment properly.
2. Be able to assist with controlling unwanted plants.	2.1. Collect the necessary tools, equipment and personal protective equipment ready for the job.
	2.2. Use the correct methods to control unwanted plants as instructed.
	2.3. Report any problems to the correct person as soon as possible.
	2.4. Clean and store tools and equipment properly after use.
3. Be able to work safely.	3.1. Use the tools, materials and personal protective equipment safely and correctly.
	3.2. Maintain the health and safety of self and others at all times.
	3.3. Maintain hygiene according to instructions.
	3.4. Leave the work area in a safe and suitable condition.
	3.5. Dispose of waste safely and correctly according to instructions.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Using Email

Unit Reference Number: J/502/4299

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Use e-mail software tools and techniques to compose and send messages.	1.1. Use software tools to compose and format e-mail messages.
	1.2. Attach files to e-mail messages.
	1.3. Send e-mail messages.
	1.4. Identify how to stay safe and respect others when using e-mail.
	1.5. Use an address book to store and retrieve contact information.
2. Manage incoming e-mail effectively.	2.1. Follow guidelines and procedures for using e-mail.
	2.2. Identify when and how to respond to e-mail messages.
	2.3. Read and respond to e-mail messages appropriately.
	2.4. Identify what messages to delete and when to do so.
	2.5. Organise and store e-mail messages.
	2.6. Respond appropriately to common e-mail problems.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Customer Service in the Hospitality Industry

Unit Reference Number: J/502/4898

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the benefits of good customer service.	1.1. Outline what good customer service is. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customer groups within the industry.
2. Be able to communicate with customers in the hospitality environment.	2.1. Identify the benefits of good communication. 2.2. State how to deal with routine customer needs. 2.3. Communicate positively in a hospitality environment (to include verbal and non-verbal communication).
3. Know the importance of good personal presentation.	3.1. Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2. Identify different dress codes for roles in a hospitality environment.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: J/504/9364

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the Health and Safety requirements relevant to their work environment.	1.1. Identify the health and safety requirements relevant to their work environment.
	1.2. Identify potential hazards in their work environment.
	1.3. State the procedure to be followed in the event of an accident or emergency in their work environment.
	1.4. Locate emergency equipment in the work environment.
2. Be able to recognise risks in their work environment.	2.1. Explain what a risk is.
	2.2. Identify the risks in their work environment.
	2.3. Identify ways of minimising risk in their work environment.
	2.4. Follow health and safety procedures relevant to their work environment.

Assessment Method

N/A

Equivalences

Y/500/5420 - Y/600/3239

UNIT SPECIFICATIONS

Unit Title: Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker
Unit Reference Number: J/505/8808

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the values that underpin the role of the care worker and the organisation in which s/he works.	1.1. Identify a range of values, which are important for both the individual and own organisation. 1.2. Give an example of promoting one of these values. 1.3. Give examples of equality, diversity and human rights issues in own organisation.
2. Understand the responsibilities and boundaries of the care worker role.	2.1 List responsibilities of the care worker role. 2.2 List the boundaries of the care worker in relation to the individual. 2.3 Give examples of concerns related to staff and individual behaviour that can take place and state procedure for reporting these. 2.4 Identify examples of abuse and state procedures for reporting this.
3. Understand the importance of effective communication in the care worker role.	3.1. List different methods of communication. 3.2. Identify the skills that contribute to effective communication. 3.3. State why it is important to communicate with individuals appropriately.
4. Understand the need for confidentiality and ways of maintaining confidentiality in the care worker role.	4.1. State why it is important to maintain confidentiality in the role of a care worker. 4.2. Identify ways in which confidentiality is maintained. 4.3. State the importance of checking people's identity before: a) Disclosing information relating to individuals. b) Allowing visitors on premises.
5. Know basic organisational policies and procedures and how they should be applied.	5.1. State how to access up to date copies of all relevant organisational policies and procedures. 5.2. State why it is important for care workers to follow organisational policies and procedures. 5.3. Give examples of basic organisational policies and procedures. 5.4. State correct actions to take in relation to at least two organisational policies and procedures.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
6. Understand the role of the care worker and the importance of the support and supervisory process.	6.1. State how the role of the care worker fits within the organisational structure and its aims and values.
	6.2. Identify the organisational systems in place to support the care worker in her/his role.
	6.3. Identify the purpose of staff supervision.
	6.4. State why it is important to support families, carers and significant others in the lives of individuals.

Assessment Method

N/A

Equivalences

J/505/3270

L/500/5513

UNIT SPECIFICATIONS

Unit Title: Presentation Software
Unit Reference Number: K/502/4621

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Enter information to presentation slides so that it is ready for editing and formatting. 1.4. Identify any constraints which may affect the presentation. 1.5. Combine information of different forms or from different sources for presentations. 1.6. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slides.	2.1. Identify what slide structure to use. 2.2. Select and use an appropriate template to structure slides. 2.3. Select and use appropriate techniques to edit slides. 2.4. Select and use appropriate techniques to format slides.
3. Prepare slides for presentation to meet needs.	3.1. Identify how to present slides to meet needs and communication effectively. 3.2. Prepare slides for presentation. 3.3. Check presentation meets needs, using IT tools and making corrections as necessary.

Assessment Method

See IT User Assessment Strategy available from www.e-skills.com

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Food Service

Unit Reference Number: K/502/4957

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of food service.	1.1. Describe different types of food service.
2. Be able to serve food.	2.1. State health and safety and hygiene requirements when serving food.
	2.2. Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.
3. Be able to work in a food service area.	3.1. Set up, maintain and close down the service area according to instructions.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Basic Food Preparation and Cooking
Unit Reference Number: K/502/5042

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the principal methods of cooking.	1.1. State the principal methods of cooking. 1.2. State typical cooking methods for different commodities.
2. Be able to prepare, cook and present simple dishes.	2.1. Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods. 2.2. Clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3. State safe working practices for different cooking methods. 2.4. Review own performance and make suggestions for future improvements.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Participating in Leisure Activities

Unit Reference Number: L/503/9273

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Demonstrate an understanding of various local leisure activities and how to access them.	1.1. Identify and outline at least three locally based leisure activities.
	1.2. Collect information on how to gain access to three local leisure activities.
	1.3. Identify any specific requirements for equipment and/or clothing.
2. Participate in a range of local leisure activities.	2.1. Identify any costs involved in participating in three local leisure activities.
	2.2. Identify their personal budget for three selected local leisure activities.
	2.3. State which activity they liked best with one reason why.
3. Recognise key benefits of participating in leisure activities.	3.1. Identify and outline at least two benefits for three local leisure activities.
4. Show an awareness of Health and Safety issues related to selected leisure activities.	4.1. Identify key personal health and safety issues relating to three local leisure activities selected in.
	4.2. Outline general health and safety issues related to three local leisure activities selected in.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Child Development
Unit Reference Number: R/504/9612

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how children grow and develop.	1.1. Give an example of a change to a child's physical appearance and physical abilities that takes place during its growth and development.
	1.2. Give an example of a change to a child's mental abilities that takes place during its growth and development.
	1.3. State when these changes are likely to occur.
2. Understand some of the factors that affect children's growth and development.	2.1. Describe how diet, exercise and environment can affect children's growth and development.
	2.2. Give an example of an experience that may affect a child's emotional development.
	2.3. Give an example of an experience that may affect a child's social development.
	2.4. State why those experiences may affect emotional and social development.
3. Understand how to help children develop communication skills.	3.1. Identify a way of helping a child to develop its communication skills.
	3.2. State how this can help a child to develop its communication skills.

Assessment Method

N/A

Equivalences

K/500/5521 - Understanding Child Development

UNIT SPECIFICATIONS

Unit Title: Understanding the retail selling process

Unit Reference Number: T/502/5805

Credit Value of Unit: 2

GLH of Unit: 13

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the selling process	1.1. Identify the key steps of the selling process. 1.2. Outline the key skills and qualities required of successful sales staff.
2. Understand how to find out what the customer wants	2.1. State when and how to acknowledge, greet and approach customers. 2.2. State how to find out what customers want.
3. Understand how product information can be used to promote sales	3.1. List common concerns a customer may have when buying a product. 3.2. State how providing information about the product can increase its attractiveness to the customer. 3.3. Describe the difference between the features and benefits of products. 3.4. Identify basic rules for demonstrating products to customers. 3.5. State where to obtain different types of product information.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Customer service in the Retail Sector

Unit Reference Number: T/502/5819

Credit Value of Unit: 2

GLH of Unit: 17

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of customer service to a retail business.	1.1. State what is meant by customer service in a retail business.
	1.2. Outline how customer service contributes to the success of a retail business.
2. Understand what gives customers a positive initial impression of a retail business and its staff.	2.1. Outline the factors which contribute to a customer's initial impression of a retail business.
	2.2. Outline how the staff of a retail business can help to give customers a positive initial impression.
3. Understand how customer service is adapted to meet the needs of individual customers.	3.1. List the types of service which customers may need, including help with gaining access to products, facilities and information.
	3.2. List the main ways of meeting customers' needs for service, including ways of giving customers access to products, facilities and information.
4. Understand the importance of communication to the delivery of customer service.	4.1. Outline how written communication can contribute to the effectiveness of customer service.
	4.2. Outline how spoken communication and body language can contribute to the effectiveness of customer service.
	4.3. State how different types of questions can be used to find out what customers need.
	4.4. State why it is important to listen to customers.
5. Understand a variety of customer complaints and problems.	5.1. List the main types of customer complaints and problems.
	5.2. Identify solutions to typical customer complaints and problems.
	5.3. Outline the ways in which the law protects the rights of consumers.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Caring for Young Children
Unit Reference Number: T/505/3054

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to wash/bathe babies and children.	1.1. Demonstrate the correct procedure when bathing a baby/toddler.
	1.2. Identify products available for personal care of children.
	1.3. Describe the importance of hygiene for specific areas of the body.
2. Know the correct procedures when feeding young children.	2.1. Use a correct method for sterilising feeding equipment.
	2.2. Use the correct method for preparing a bottle-feed.
	2.3. Use appropriate hygiene and safety procedures when feeding young children.
3. Know how to dress children appropriately.	3.1. Identify suitable clothing for children for different ages and for different seasons.
	3.2. Demonstrate how to care for these clothes appropriately.
4. Know how to respond to a baby/child's need for sleep and rest.	4.1. Identify when a child/baby requires sleep.
	4.2. Describe the correct method for putting a child/baby to bed.
	4.3. Collect information showing equipment available for aiding rest and sleep.

Assessment Method

N/A

Equivalences

K/500/5096 Developing Skills in Caring for Young Children

UNIT SPECIFICATIONS

Unit Title: Using Office Equipment in a Business Environment

Unit Reference Number: T/600/4950

Credit Value of Unit: 2

GLH of Unit: 13

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to use office equipment in a business environment.	1.1. Give examples of different types of office equipment.
	1.2. State what different types of office equipment can be used for.
	1.3. Outline why it is important to follow manufacturers' instructions when operating equipment.
	1.4. Give examples of how to keep waste to a minimum.
	1.5. List the procedures to keep equipment clean and hygienic.
	1.6. Identify the person to whom they should report problems with office equipment or resources.
	1.7. Outline why it is important to leave the equipment, resources and work area ready for the next user.
2. Use office equipment in a business environment.	2.1. Produce work product within agreed timescales.
	2.2. Confirm the equipment and resources needed for a task.
	2.3. Follow the manufacturer's operating instructions.
	2.4. Waste as few resources as possible.
	2.5. Keep the equipment clean and hygienic.
	2.6. Report any problems with equipment or resources.
	2.7. Make sure the final work product meets the required standard.
	2.8. Make sure the equipment, resources and work area are ready for the next user.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Improve Own Performance in a Business Environment

Unit Reference Number: T/601/2448

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to improve own performance.	1.1. Outline the purpose of continuously improving work.
	1.2. Explain the purpose of accepting feedback from others.
	1.3. Explain how learning and development can improve own work, benefit an organisation, and further own career.
	1.4. Outline possible career progression routes.
	1.5. Outline possible development opportunities.
2. Understand a learning plan.	2.1. Describe the purpose of creating a learning plan.
	2.2. State the benefits of a learning plan.
	2.3. Describe how to maintain a learning plan.
3. Be able to improve own performance using feedback.	3.1. Accept feedback from other people.
	3.2. Use feedback to agree ways to improve own work.
	3.3. Complete work using feedback given.
4. Be able to use a learning plan.	4.1. Set a learning plan to improve own work.
	4.2. Follow a learning plan for own work.
	4.3. Review progress with own learning plan.
	4.4. Agree further learning, if required.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Practical Skills for Dry Stone Walls

Unit Reference Number: Y/501/4893

Credit Value of Unit: 6

GLH of Unit: 40

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare foundations.	1.1. Contribute to identifying the area.
	1.2. Clear the line of rubble and vegetation.
	1.3. Mark out the line and arrange stones on site as directed.
	1.4. Identify and arrange suitable stones as directed.
	1.5. Ensure that foundations are to the correct depth, line and width according to style.
	1.6. Repair any environmental damage.
	1.7. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition.
2. Be able to construct a wall.	2.1. Select appropriate tools.
	2.2. Set up a batter frame.
	2.3. Select stone of a suitable size and shape.
	2.4. Place stone securely and safely in the wall.
	2.5. Insert through stones at appropriate heights and centres.
	2.6. Use suitable fillings at each stage.
	2.7. Achieve an appropriate batter for the style of wall
	2.8. Securely fix copings.
	2.9. Repair any environmental damage.
	2.10. Remove arisings/debris from the area using correct methods of disposal, leaving the site clear, tidy, safe and in good condition.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working with others in Health, Social Care and Children's and Young People's Settings
Unit Reference Number: Y/506/0689

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about working with others in health, social care and children's and young people's settings.	1.1. State why it is important to work with others.
	1.2. Give two examples of ways that work well, when working with others.
	1.3. Give two examples of ways that do not work well, when working with others.
2. Understand partnership working in health, social care and children's and young people's settings.	2.1. Outline what partnership working means in health, social care and children's and young people's settings.
	2.2. Give two examples of who partners might be.
	2.3. Outline two of the benefits of partnership working in health, social care and children's and young people's settings.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Sound and Audio Production Skills
Unit Reference Number: L/505/0998

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about health and safety.	1.1 Outline health and safety rules for sound and audio production. 1.2 Demonstrate safe practice.
2. Be able to record sound.	2.1 Identify equipment used in sound and audio production. 2.2 Use equipment to record sound.
3. Be able to develop production ideas.	3.1 Use audio production skills to develop an idea. 3.2 Create a simple audio production. 3.3 State what went well. 3.4 State areas for improvement.

Assessment Method

N/A

Equivalences

J/500/5574
T/503/3340
K/503/9281

UNIT SPECIFICATIONS

Unit Title: Introduction to Radio Production and Interviewing
Unit Reference Number: H/504/9839

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different types of radio programmes.	1.1 Give examples of a range of radio stations (including local stations). 1.2 Outline different types of programmes on national and commercial stations.
2. Know about the stories relevant for local radio.	2.1 State the difference between a local and national story. 2.2 Identify suitable subjects and potential interviewees for local radio stories.
3. Be able to conduct an interview.	3.1 Identify the words used in open interviewing. 3.2 Use questions to interview the public.
4. Understand different techniques used for radio.	4.1 Identify different techniques used in radio broadcasting (e.g. live, vox, package).
5. Understand and be able to use sound recording equipment.	5.1 Identify and use the controls of sound recording equipment. 5.2 Demonstrate how to record, save and edit audio samples.
6. Understand relevant Health and Safety issues for radio production and interviewing.	6.1 Outline relevant Health and Safety issues for radio production and interviewing. 6.2 Identify safe ways of working.

Assessment Method

N/A

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

603/3956/1 Ascentis Level 1 Award in Work Preparation

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	1	1			

Learner Name _____

Minimum Credit Value of Qualification 7

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
 600/9024/8 Ascentis Level 1 Certificate in Work Preparation

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	1	1			

Learner Name _____

Minimum Credit Value of Qualification 15

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9025/X Ascentis Level 1 Diploma in Work Preparation

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Responsible Work Practice	1	1			

Learner Name _____

Minimum Credit Value of Qualification 39

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Y/504/9370

Responsible Work Practice

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe responsibilities of employees in relation to health and safety.				
1.2. Describe an organisation's requirements in relation to conduct and behaviour at work.				
1.3 Identify appropriate sources of help and support in the workplace for employees.				
2.1 Describe positive attitudes and behaviours for the workplace.				
2.2. Explain why positive attitudes and behaviours are important for employees.				
3.1 Give reasons why it is important to maintain punctuality in the workplace.				
3.2. Give reasons why it is important to dress appropriately in the workplace.				
3.3. Give reasons why it is important to follow an organisation's requirements.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk