Ascentis Entry Level Awards and Certificate and Level 1 Award

in Skills for Employment

Specification

Ofqual Numbers:	Entry 2 Award: 601/3572/4 Entry 3 Award: 601/3571/2 Entry 3 Certificate: 600/3175/X Level 1 Award: 601/3573/6
Qual Wales Codes:	Entry 2 Award: C00/1662/5 Entry 3 Award: C00/1662/4 Level 1 Award: C00/1662/6

Ofqual/Qual Wales Start Date:	01/08/2014
Ofqual/Qual Wales Review Date:	31/07/2027
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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
July 2025 v2	Introduction to working with others – Additional Indicative Content	Page 22-23
	Managing personal finance – Additional Indicative Content	Page 31-32
	Understanding work standards – Additional Indicative Content	Page 28-29
January 2026 v3	Additon of asterisks within the Rule of Combination to units included in the Ascentis Enhanced Skills for Employment Programmes.	Page 7-10
	Addition of information about the Ascentis Enhanced Skills for Employment Programmes within the Resources to Support Delivery section.	Page 11
January 2026 v4	Entry Level Qual Wales codes added	Front Cover and Page 6
October 2026 v5	Level 1 Award Qual Wales code added	Front page and Page 6
	Communicating with Others at Work – Additional Indicative Content	Page 69
	Maintaining Work Standards – Additional Indicative Content	Page 79
	Health and Safety in the Workplace – Additional Indicative Content	Page 75
	Introduction to Customer Care – Additional Indicative Content	Page 102

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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

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS ENTRY LEVEL AWARDS & CERTIFICATE & LEVEL 1 AWARD IN SKILLS FOR EMPLOYMENT

Introduction

These qualifications provide an introduction to the knowledge and skills needed to gain employment. All the units are optional, allowing individual learners to build up skills they may need to search for employment, apply for a job, gain work related skills and build confidence.

There are several features of these qualifications that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- There is a facility to mix and match units at different levels to support and promote progression through the levels

Aims

The aims of these qualifications are:

1 To provide learners with the knowledge and skills they need for gaining employment

2 To give learners the confidence to progress with further training or employment

Target Group

These qualifications are aimed at young people and adult learners who need the knowledge and skills to gain employment.

Ofqual Regulation Codes:

In England these qualifications are available for learners aged 14+

Ascentis Entry Level Award in Skills for Employment (Entry 2): 601/3572/4
Ascentis Entry Level Award in Skills for Employment (Entry 3): 601/3571/2
Ascentis Entry Level Certificate in Skills for Employment (Entry 3): 600/3175/X
Ascentis Level 1 Award in Skills for Employment: 601/3573/6

QiW Qualification Designation Codes:

In Wales these qualifications are available for learners aged 16+

Ascentis Entry Level Award in Skills for Employment (Entry 2) (QiW): C00/1662/5
Ascentis Entry Level Award in Skills for Employment (Entry 3) (QiW): C00/1662/4
Ascentis Level 1 Award in Skills for Employment (QiW): C001662/6

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Rationale for the Rules of Combination

Learners seeking employment will vary widely in previous educational attainment and employment history. Having all the units as optional in a wide range of knowledge and skills areas allows a course of learning to be designed, appropriate for each individual learner.

Rules of Combination

To achieve the **Entry 2, Entry 3 and Level 1 Award in Skills for Employment** learners must achieve a minimum of 6 credits from the optional units. A minimum of 4 credits must be taken from units at the level of the Award and the remaining credits can be taken from any of the optional units.

To achieve the **Entry Level Certificate in Skills for Employment (Entry 3)** learners must achieve a minimum of 13 credits from the optional units. A minimum of 7 credits must be taken from units at the level of the Certificate and the remaining credits can be taken from any of the optional units.

Ascentis Entry 2, Entry 3 and Level 1 Award and Entry 3 Certificate in Skills for Employment				
Minimum credits for Awards: 6 Minimum credit value at level of qualification for Awards: 4 Minimum credits for Certificate: 13 Minimum credit value at level of qualification for Certificate: 7				
Title	Level	Credit Value	GLH	Unit Reference
Entry 2 Units				
Communicating with others at work	Entry 2	1	10	F/508/5313
Exploring job opportunities	Entry 2	2	20	K/508/5516
Health and safety in the workplace	Entry 2	1	10	T/508/5518
Introduction to customer care	Entry 2	1	10	A/508/5519
Introduction to retail skills	Entry 2	3	30	M/503/4678
Introduction to working with others*	Entry 2	2	20	T/508/5521
Managing personal finance*	Entry 2	3	20	R/506/3879
Planning and reviewing learning	Entry 2	2	20	M/508/5520
Rights and responsibilities at work	Entry 2	1	10	A/508/5522
Understanding work standards*	Entry 2	2	20	M/508/5517
Entry 3 Units				
Applying for a job	Entry 3	1	10	D/508/5478
Building confidence and self esteem*	Entry 3	2	20	K/508/5502
Communicating with others at work	Entry 3	1	10	Y/508/5480
Effective communication for work*	Entry 3	2	20	M/508/5503
Exploring job opportunities*	Entry 3	1	10	H/508/5482
Food hygiene and safety	Entry 3	2	20	T/508/5504
Health and safety in the workplace	Entry 3	1	10	M/508/5484
ICT for employment	Entry 3	1	10	J/508/5507
Introduction to customer care	Entry 3	1	10	R/508/5509
Introduction to working with others	Entry 3	2	20	T/508/5485
Maintaining work standards	Entry 3	2	20	F/508/5487
Managing personal finance	Entry 3	3	20	Y/506/3883

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Oral presentation skills	Entry 3	3	30	L/508/5511
Planning and reviewing learning	Entry 3	2	20	D/508/5495
Rights and responsibilities at work*	Entry 3	1	10	K/508/5497
Level 1 Units				
Applying for a job	Level 1	1	10	Y/508/5527
Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	Level 1	3	24	D/508/5531
Building on volunteering to develop a career	Level 1	1	10	R/506/4045
Communicating with others at work*	Level 1	1	10	F/508/5523
Communication in the workplace	Level 1	3	27	D/508/5643
CV writing	Level 1	1	9	J/508/5541
Developing personal confidence and self-awareness	Level 1	3	27	Y/508/5642
Developing presentation skills	Level 1	2	18	K/508/5533
Exploring job opportunities	Level 1	1	10	L/508/5525
Health and safety in the workplace*	Level 1	2	20	J/508/5524
ICT for employment	Level 1	2	12	H/508/5532
Improving own confidence	Level 1	3	27	R/508/5641
Introduction to customer care*	Level 1	1	10	M/508/5534
Introduction to safeguarding children	Level 1	3	27	T/508/5535
Introduction to working with others	Level 1	2	20	H/508/5529
Maintaining work standards*	Level 1	2	20	Y/508/5530
Managing personal finance	Level 1	3	20	A/508/5536
Oral presentation skills	Level 1	3	27	F/508/5537
Planning and reviewing learning	Level 1	2	20	D/508/5528
Preparing for and giving a presentation	Level 1	2	20	J/508/5538
Preparing for Interviews	Level 1	1	9	F/508/5540
Rights and responsibilities at work	Level 1	1	10	R/508/5526
Understanding what volunteering is all about	Level 1	1	9	L/508/5539
Well-being for the Workplace	Level 1	2	20	M/650/7277

Credits from equivalent units:

Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Product Development Team.

Credits from exemptions:

Please contact the Ascentis office to request exemptions and ask to speak to a member of the Product Development Team.

Barred Combinations

Unit Title	Unit Code		Unit Title	Unit Code
Communicating with others at work (E2)	F/508/5313	May not be taken with	Communicating with others at work (E3)	H/500/5887

Communicating with others at work (E3)	H/500/5887	May not be taken with	Communicating with others at work (L1)	F/500/5010
Applying for a job (E3)	M/500/5892	May not be taken with	Applying for a job (L1)	H/500/5789
Exploring job opportunities (E2)	K/501/6633	May not be taken with	Exploring job opportunities (E3)	T/500/5893
Exploring job opportunities (E3)	T/500/5893	May not be taken with	Exploring job opportunities (L1)	L/508/5525
Health and safety in the workplace (E2)	F/501/6640	May not be taken with	Health and safety in the workplace (E3)	Y/501/4408
Health and safety in the workplace (E3)	Y/501/4408	May not be taken with	Health and safety in the workplace (L1)	A/501/4966
Introduction to working with others (E2)	T/501/6957	May not be taken with	Introduction to working with others (E3)	K/500/5891
Introduction to working with others (E3)	K/500/5891	May not be taken with	Introduction to working with others (Level 1)	J/500/5011
Planning and reviewing learning (E2)	R/501/6626	May not be taken with	Planning and reviewing learning (E3)	H/500/5890
Planning and reviewing learning (E3)	H/500/5890	May not be taken with	Planning and reviewing learning (L1)	J/500/5008
Understanding work standards (E2)	A/501/6958	May not be taken with	Maintaining work standards (E3)	M/500/5889
Maintaining work standards (E3)	M/500/5889	May not be taken with	Maintaining work standards (L1)	L/500/5009
Rights and responsibilities at work (E2)	L/501/6639	May not be taken with	Rights and responsibilities at work (E3)	A/500/5894
Rights and responsibilities at work (E3)	A/500/5894	May not be taken with	Rights and responsibilities at work (L1)	H/500/5016
Introduction to customer care (E2)	J/501/6641	May not be taken with	Introduction to customer care (E3)	D/501/4409

Introduction to customer care (E3)	D/501/4409	May not be taken with	Introduction to customer care (L1)	D/501/7021
Managing personal finance (E2)	R/506/3879	May not be taken with	Managing personal finance (E3)	Y/506/3883
Managing personal finance (E3)	Y/506/3883	May not be taken with	Managing personal finance (L1)	R/501/6884
Building confidence and self-esteem (E3)	J/600/8615	May not be taken with	Developing personal confidence and self-awareness (L1)	D/504/8432
Effective communication for work (E3)	Y/502/3027	May not be taken with	Communication in the workplace (L1)	J/504/7517
ICT for employment (E3)	J/506/3071	May not be taken with	ICT for employment (L1)	L/505/5389
Oral presentation skills (E3)	L/600/9880	May not be taken with	Oral presentation skills (L1)	H/600/9920

Unit certification is available for all units.

*The unit is part of the Ascentis Enhanced Skills for Employment Programme. See the Resources section for more information.

Guided Learning Hours (GLH)

The recommended guided learning hours for the Awards is 44.
The recommended guided learning hours for the Certificate is 70.

Total Qualification Time (TQT)

The total qualification time for the Awards is 60.
The total qualification time for the Certificate is 130.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of these qualifications.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning is required.

Age Range of Qualification

These qualifications are suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes:

- From Entry 2 to Entry 3, Entry 3 to Level 1 and Level 1 to Level 2 qualifications
- Further training within their chosen occupational area/s
- Employment

Resources to support the Delivery of the Qualification

Ascentis has devised a suite of learner workbooks and tutor presentation resources to support units within this qualification. The workbooks should support the delivery of the qualification but should not represent the sole learning material within the respective unit. They have been carefully designed and mapped to most assessment criteria however, due to the nature of some assessment criteria, additional evidence may be required and tutors should always ensure this. The tasks can be contextualised to meet specific needs of learners and emerging local employment needs. Please refer to the separate Employability Resource Mapping Document available on the Ascentis electronic portal to identify the appropriate workbook for the units you are delivering.

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

Any units in the Rule of Combination featuring an asterisk are included in the Ascentis Enhanced Skills for Employment Programmes. The Enhanced Programmes are discrete programmes with a clear rule of combination. Centres enrolled on the programme/s have access to detailed unit learner workbooks and online resources. Details of the programme are available on the website at www.ascentis.co.uk.

Centre Recognition

These qualifications 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 these qualifications. 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. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

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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 reasonable adjustments and special considerations are available from the login 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.

Enquiries and Appeals Procedure

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

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

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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, the Awards or Certificate, 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 four 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
- Audio 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.

Tracking Sheets for the units can be found in the login area of the Ascentis website.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

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

External Verification

Recognised centres will be verified 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:

- 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 Quality Assurers will usually do this through discussion with the 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 the Ascentis website.

Unit Title: Communicating with others at work

Unit Reference Number: F/508/5313

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 2**

This unit aims to develop skills in effective communication at work with others including colleagues, supervisors, managers and customers. Learners will consider the different types of information that is needed to communicate with others and take part in straightforward discussions that are relevant to the workplace.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understanding how to communicate appropriately with others at work	1.1 Identify people who they need to communicate with in the workplace
	1.2 Identify the types of information they will need to communicate
	1.3 Participate in discussions with others in familiar contexts
	1.4 Ask and respond to straightforward questions

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. This unit is about communicating with others at work. All evidence must be within the work context and at the appropriate level. This means straightforward basic tasks and knowledge. People include colleagues, team leaders, supervisors, managers, customers, visitors etc. Information includes task updates, customer names, dates, time, cost, address etc. Discussions may include talking about what needs to be done, how to do it, when to do it etc. Asking and responding to questions involves: ▪ Listening carefully ▪ Seeking clarity ▪ Pausing and thinking carefully ▪ Taking time to find out an answer if not known ▪ Using appropriate vocabulary for audience

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use word processed documents or emails to communicate with others in their workplace. • Learn about online systems that teams use to communicate in and office and when working from home, including Teams and Zoom.	Learners could: • Benefit from knowing the personal skills they might develop communicating with others such as listening, noticing body language, confidence. • Reflect on how developing skills and experiences benefits their own well-being in different ways: **Connecting**: connecting with colleagues in a workplace, having positive social interactions and working relationships. This links to the Five ways to Well-being.

UNIT SPECIFICATIONS

Unit Title: Exploring job opportunities

Unit Reference Number: K/508/5516

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 2**

The aim of this unit is to explore job information to determine potential job opportunities that are relevant and appropriate for the learner. Individuals will consider their own skills and interests against the skills and qualities required for the job role and present information about themselves to a familiar person.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Identify potential job opportunities	1.1 Use given information to identify job options
	1.2 Identify potential job roles with an appropriate person
2 Understand how to relate their skills and interests to potential job opportunities	2.1 Identify their skills and interests
	2.2 Identify skills and qualities they would need to do particular job roles
3 Communicate information to a familiar person	3.1 Agree with an appropriate person how they will present information about themselves
	3.2 Communicate straightforward information about themselves to a familiar person

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit is about exploring job opportunities. All evidence must be at the appropriate level. This means straightforward basic tasks and knowledge.

Job information may include job advertisements, websites, agencies etc.

Skills include academic skills such as numeracy, literacy, science etc., technical skills such as computer and IT and other skills such as communications and presentation skills.

Interests relate to hobbies, personal preferences, values etc.

Qualities relate to timekeeping, commitment, honesty etc.

Familiar person such as a tutor, support assistant, friend etc.

At Entry level it is anticipated that learners will be looking at tasks that involve:

- repetitive and predictable processes
- clearly defined tasks
- narrow range of areas / ideas
- exercising basic skills

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Talk about existing digital skills that would be beneficial to them in a job or training environment. • Discuss digital skills/tools that they could develop in the future to support them in a chosen area of work. • Use search engines to research job opportunities and employers.	Learners could: • Think about the ideas from the Five Ways to Well-being including: **Connecting:** Talk with people familiar to them about their skills and abilities. **Giving:** Identify alternatives to work, such as volunteering, that encourage personal development and promote well-being. **Keep learning:** gaining new skills, knowledge and training is good for well-being.	Learners could: • Research jobs or training options that link to the environment (recycling, green energy, green transport, construction).

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UNIT SPECIFICATIONS

Unit Title: Health and safety in the workplace

Unit Reference Number: T/508/5518

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 2**

This unit develops a basic understanding of health and safety in the workplace and outlines what to do in an emergency. It explores typical health and safety signs within the workplace to enable individuals to carry out tasks and activities according to health and safety procedures, maintain a clean and tidy working environment and use equipment and tools safely.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand health and safety procedures	1.1 Identify what to do in an emergency
	1.2 Identify basic health and safety signs in the workplace
	1.3 Identify who to go to if they need help or support
2 Carry out tasks with regard to health and safety in the workplace	2.1 Follow given health and safety procedures when carrying out a task
	2.2 Follow instructions to keep their work area clean and tidy
	2.3 Use equipment or tools safely under supervision

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit is about basic health and safety in the workplace. All evidence must be at the appropriate level and relevant to workplace tasks. This means straightforward basic tasks and knowledge.

At this level learners will need to identify what to do in an emergency.

Actions in an emergency include telling an appropriate person, evacuating the workplace, calling a first aider, raising a fire alarm.

The learner will also need to identify basic health and safety signs in the workplace.

Signs include fire related, general hazards, flammable and toxic substances, no smoking, fire/emergency exit, first aid, toilets.

They will also identify who to go to for help or support.

Help and support may come from a tutor, manager, supervisor, support assistant.

The learner will need to demonstrate that they can follow:

- given health and safety procedures when carrying out a task
- instructions to keep the work area clean and tidy

and use:

- equipment and/or tools (scissors, knives, stapler, lifting and handling, photocopier, footwear, aprons, cooking implements, building implements, horticulture / gardening tools, etc.)

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Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the relationship between health and safety in the workplace and overall well-being at work. A working environment that follows health and safety standards and has people to contact for issues or concerns can help employees feel productive/supported. • Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Ensure that when keeping areas clean and tidy that any waste is recycled or disposed of responsibly.

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UNIT SPECIFICATIONS

Unit Title: Introduction to working with others

Unit Reference Number: T/508/5521

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 2**

This unit develops a basic understanding of working with others in line with a specific job role. The learner will demonstrate their ability to carry out tasks with others in the workplace and know who to seek help and support from as required.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand how to work with others	1.1 Identify some appropriate ground rules for working with others
	1.2 Relate basic information about the work to be carried out
	1.3 Identify their role in the work
2 Carry out their identified role when working with others	2.1 Carry out identified tasks when working with others
	2.2 Ask for help or support when required
	2.3 State what went well and what went less well

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit is an introduction to working with others in the workplace. All evidence must be at the appropriate level and relevant to the settings task. This means straightforward basic tasks and knowledge.

1.1 Identify some appropriate ground rules for working with others
Ground rules include:

- Respect for others: being aware of people's feelings and beliefs, treating others well.
- Maintaining confidentiality: keeping information about a company and/or person private, not gossiping about other people at work.
- Listening to others: this is a key part of good communication in teams.
- Actively participating: this means taking part in tasks and working as a team.

1.2 Relate basic information about the work to be carried out
This can include what needs to be done, when it needs to be done, checking what has been done etc. These should be relevant to the task that is being described or carried out.

1.3 Identify their role in the work
A work role includes the tasks and activities that a person is expected to do.
When identifying their role, the person should know or find out:

- the agreed task
- their responsibilities in the task
- who they are working with
- who to report t,
- the skills and knowledge needed to do the job.

2.1 Carry out identified tasks when working with others
Tasks should be basic and relevant to the job role.
Working with others on a task involves:

- understanding the task and goal

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- communicating with teammates
- cooperating with teammates
- tracking progress
- seeking support and help as needed.

2.2 Ask for help or support when required
Learners are encouraged to think about who they should ask for help or support in a task.
Who they seek support from may vary on the task they are carrying out, examples include:

- tutor
- manager
- supervisor
- support assistant
- colleague/team member

2.3 State what went well and what went less well
Learners are encouraged to reflect on what went well and what did not go well. They may think about the reasons.
Reasons why help and support may be required include:

- not enough time
- lack of skills and knowledge
- unexpected events or problems.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about how people work together in different ways. Many people working from home means people work and communicate in different ways. Many will use online systems to work together, such as Teams, Zoom.	Learners could: • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others such as listening, taking turns, eye contact etc. • Feel confidence in knowing how to improve relationships when working with others. • Make links to the Five Ways to Well-being: **Connect**: making efforts to get to know others when working together on tasks.

UNIT SPECIFICATIONS

Unit Title: Planning and reviewing learning

Unit Reference Number: M/508/5520

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 2**

This unit encourages learners to think about their existing skills and interests to identify their strengths and what they could do better in both work and life. Having identified a target for improvement, they will plan and carry out activities to develop their skills with the support of others.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand the skills and qualities needed for success in work and life	1.1 Recognise their skills and interests
	1.2 Identify their strengths and what they might need to improve
2 Understand how to identify a target and plan to meet it	2.1 Identify an appropriate target for developing their skills
	2.2 Identify the steps needed to achieve their target
	2.3 State who will support them in achieving their target
3 Follow given steps to achieve their target	3.1 Carry out given activities to achieve their target
	3.2 Identify what has been achieved

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. This unit is about planning and reviewing learning in order to succeed in work and life. The learner needs to be able to think about their existing skills and interests and what they could do to improve. Personal strengths and what is needed in order to improve (strengths and / or things to improve could include friendships, helpfulness, honesty, hardworking, listening skills, ability to communicate etc.) They will set themselves a target for development then plan and carry out steps and activities to achieve their target indicating the support they may need. Development activities may include training, mentorships, guidance from others etc. Support may come from a tutor, manager, supervisor, support assistant, family member etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Create a development plan with personal goals.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. • Explore the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people. Identify when support is needed.	Learners could: • Focus on sustainability as an area for improvement. Actions such as: - Recycling - Reducing waste - Learning about carbon footprint and how to reduce it.

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UNIT SPECIFICATIONS

Unit Title: Rights and responsibilities at work

Unit Reference Number: A/508/5522

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 2**

This unit develops an understanding of rights and responsibilities in the workplace so that individuals know what they can expect from their employer and what duties they will be expected to fulfil. It includes legal rules and regulations as well as workplace codes of practice and procedures.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand that they have rights and responsibilities in the workplace	1.1 Identify aspects of working life in which they might have rights
	1.2 Identify aspects of working life in which they might have responsibilities
	1.3 State who they would contact if they needed help with problems that arise at work

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learners need to show understanding of their rights and responsibilities in the workplace.

Rights are the principles and benefits that they are entitled to exercise or claim.

Responsibilities refer to the duties that they are expected to carry out.

Examples of rights and responsibilities:

- National minimum wage
- Sick leave and pay
- Holiday leave and pay
- Part-time workers' rights
- Agency workers' rights
- Working hours
- Discrimination / Equal Opportunities / Harassment
- Written statement of employment
- Health and Safety hazards and risks
- Bullying
- Punctuality / Dress Codes/ Hygiene / Attitude / Behaviour
- Completing tasks

Learners should also know who to contact if they need help with problems at work such as a supervisor, manager, team leader, first aider, health & safety officer.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Find out more about their rights and responsibilities by locating documents such as policies on the work intranet or computer systems. • Use a check list in word processed documents, or spreadsheets to maintain a log of documents they have reviewed.	Learners could: • Explore the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people. Identify when support is needed. • Think about how standards that are shared and agreed by an employer will help an individual know who talk to if they have any issues or concerns.	Learners could: • Think about wider personal responsibility at work, such as: - reducing paper use - following recycling procedures - reducing energy use.

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UNIT SPECIFICATIONS

Unit Title: Understanding work standards

Unit Reference Number: M/508/5517

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 2**

This unit aims to develop an understanding of appropriate standards and practice at work. It considers on the importance of good timekeeping and attendance and how to carry out tasks and activities to workplace standards and health and safety requirements.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand timekeeping and attendance requirements	1.1 Describe good timekeeping and good attendance
	1.2 Recognise requirements for timekeeping and attendance
	1.3 Identify who to notify if they have difficulties in meeting requirements for timekeeping and attendance
2 Complete a given structured activity to the required standard	2.1 Identify the standards required for the activity
	2.2 Follow the steps to complete the activity
	2.3 Recognise any health and safety requirements needed to complete the activity safely

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In order to achieve this unit, learners need to show their understanding of timekeeping and attendance in the workplace. They also need to complete a structured activity to the standard expected within a given or chosen workplace environment.

1.1 Describe good timekeeping and good attendance
1.2 Recognise requirements for timekeeping and attendance

Good timekeeping means arriving on time and completing tasks at an agreed time.
Timekeeping relates to arriving at the specified time, not taking longer lunch and/or break times, completing tasks on time, being consistent every day.

Good attendance means being at events and activities you are expected to attend.
Attendance relates to working on specified days and times according to employment contracts, minimising time off work for illness or other reasons.

An employment contract states when, how and where you need to work.

1.3 Identify who to notify if they have difficulties in meeting requirements for timekeeping and attendance

Difficulties may include being late, feeling too unwell to work, caring for an unwell child or family member. Such instances may be notified to a tutor, supervisor, manager or support assistance, school/college office etc. It should be noted that a message should be left if they do not get to speak to the specific person.

Learners should be made aware that if they are experiencing regular issues with attendance or timekeeping, that they should try to speak to someone, such a manager or tutor. They can note down what the problems are to help them with their conversation, and solutions can be discussed.

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2.1 Identify the standards required for the activity
2.2 Follow the steps to complete the activity
2.3 Recognise any health and safety requirements needed to complete the activity safely

Learners will need to choose, or be given, a work-related task. They must then demonstrate that they can complete the task to the required standard and within the health and safety requirements.

Steps to complete a task involve:

1. Understanding the task
2. Having the right skills and experience
3. Having the right tools and materials
4. Carrying out the task step by step
5. Seeking help as needed
6. Working safely
7. Finishing the task
8. Reflecting on what went well, what could be done better

Working safely may include using manual handling techniques, fire prevention, protective clothing, protective equipment, preventing slips, trips and falls and handling electricity and electrical equipment.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Fill in a timesheet to help with time keeping. • Use spreadsheets to monitor their training and personal development at work. • Find policies for attendance and absence by locating polices which may be held on a staff intranet or saved in specific locations.	Learners could: • Describe the positive feelings of well-being experienced when arriving to work promptly and carrying out tasks in a timely manner. • Think about who they would talk to if they felt standards were difficult for them to maintain.	Learners could: • Think about workplace standards, such as: - reducing paper use - following recycling procedures - reducing energy use.

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UNIT SPECIFICATIONS

Unit Title: Introduction to customer care

Unit Reference Number: A/508/5519

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 2**

Customer care is an importance part of the working environment. This unit aims to develop an understanding on customer care in the workplace and explores positive ways to deliver good customer service.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand what customer care means in the workplace	1.1 Identify the customers they work with
	1.2 Describe their work with them
2 Understand own role in providing customer care	2.1 Identify how they contribute to good customer service through their work
	2.2 Give examples of positive ways in which they work with customers

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to achieve this unit, learners need to show they understand what customer care is and what their role is in providing effective care. Learners need to choose or be given a work situation. Customers may be internal such as staff members from other departments or external such as purchasers of a product or service. Services provided to customers may include giving information, advice, assistance, guidance. Positive ways to work with customers include: • good listening skills • being attentive • responding promptly • behaviour • appearance.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Practice using spreadsheets to log information about customers. They could think about special customer relationship management (CRM) systems companies use to manage this. • Use word processing skills to write customer emails and responses to queries. • Compare customer response when face to face to in email / chat system.	Learners could: • Think about the personal skills they might develop working within customer service such as resilience, patience, communication. • Think about how helping customers can bring a positive sense of worth and well-being. • Think about how they would stay positive and protect their well-being when customers have been negative.

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Unit Title: Managing personal finance

Unit Reference Number: R/506/3879

Credit Value of Unit: 3 **GLH of Unit: 20** **Level of Unit: Entry 2**

This unit aims to support individuals to manage their personal finance by recording sources of income and planned expenditure onto a budget or spreadsheet to avoid money problems or issues in advance. It explores ways in which expenditure may be reduced and considers banking products which may assist in money management. Finally, it looks at the advantages and disadvantages of borrowing money.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know sources of income and expenditure	1.1 List sources of income
	1.2 List a range of expenditure
2 Know how to balance income and expenditure	2.1 Use a method of recording expenditure
	2.2 State what may occur if income and expenditure are not balanced
	2.3 List ways of reducing expenditure
3 Know the products provided by banks and building societies	3.1 List products provided by banks and building societies
4 Know advantages and disadvantages of borrowing money	4.1 List the advantages of borrowing money
	4.2 List the disadvantages of borrowing money

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1.1 List sources of income

In order to achieve this unit learners will consider sources of income including earnings, interest on savings and investments, pensions, share dividends, property income, state benefits, gifts etc.

1.2 List a range of expenditure
1.3
Expenditure can be divided into things:

Needs: things a person needs to keep them safe and warm.

Wants: things a person may want but are not essential.

Expenditure on ***need*** may include:

- food
- clothes
- school / college fees (lunches, uniform, trips, books etc.)
- mortgage / rent
- household bills
- car expenses
- bus fares etc.

Expenditures on ***wants*** may include:

- social activities e.g. going out to the cinema
- buying DVDs

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- subscription to steaming channels
- downloading music
- eating takeaways
- buying designer clothes and trainers etc.

2.1 Use a method of recording expenditure

Recording income and expenditure is important to avoid debt and unnecessary borrowing.
Method of recording expenditure may include budget planners, spreadsheet, list etc.
The process of recording income and expenditure is as follows:

- Record money coming in
- Record money going out
- Work out the budget balance – Income less expenditure
- Calculate the balance – surplus (positive balance) or deficit (negative balance)

2.2 State what may occur if income and expenditure are not balanced

Problem that may occur if expenditure is greater than income may include:

- being unable to pay for essential items
- always in debt
- costs more in interest on borrowing
- poor credit score
- losing home etc.

2.3 List ways of reducing expenditure

Ways of reducing expenditure may include:

- buying essentials first
- buy cheaper products
- purchase offers such as 'buy one get one free' etc.

3.1 List products provided by banks and building societies

Products provided by banks and building societies include:

Savings products - current account, savings account, ISA, Investments
Borrowing products – loans, credit cards, mortgages.
4.1 List the advantages of borrowing money

Advantages of borrowing may include fast way of obtaining funds for a special / expensive project, allow them to spread the cost, buying now and paying later.

4.2 List the disadvantages of borrowing money

Disadvantages of borrowing include commitment to long-term financial agreement, penalties for non-payment, interest charges, defaults affect credit rating, growing debt etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital tools to create simple spreadsheets that help to manage personal budgets including income and expenditure. • Set up online banking on a computer and/or phone/tablet. • Complete their credit rating online. • Think about how they can keep themselves and their money safe in the digital world, being aware of fraud and scams. • Compare digital payment methods.	Learners could: • Discuss how taking responsibility for their own money benefits their well-being and self-awareness. • Describe negative and positive impacts personal finances can have on mental health and well-being. They could identify people or organisations that are available to support.	Learners could: • Think about actions such as: reusing clothing items, buying second hand, avoiding food waste by buying less, using public transport, can benefit the environment and help to save them money.

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UNIT SPECIFICATIONS

Unit Title: Introduction to retail skills

Unit Reference Number: M/503/4678

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 2**

The focus of this unit is on the retail sector. It is designed to prepare individuals for work in a retail environment by developing an understanding of the features and different businesses in the retail sector and the resources that they require. It further develops skills in serving a customer and handling a sales transaction whilst working in accordance with safe working practices.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know the purpose and range of retail businesses	1.1 Identify the features of a retail business
	1.2 Identify a range of different retail businesses
	1.3 State the main resources that a retail business requires
2 Know how to make a sale	2.1 Serve a customer
	2.2 Participate in a sales transaction
3 Know how to work safely	3.1 Identify fire procedures in the workplace
	3.2 Identify procedures for manual lifting and handling of goods
	3.3 Demonstrate safe working practices

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In this unit, learners will consider a variety of aspects of working within the retail sector.

Features of a retail business include:

- Purpose of retail include the sale of products and delivery of services to the public
- Sub-sectors such as DIY, Food and Grocery, Electrical, Personal care, Clothing, Footwear etc.,
- Retail channels such as traditional shops, market stalls, catalogues, home shopping, internet: local, national, international

The range of different retail businesses such as:

- Independents**:** Clothing boutiques, Jewellers, Music shops, Woodyards, Builders Merchants
- Chains: Currys PC World, Next, Tesco, Marks and Spencer, Monsoon, Primark, W H Smith, Staples, Non-specialised stores

The main resources that a retail business requires such as staff, stock, stationery, labels, tills, marketing / display materials.

Sales transactions may be face to face, online, over the telephone etc.

Fire procedures in the workplace include raising alarm, evacuation, assembly point.

Procedures for manual lifting and handling of goods including assessing the load, use of lifting equipment, seeking assistance, posture and hold.

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Safe working practices include the use of appropriate tools, clearing sufficient space, using correct manual handling techniques, disposing of packaging properly, limiting any possible damage to stock, store stock at the correct height, rotating stock, clean and tidy shelves, correct location and labelling.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Research different retail businesses online. • Compare online retail transactions to face to face.	Learners could: • Reflect on how developing skills and experiences benefits their own well-being in different ways, linking to the Five Ways to Well-being: **Connecting:** connecting with colleagues in a workplace, having positive social interactions and working relationships. **Keep learning**: setting goals for personal development in their career and learning new skills brings positive focus to well-being.	Learners could: • Describe how stock can be recycled or reused if it is no longer fit for sale. • Ensure recycling procedures are followed to show sustainability in the retail workplace. • Think about packaging and use of plastic bags, understanding how they are bad for the environment.

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UNIT SPECIFICATIONS

Unit Title: Applying for a job

Unit Reference Number: D/508/5478

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

This unit aims to provide individuals with the necessary skills and knowledge to apply for a job that is suitable for their skills and qualities and present themselves at an interview.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Carry out activities to apply for a job	1.1 Identify a job that they would like to apply for
	1.2 Identify skills and qualities that would make them suitable for that job
	1.3 Organise information about themselves in different ways
	1.4 Present information about themselves at an interview

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to achieve this unit, learners need to be able to carry out the relevant activities required when applying for a specific job. Learners will need to identify a job that they would like to apply for in order to carry out the related activities. Learners need to be able to identify a job that they would like to apply for and think about their skills and qualities that would make them suitable for that job. Information about themselves may be organised in CVs (style/s appropriate for the job), letter, email etc. Effectively presenting themselves for interview, involves considering communication and presentation skills, appearance, planning questions etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan supporting information, such as certificates. • Create a presentation for a job interview.	Learners could: • Describe activities that they take part in which promote their individuality and positive wellbeing. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction). • Think about how knowing about sustainability might be important for an application, e.g. if applying for a job in an organisation that focus on the environment e.g. council services, garden centres, energy suppliers.

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UNIT SPECIFICATIONS

Unit Title: Communicating with others at work

Unit Reference Number: Y/508/5480

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

Effective communication in the workplace is essential. This unit focusses on developing good communication skills in a working environment and considers a number of ways in which individuals communicate whilst at work.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Communicate appropriately with others at work	1.1 Identify different sources of information
	1.2 Obtain information from others using an appropriate method
	1.3 Describe different ways of communicating with others in the workplace
	1.4 Communicate with others clearly using words that suit the situation
	1.5 Respond appropriately to straightforward questions

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to achieve this unit, the learner needs to show they can communicate effectively at work. Sources of information may include colleagues, intranet, staff manual / handbook, newsletters, company magazines, documents etc. Methods of communication may include email, telephone, face to face, letter, reports etc. Communicating appropriately involves using suitable words for the situation and audience, tone, body language, active listening etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use word processed documents and/or emails to communicate with others in their workplace. • Find information about the workplace on staff intranet or online documents/ handbook. • Learn about systems such as Teams, Zoom to understand how teams can communicate even when they are not in the same building.	Learners could: • Identify the personal skills they might develop when working and communicating with others such as: listening, cooperation, eye contact, confidence, taking turns to speak, asking questions. Learners could practise these skills in day-to-day life with friends and family to build their confidence and sense of personal well-being.	Learners could: • Avoid printing materials and documents at work to support the environment. Make use of digital options that help to track communication e.g. Teams, email.

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UNIT SPECIFICATIONS

Unit Title: Exploring job opportunities

Unit Reference Number: H/508/5482

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

This unit supports learners to explore different job choices and opportunities and identifies people or organisations that may help them find a suitable job option. Learners need to show how that they have researched and decided on a job option that matches their own skills, qualities, experiences and interests.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Decide on suitable job options	1.1 Describe who to see and where to go for help with job choices
	1.2 Get information about job options
	1.3 Review their interests, experiences, skills and qualities
	1.4 Describe how they decided on suitable job options

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1.1 Describe who to see and where to go for help with job choices

Learners are encouraged to consider the wide variety of sources for information about job choices, and sometimes that information will come from a face-to-face meeting, or through internet searches.

Examples include:

- National Careers Service - https://nationalcareers.service.gov.uk/ - provides high quality, free and impartial careers advice
- GOV.UK/find-a-job - https://www.gov.uk/find-a-job - lists full and part time jobs in England, Scotland and Wales, searchable by job type and region
- Careers advisor – at school, college or university
- Apprenticeships service - https://www.findapprenticeship.service.gov.uk/ - search for apprenticeship opportunities by job, company and region
- Jobcentre Plus - https://www.gov.uk/contact-jobcentre-plus -
- Local Careers Hub - https://www.careersandenterprise.co.uk/careers-hubs/ - networks of organisations that work with school, colleges and employers to improve careers education for young people.

1.2 Get information about job options

Learners should gather information about **more than one job option** in an area that interests them. Information gathering should cover:

- qualifications and/or training that is required
- any essential academic, technical and transferable skills and experience
- pay or salary
- typical hours per week
- working patterns (e.g. shift work, weekends, 9 to 5)

- daily tasks
- working environment
- contract – full time, part time, fixed term, zero hours, agency
- career progression
-

1.3 Review their interests, experiences, skills and qualities

Learner will undertake a review of their own skills, experiences, qualities and interests relevant for employment. Learners would benefit from understanding each definition and provide examples to support this.
Interests: Often based on personal interests or talents such as gardening, cycling, photography, knitting
Experiences: gained from volunteering, work placement, work shadowing, previous employment (temporary, part time or full time).
Skills: Skills covers a broad spectrum, and therefore learners could reflect further by stating which skills are academic, technical and transferable. Examples include: digital skills, customer service, problem solving, working in a team, communication etc
Qualities: honesty, confidence, creativity, caring

1.4 Describe how they decided on suitable job options

Learners are encouraged to discuss in pairs or groups what job options are suitable for them and why. They should refer to the information they gathered about job roles and their own interests, skills and experiences.

Useful websites to support tutors

National Careers Service - https://nationalcareers.service.gov.uk/
UK Government - https://www.gov.uk/find-a-job
Apprenticeships service - https://www.findapprenticeship.service.gov.uk/
Jobcentre Plus - https://www.gov.uk/contact-jobcentre-plus -
Local Careers Hub - https://www.careersandenterprise.co.uk/careers-hubs/
Labour Market Information - https://www.nomisweb.co.uk
UK Careers Fairs – www.ukcareersfair.com

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use search engines to look for jobs and learn about different careers. • Think about the digital skills they need to develop when planning for a career and how to go about this. Examples include: using email, Microsoft systems, basic spreadsheets. • Create a personal action plan using SMART objectives.	Learners could: • Talk with people they know to get advice and information about different jobs. • Do a self-review of their own strengths and interests to help them match to jobs they find interesting. • Think about the Five Ways to Well-being: **Keep learning:** to help plan and develop in their career. **Give:** Volunteer to help them upskill and make decisions for their career. • Know that planning career goals promotes a feeling of purpose and strengthens personal well-being.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

UNIT SPECIFICATIONS

Unit Title: Introduction to working with others

Unit Reference Number: T/508/5485

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

This unit is about the importance of being able to work with others in the workplace. The learner needs to understand the skills needed to work with others whilst carrying out tasks. The tasks need to be relevant to the working environment and at an appropriate level for the learner.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Plan their work with others	1.1 Describe the ground rules for working with others
	1.2 Say what the group is working towards
	1.3 Identify what needs to be done, and how
	1.4 Say what they are going to do
	1.5 Identify who to ask for help when they need it
2 Carry out work with others	2.1 Carry out activities to meet their responsibilities
	2.2 Tell an appropriate person of any difficulties in meeting their responsibilities
	2.3 Review work with others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners need to demonstrate their ability to plan and carry out work with others in a working environment.

Planning work involves:

- Establishing ground rules
- Agreeing what needs to be done and who will be carrying out each task.
- Agreeing timescales for each task
- Communicating effectively with others through active listening, clear speaking, sharing, making decisions, respect, punctuality, turn taking etc.
- Identifying who can help with difficulties such as colleague / team member, supervisor, manager

Carrying out work with others involves:

- Taking responsibility for allocated activities and tasks
- Telling relevant people if difficulties arise in meeting responsibilities
- Reviewing work with others in order to confirm work completed and work still to complete

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about how people work together in different ways and will sometimes use online systems to work together, such as Teams, Zoom. • Compare how they need to follow etiquette for communicating through online systems including video call, teams chats, email etc.	Learners could: • Think about the personal skills they could focus on developing when working with others such as listening, contributing to discussions, taking turns to speak, eye contact. • Think about how working within a team can be very beneficial to positive mental health. This links to the Five Ways to Well-being: **Connect:** spending time with others, building new connections with people you spend time with at work.

UNIT SPECIFICATIONS

Unit Title: Maintaining work standards

Unit Reference Number: F/508/5487

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

Every workplace has established standards and practices in terms of attendance, punctuality and methods of work. This unit aims to develop an understanding of the work standards within a chosen or given working environment.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Meet timekeeping and attendance requirements	1.1 Identify requirements for attendance and punctuality
	1.2 Identify procedures to follow in cases of absence or lateness
	1.3 Meet attendance requirements
	1.4 Meet timekeeping requirements
	1.5 Follow procedures if there are any difficulties in timekeeping and attendance
2 Complete activities to specified work standards in familiar contexts	2.1 Identify what the organisation expects of them in terms of quality and deadlines
	2.2 Complete specified activities to deadlines
	2.3 Achieve the quality of work required
	2.4 Explain the importance of Health and Safety and how to complete their activities safely
	2.5 Complete their activities
	2.6 Describe the organisation's standard for image
	2.7 Meet the organisation's standard for image

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. To meet responsibilities fully, it is important that the learner understands the work standards of the chosen or given working environment. These will vary depending on the job role and this needs to be considered when carrying out work to complete this unit. Requirements for timekeeping and punctuality refer to start time, lunch breaks, coffee breaks, finish time. Requirements of attendance include the procedures to follow due to absence for sickness and lateness and an understanding of the consequences of poor attendance. Work standards relate to the expectations of the organisation in terms of quality and quantity of work and meeting deadlines, completing activities in line with health and safety requirements and maintaining the organisation's image standards such as dress code, suit, casual, smart casual, uniform, hair, make-up etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Complete a digital timesheet to help with time keeping. • Use the staff handbook or locate policies to help them find out the organisation's policy on dress code, reporting absence etc. • Develop an action plan to help them follow deadlines.	Learners could: • Describe the sense of achievement when arriving to work promptly and carrying out tasks in a timely manner, learners could link this to their understanding for managing personal well-being at work. • Think about who they would talk to if they felt standards were difficult for them to maintain.	Learners could: • Think about wider personal responsibility for standards at work such as: - reducing paper use - following recycling procedures - reducing energy use.

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UNIT SPECIFICATIONS

Unit Title: Planning and reviewing learning

Unit Reference Number: D/508/5495

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

This unit provides learners with the necessary tools to plan and review their own learning to identify the skills and qualities needed to achieve their desired goals. It provides individuals with the skills to consider their strengths and areas for improvement and identify ways in which they may achieve their development targets.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand the skills and qualities needed for success in work and life	1.1 Identify the skills and qualities needed to achieve their goals
2 Identify their strengths and what they need to improve	2.1 Describe their strengths and what they need to improve
	2.2 Agree what they are going to work on first
3 Identify their targets and plan how to meet them, with the person setting them	3.1 Identify what their targets are
	3.2 State what they are going to do to meet the targets, and when
	3.3 Identify deadlines for activities
	3.4 Identify support to help meet targets
4 Follow their plan to help meet targets	4.1 Carry out activities to meet their targets
	4.2 Review their progress with supervisor
	4.3 Identify targets that have been met

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Planning and reviewing learning covers a wide range of areas and topics. In order for the learner to achieve this unit it is best practice to relate this to learning that is currently taking place. This can be work-based, vocationally related topics, and/or personal goals.

Skills and qualities needed to achieve goals may include planning and organisation, motivation, patience, communication, listening etc.

Planning learning involves:

- Identifying strengths and areas for improvement
- Agreeing tasks which are going to be looked at first
- Creating a development plan which shows targets, activities, deadlines and any support that may be needed
- Setting deadlines for achievement of activities
- Identifying support that is needed
- Carrying out planned activities

Reviewing learning involves:

- Reviewing progress with a relevant person such as a tutor, assessor, manager, supervisor etc.
- Identifying targets that have been met

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Create a development plan with personal goals.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. • Explore the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people. Identify when support is needed.

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UNIT SPECIFICATIONS

Unit Title: Rights and responsibilities at work

Unit Reference Number: K/508/5497

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

The aim of this unit is to develop an understanding of the main rights and responsibilities in the workplace. Learners will understand that as an employee they have access to rights which aim to protect them in work, and the steps they can follow if they need to report a grievance problem at work. Learners will also consider the responsibilities and behaviour that an employer expects of them at work. They will learn about the disciplinary process an employer will follow if an employee does not uphold the standards expected in the workplace.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand rights and responsibilities in the workplace	1.1 Describe the main rights of an employee
	1.2 Describe the main responsibilities of an employee
	1.3 State what steps they would take if they had a grievance problem at work
	1.4 State what steps they would take if they were faced with disciplinary action at work

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learners need to show understanding of their rights and responsibilities in the workplace. In order to achieve this, they will need to be able to:

1.1 Describe the main rights of an employee

Learners should understand that when in paid employment, they have rights as an employee. Many of those rights are embedded in employment law. (Employment Rights Act 1996, The Working Time Regulations 1998).

The main rights that are applicable to learners include:

- **The National Minimum Wage/National Living Wage**: the amount depends on a person's age. Current rates can be found at https://www.gov.uk/national-minimum-wage-rates
- **Payslips:** these can be printed or electronic but must show; number of hours worked, earnings before and after deductions (e.g. tax, national insurance, pension). An employer must provide all their employees with payslips.
- **Holiday entitlement:** By law, employees are entitled to 5.6 weeks paid holiday a year, this is also described as annual leave. Part time workers receive the equivalent amount of holiday, depending on how many hours they work. Employers can include bank holidays as part of statutory annual leave.
- **Sick leave:** Employees are entitled to take time off work if they are unwell. If a person is ill for more than 7 days, they must provide a fit note (sometimes known as a sick note) which they can get from their doctor or clinician. Workers are entitled to Statutory Sick Pay (SSP) if they are too ill to work for more than 3 days in a row.
- **Employment contract/written statement:** A contract of employment can be written or verbal. Anyone classed an employee or worker is legally entitled to a written statement. A written statement describes particulars such as pay, working hours, pensions, and disciplinary and grievance procedures.

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- **Rest breaks**: Employees have the right to the following rest patterns:

In the working day	20 minutes	When working more than 6 hours in a day
Between working days	11 hours rest	between finishing work and starting work
Between working weeks	24 hours rest	Every 7 working days
	48 hours rest	Every 14 working days

- **Working hours:** Employees should work no more than 48 hours a week unless they have opted out of the EU Working Time Directive. Sunday work must have been agreed in the contract or statement of employment.

- **Flexible working:** Employees have the right to request flexible working. Flexible working includes requests to change: the number of hours they work, start and finish times, the days and where they work from. Examples of different types of flexible working include job sharing, remote working, part time working, compressed hours, flexitime.

- **Statutory leave and pay**: Employees are legally entitled to different types of statutory leave and pay. Examples include: maternity pay and leave; paternity pay and leave; adoption pay and leave.

- **Discrimination and Equal Opportunities:** Employees have a right to be protected from discrimination in the workplace and can expect fair treatment. Through the Equality Act 2010 employees are protected from different types of discrimination based upon protected characteristics:

Nine Protected Characteristics		
Age	Marriage/civil partnership	Religion or belief
Disability	Pregnancy or maternity leave	Sex
Gender reassignment	Race	Sexual Orientation

It would be beneficial for learners to explore the word **discrimination**. This can be contextualised with examples such as:

- bullying.
- unfair dismissal.
- being harassed e.g. name calling, unwanted physical contact.
- unfair treatment e.g. being refused training opportunities due to a person's age.

- **Health & safety:** Employees are entitled to work in a safe environment as detailed by the Health and Safety at Work etc Act 1974. This is dependent on the employee's industry. Examples include: a safe place to work, access to and maintenance of essential equipment and facilities; adequate training and supervision for employees, employers carrying out risk assessments of environment and duties.

- **Trade unions**: Employees have a right to join a union if they wish. Employers must not treat employees differently if they are a member of a union or not.

1.2 Describe the main responsibilities of an employee

Learners should be made aware that responsibilities are different to employment rights. These are the expectations an employer has of its employees. Employees usually refer to company policies for specific information about their responsibilities and behaviours.

An employee's responsibilities at work may include:

- **Dress code and hygiene:** Wearing appropriate clothing as outlined in company policy including any personal protective equipment. Employees should aim to maintain personal hygiene standards at work.

- **Attitudes and behaviour:** Employees have a responsibility to behave professionally. They should avoid behaviours that may harm the company they are employed by. This includes negative comments about colleagues or employers on social media.

- **Timekeeping and punctuality:** Being punctual, arriving/leaving for work as per the hours agreed in their contract of employment.

- **Health and safety:** Take care of their own health and safety in the workplace and abide by any company policy. Examples include fulfilling training requirements and lifting heavy items correctly.

- **Working to required standards:** Employees are required to work to the agreed standards. Performance in the workplace is usually monitored by a manager and employees should discuss with their manager if they are finding it difficult to maintain their work standards.

- **Policies**: Employees should follow the company policies at work. This might include: the use of mobile phones and social media at work, reporting an absence, booking time off work.

Responsibilities can be dependent on the workplace.

1.3 State the steps they would take if they had a grievance problem at work

Grievance: this is when the ***employee*** raises a concern or complaint about something at work. Examples of grievance can include: issues relating to pay, employees being treated unfairly, experiencing bullying and harassment.

Any grievance/complaint process should be outlined in the employee's contract or work handbook. This states who the employee contacts in case of a grievance, and what they need to do to raise the grievance.

The following steps provide guidance for employees dealing with a grievance at work:

Step 1: Try to solve the problem through informal discussion with the manager.

Step 2: If the employee feels it cannot be solved informally, they can then raise a grievance complaint. This should be in writing and sent to the most appropriate person e.g. manager and/or HR.

Step 3: The matter should then be investigated, usually by someone unrelated to the problem. Evidence will be gathered, conversations and meetings with people involved, including witnesses to gather the facts.

Step 4: A formal meeting of the grievance will take place. The employee raising the grievance may request to have someone accompany them. This could be a trade union representative or a colleague.

Step 5: An agreement of the outcome should be established, and the timescales and plans to support the resolution. Examples of resolutions in the workplace might include: changing a policy, staff working under extra support, a change in working patterns, having further training.

Step 6: The details of any grievance are confidential, but records about the grievance should be kept.

An employment tribunal

If an employee believes they have been treated unlawfully in the workplace they can make a claim to the employment tribunal. An Employment Tribunal hears disputes from people who think they have been treated unfairly by their employer. Examples include: unfair dismissal, breach of contract by the employer, discrimination, unauthorised deductions from pay, unfair termination of contract without the correct notice period.

Learners would benefit from knowing about free services available to support them in understanding employment rights, such as Citizens Advice.

1.4 State what steps they would take if they were faced with disciplinary action at work

If an employer feels that an employee is not working to the required standards or behaviour, they may take disciplinary action.

Disciplinary action: when the ***employer*** raises a concern or complaint due to the conduct/behaviour of a member of staff.

Minor offences may include poor job performance, minor breaches of policies and procedures, absent without permission, or poor punctuality.

Serious offences include failure to comply with workplace regulations and requirement, drunkenness or substance misuse, assault, bullying, malicious damage, theft, or causing damage to the organisation's reputation. These are considered to be gross misconduct.

A disciplinary follows a formal process, as detailed below. Learners should be made aware that as an employee they have a duty to comply with the process.

Disciplinary Process	Employer	Employee
Step 1 Informal meeting	The employer may arrange an informal discussion to see if the problem can be resolved. This could be through training, encouragement or support.	Attend any meetings or discussion that are planned. Take notes of the issues raised. Follow any actions that are agreed to try and solve the matter at the first step.
Step 2 Disciplinary letter	If the matter is being dealt with formally through disciplinary process, the employer will write a letter to the employee stating the issue.	Keep a copy of the letter. Follow any instructions advised in the letter. If required, an employee may seek advice from organisations such as the Trade Union or Citizens advice.
Step 3 Investigation	The employer will gather evidence and investigate the issue.	Provide any information that is requested.
Step 4 Disciplinary meeting	A meeting known as a 'disciplinary hearing' is then held where all evidence is taken into consideration before any decision is made. An employee has the right to be accompanied by a colleague or member of their trade union at this meeting.	Attend the meeting, taking notes. An employee may prepare questions or comments to take to the meeting. Take someone to the meeting, such as a colleague or trade union representative.
Step 5 The outcome	Following the meeting the employer must write to the employee about what disciplinary action they are going to take. The decision might be: no action, written warning, final written warning, suspension, mediation, dismissal.	Maintain a copy of the letter. If required, they should respond as requested. Attend any further meetings or discussions.
Step 6 Right to appeal	If the employee feels the action is unfair, they have a right to appeal. This should be done in writing to the employer stating why they believe the outcome is unfair. An appeal meeting will be held, similar to the hearing. A final decision will be made following the appeal. The employer should write to the employee describing the outcome of the appeal.	Write to the employer stating why they wish to appeal. Maintain evidence for the appeal. Attend any meetings and keep a record of any notes or actions.

Useful websites to support tutors

ACAS (Advisory, Conciliation and Arbitration Service) https://www.acas.org.uk/
Citizens advice https://www.citizensadvice.org.uk/
GOV.UK https://www.gov.uk/browse/employing-people
GOV.UK Minimum Wage Rates https://www.gov.uk/national-minimum-wage-rates

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the organisations computer systems to locate policies. These may be on a local intranet system or saved in specific locations. • Use a check list in word processed documents, or spreadsheets to maintain a log of documents they have reviewed.	Learners could: • Think about how standards that are shared and agreed by an employer will help an individual know who talk to if they have any issues or concerns. • Explore the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family or gaining confidence to build new connections with new people. Identify when support is needed.	Learners could: • Think about wider personal responsibility at work, such as: - reducing paper use - following recycling procedures - reducing energy use.

UNIT SPECIFICATIONS

Unit Title: Building confidence and self esteem

Unit Reference Number: K/508/5502

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

This unit aims to develop a greater understanding of what confidence and self-esteem mean and the impact that these can have on an individual's working and personal life. It looks at ways in which confidence and self-esteem can be damaged and helps individuals to find ways to build confidence and self-esteem. By completing this unit, learners will be able to recognise what growing confidence and high self-esteem feel like.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand what confidence and self-esteem are	1.1 Explain what confidence and self-esteem are
	1.2 Describe effects of being confident and feeling good about yourself
2 Understand ways in which confidence and self-esteem can be damaged	2.1 Identify at least two ways in which confidence and self-esteem can be damaged
	2.2 Describe two effects of damage to confidence and self-esteem
3 Understand ways of building confidence and self esteem	3.1 Identify, with help, at least two ways of building confidence and self-esteem
	3.2 Identify, with help, how the previously stated two ways would help build confidence and self-esteem
4 Understand feelings surrounding confidence and self esteem	4.1 Describe the types of feelings that go with confidence and high self-esteem

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In order to achieve this unit, the learner needs to understand how they can build on their level of confidence and self-esteem.

1.1 Explain what confidence and self-esteem are

Learners should understand the difference between having confidence and self-esteem and be able to give a definition on both.
Self-esteem is defined as the attitude that you have towards yourself.
The charity Mind define self-esteem as:" Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change." www.mind.org.uk (2024)
Confidence is defined as the belief in yourself and what you can do.
Mind define confidences as: "Confidence is about believing in and trusting ourselves, our abilities and ideas. Confidence is also about understanding and accepting ourselves for who we are." www.mind.org.uk (2024)

1.2 Describe the effects of being confident and feeling good about yourself

The effects of having confidence and feeling good about yourself include:

- feeling happy,
- knowing what you are good at,
- feeling comfortable about your looks
- being able to deal with challenges and difficult situations
- taking part in discussions and activities in school, college or at work

- enjoying life.

Learners should think about situations and instances when they have been most confident and felt good about themselves.

2.1 Identify at least two ways in which confidence and self-esteem can be damaged.
Confidence and self-esteem are often damaged by other people and their actions or situations where we do not feel comfortable.
Ways that confidence and self-esteem can be damaged include:

- actual or perceived failure,
- direct criticism,
- indirect criticism,
- discriminatory or prejudice behaviour
- lack of love and caring,
- abusive or poor relationships,
- having a mental or physical disability
- Comparing yourself with others
- Being bullied
- Struggling at school, college or work

Learners should list some situations and/or experiences that had a negative impact on the confidence or self-esteem.

2.2 Describe two effects of damage to confidence and self-esteem
Effects of low self-esteem include:

- feeling bad about yourself,
- how you think others see you,
- worrying about what they think about you,
- treating yourself badly,
- blaming yourself
- feeling worthless.
- feeling inadequate or less attractive than others portrayed on social media platforms.

Effects of a lack of confidence include:

- not being sure what you need or want from life,
- not being sure of your ability and skills,
- fear of failure.

Referring to the situations and experiences identified in 2.1, learners should be able to describe how these situations / experiences made them feel.

3.1 Identify, with help, at least two ways of building confidence and self-esteem
Ways of building confidence and self-esteem include:

- exercising regularly
- focussing on successes,
- getting support when needed from others, family and friends,
- asking for help when needed
- making a list of positives,
- building up a network of people who are like-minded
- eating well,
- avoid making comparisons between yourself and others,
- don’t dwell on mistakes,
- setting attainable goals and challenges.

Learners should make a list of people and resources that are available to them to build their confidence and self-esteem.

3.2 Identify, with help, how the previously stated two ways would help build confidence and self-esteem
Thinking about the previous list of people and resources, learners should be able to state how these would help build your confidence and self-esteem.

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4.1 Describe the types of feelings that go with confidence and high self-esteem
Types of feelings that go with confidence and high self-esteem include feeling:

- valued,
- wanted,
- unique,
- special,
- talented,
- creative,
- loved,
- positive,
- happy
- included.

Useful websites to support tutors

Mind - https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/tips-to-improve-your-self-esteem/
Verywellmind - https://www.verywellmind.com/what-is-self-esteem-2795868
Verywellmind - https://www.verywellmind.com/how-to-boost-your-self-confidence-4163098
NHS - https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Discuss the positive sense of well-being that comes with increased self-esteem and confidence.
- Think about how taking notice and giving compliments to others can increase their own confidence and positive sense of well-being.
- Consider concepts from the Five Ways to Well-being which could help to develop confidence such as:

Be active: Building activity and exercise into daily routines is a huge boost for wellbeing. Learners could think about joining an exercise group to meet new people.
Giving: learners could plan to volunteer and take part in community events to develop their skills for communication, confidence, resilience etc.

UNIT SPECIFICATIONS

Unit Title: Effective communication for work

Unit Reference Number: M/508/5503

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

Sharing information in the workplace is essential. This unit will explore how to communicate information effectively in the workplace and use the appropriate method for communicating a message. Learners will demonstrate how to share information with others and follow instructions given to them.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Communicate appropriately for the workplace	1.1 Communicate information appropriately for the workplace
2 Choose a method of communication	2.1 Choose an appropriate communication method for a given purpose
3 Know how to use communication to support the work of others	3.1 Share information with others using an appropriate method of communication
4 Know how to follow instructions	4.1 Follow a given set of instructions accurately

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In order to achieve this unit, the learner needs to communicate effectively. This means using appropriate information and methods of communicating a message. The learner also needs to show they can follow specific instructions accurately.

1.1 Communicate information appropriately for the workplace

Ways of communicating information in the workplace include:

- **active listening** - communication is two-way. Effective communication relies on your listening as well as speaking. Active listening means making sure you maintain eye contact with the speaker, indicating you understand by occasional nodding, being fully present, asking relevant questions and paraphrasing or summarising the conversation.
- **clarity** - make sure that you think carefully about what you want to communicate and only communicate sufficient to meet your needs and the needs of the recipient.
- **be courteous**- always speak with respect for the recipient. Speak to them as an equal.
- voice and tone - pitch you voice at an appropriate volume and tone. Speaking too loudly may be received as though you are being aggressive or angry.
- **gestures and body language** - refers to the way in which you stand, use your arms and hands, your facial expressions and eye contact. People may distrust the message if your body language does not match the words you are saying.
- **timing** - choosing the right time to communicate is also important. Make sure there are no distractions, and that the recipient(s) is able to fully focus and engage with you. Make sure that you have sufficient time to communicate all the information that you need to.
- **language** - .use of jargon and technical terms can lead to a message being misunderstood or misinterpreted. Make sure that the words and language you are using is appropriate for the recipient.

2.1 Choose an appropriate communication method for a given purpose

Types of communication – communication may be verbal and non-verbal.

The language, tone, and body language that you use when communicating information can have a significant impact on how the message is received by the recipient.

There are three aspects that impact of what you are trying to communicate:

- The words you use
- The tone of your voice
- Your body language

The reported statistics for the order of importance of these aspects of communicating with other people are:

- 55% Body Language
- 38% Tone of Voice
- 7% Words

Methods of communication include:

- **face to face** - enable you to see the recipient's reaction and also provides opportunities for them to ask questions and seek clarification if needed. However, there is unlikely to be a formal record of the conversation unless notes are taken.
- **emails, letters** - forms of written communication provide evidence of the communication for future reference. Emails are most commonly used as they are quick and can be sent to a number of people at one time. Formal letters are less common in today's world and are generally used for external communications.
- **texts, messages –** are short communications using mobile technology or media platforms. They are generally used for informal, short and immediate communications.

3.1 Share information with others using an appropriate method of communication

When sharing information with others, you need to think about:

- What exactly do they need to know
- What do you need to achieve my sharing this information
- How much detail do they need
- What is the purpose of the communication
- What do they already know about the subject
- Do you need to share this information formally or informally
- Does there need to be a formal record of this communication
- What questions might they ask
- Are you sharing this information with one person or a group of people

4.1 Follow a given set of instructions accurately

Instructions given may be written or verbal.

Following written or verbal instructions involves:

1. Reading or listening to all the steps of the instructions carefully. You may need to reread written instructions several times.
2. Seeking clarification if you don't understand anything
3. Making sure you fully understand the purpose of the task and expected outcomes from the instruction
4. Ensure there are no distractions that will divert your attention
5. Visualising the process in your head. What are the steps? What needs to be done first, second etc.
6. Talking yourself through the process and stages as you work your way through the task.
7. Don't be afraid to ask for help or guidance if needed.

Useful websites to support tutors

Indeed - https://www.indeed.com/career-advice/career-development/effective-communication
Indeed- https://uk.indeed.com/career-advice/career-development/7-c-of-communication
Mind Tools - https://www.mindtools.com/a5xap8q/the-7-cs-of-communication
Glassdoor - https://www.glassdoor.com/blog/guide/communication-skills-in-the-workplace/

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use word processed documents or emails to communicate with others in their workplace. • Think about how people work together in different ways and will sometimes use online systems to work together and communicate, such as Teams, Zoom.	Learners could: • Think about the personal skills they could focus on developing when communicating with others such as: listening, taking notice, confidence, eye contract. • Explore concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with others and working together, can bring positivity to their well-being.

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UNIT SPECIFICATIONS

Unit Title: Food hygiene and safety

Unit Reference Number: T/508/5504

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 3**

The aim of this unit is to develop a basic understanding of food hygiene which is essential in any hospitality and catering setting. It covers the rules for handling and storing food properly and ensuring food is safe to eat following use by and sell by dates.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know about basic food hygiene	1.1 Identify ways of handling food safely
	1.2 Outline why it is important to follow basic hygiene rules when dealing with food
2 Know how food safety measures are implemented	2.1 Outline the meaning of use by and sell by dates on different products
	2.2 Identify ways of knowing whether food is safe to eat
	2.3 Identify ways of keeping food stored safely

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. When working in the hospitality and catering industry food hygiene is extremely important. Ways of handling food safely include washing hands, preventing cross contamination, cooking at correct temperatures, refrigerating at proper temperature, cleaning chopping boards etc. The importance of following basic food hygiene rules includes reducing the risk of food poisoning, preventing cross-contamination, preventing the spread of bacteria that cause illness, discarding unfit food etc. Ways of knowing whether food is safe to eat include use by date, sell by date, appearance, smell etc. Sell by date is defined as the last date stores are supposed to display a food product for sale in the store. Products should be removed from sale after the sell by date. Use by date refers to the date by which a food items must be eaten. Food eaten after the ‘use by’ date is unsafe. Safe ways of storing food include dry stores, refrigeration, correct containers, correct temperature etc.

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UNIT SPECIFICATIONS

Unit Title: ICT for employment

Unit Reference Number: J/508/5507

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

This unit develops an understanding of the different types of information and communication technology used in the workplace and requires learners to demonstrate the use of two types of ICT within workplace guidelines.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Recognise the types of information and communication technology that are used in a place of work	1.1 Identify three different types of information and communication technology used in a place of work
	1.2 Give a simple description of their uses
2 Know how to use relevant information and communication technology systems	2.1 Use two types of information and communication technology systems appropriately and within place of work guidelines
	2.2 Identify who to contact for help and support when using information and communication technology

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to complete this unit, learners will need to demonstrate the use of two different types of ICT in the workplace. Types of ICT include emails, intranet, internet, mobile phones etc. Workplace guidelines may come from instruction manuals, communications policies and procedures, staff handbook etc. Help and support may be provided by supervisor, manager, IT engineer, IT support desk etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Build their digital skills, using smartphones, tablets and laptops for work purposes. • Understand ways they can use ICT in the workplace, such as emails, Teams, using the internet, staff intranet. • Open, edit and save different document types on word processing applications or spreadsheets. • Discuss what ICT skills they can further develop for work.	Learners could: • Identify targets for skills development and describe how it relates to their own well-being, linking positive changes to increased performance. • Build their confidence in asking colleagues for advice and training in new systems and processes.

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UNIT SPECIFICATIONS

Unit Title: Introduction to customer care

Unit Reference Number: R/508/5509

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

Customer care is an important part of the working environment. Through this unit, learners will understand what the customer requirements are within their own organisation and know how to provide good customer service and why it is important.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand the requirements of customers who use own organisation	1.1 State what goods/services customers want from own organisation
	1.2 State how the organisation tries to meet customer requirements
2 Understand and provide good customer service	2.1 Describe good customer service
	2.2 State why good customer service is important
	2.3 Describe how to contribute to good customer service
	2.4 Provide good customer service

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In order to achieve this unit, learners need to show they understand what customer care is and what their role is in providing effective care. Learners need to choose or be given a work situation.

Goods and services required by customers may include products such as food or other items, services such as hairdressing or decorating, information such as from banks or legal services.

Good customer service is achieved through listening to customer requests, being helpful, giving advice, speaking clearly, keeping promises, keeping accurate records / information.

Customer service is important to keep customers happy, retain customers, generate loyal customers and repeat customers, give recommendations to others, speak positively about the organisation protect the company image and brand.

The organisation's customer service requirements may be set out in a Customer Service policy and procedure.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about how customer service can be conducted through different methods: email, social media, customer web chat, letter. • Use spreadsheets and databases to help support good customer relationships.	Learners could: • Think about the personal skills they might develop working within customer service such as resilience, patience etc. • Consider how helping customers can bring a positive sense of worth and well-being.	Learners could: • Think about how an organisation might have sustainability policies in place, and how these are important to customers. Learners could look for examples of how they are promoted e.g. on websites, posters/adverts etc.

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Unit Title: Managing personal finance

Unit Reference Number: Y/506/3883

Credit Value of Unit: 3 **GLH of Unit: 20** **Level of Unit: Entry 3**

This unit develops an understanding of how to manage personal finance through balancing income and expenditure and identifying ways to reduce expenditure should there be an imbalance. Learners will also know the products that may be available through banks and building societies to assist in money management and be able to list the benefits and drawbacks of borrowing money.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know the sources of income and expenditure	1.1 List sources of income
	1.2 List the ways in which money can be received
	1.3 Give examples of a range of expenditure
	1.4 List the ways in which payment can be made
2 Know how to balance income and expenditure	2.1 Use a method of recording income and expenditure
	2.2 Identify what may occur if income and expenditure are not balanced
	2.3 List ways of reducing expenditure
3 Know the products provided by banks and building societies	3.1 List products provided by banks and building societies
	3.2 State a benefit of current accounts
4 Know advantages and disadvantages of borrowing money	4.1 List the advantages of borrowing money
	4.2 List the disadvantages of borrowing money

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Sources of income include earnings, investments, interest on savings, pensions, shares, property income, savings, state benefits etc.

Ways that money can be received include cash, cheque, bank transfer, loans, direct debit, standing order etc.

Expenditure may include food, clothes, school / college expenses (dinners, uniform, trips, books etc.), mortgage, rent, social activities, utility bills, car, bus fares, mobile phone expenses etc.

Payments may be made by cash, cheque, credit card, bank transfer, direct debits, standing orders etc.

Income and expenditure may be recorded on a budget, spreadsheet, list, app etc.

Problems that may occur if expenditure is greater than income include being unable to pay for essential items, being always in debt, increased costs in interest on borrowing, poor credit score, potential to lose home etc.

Ways of reducing expenditure include prioritising expenditure, buying essential items first, buy cheaper products, using offers such as buy on get one free, seeking cheaper options etc.

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Products provided by banks and building societies include current account, savings account, loans, credit cards, ISA etc.

Benefits of a current account include easy payment handling, reduction in carrying large amounts of cash which may be lost or stolen, aids control of money through apps and mobile alerts, keeps money safe and secure, builds a credit history, easy access to cash through ATMs etc.

Advantages of borrowing money include fast way of obtaining funds for a special/expensive projects or items, allow you to spread the cost over a period of time etc.

Disadvantages of borrowing money include a long-term financial commitment, penalties for non-payment, interest charges, defaults affect credit rating.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital tools to create simple spreadsheets that help to manage personal budgets including income and expenditure. • Set up online banking on a computer and/or phone/tablet. • Complete their credit rating online. • Think about how they can keep themselves and their money safe in the digital world, being aware of fraud and scams.	Learners could: • Discuss how feeling in control of their own money makes them feel more independent and confident. • Describe negative and positive impacts personal finances can have on a person's mental health and well-being. They could identify people or organisations that are available to support.	Learners could: • Think about actions such as: reusing clothing items, buying second hand, avoiding food waste by buying less, using public transport, can benefit the environment and help to save them money.

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UNIT SPECIFICATIONS

Unit Title: Oral presentation skills

Unit Reference Number: L/508/5511

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 3**

Through this unit, learners will develop strategies and techniques to plan and structure an effective oral presentation on a familiar subject. They will be required to give a short presentation with a partner to a known audience.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand strategies and techniques for oral presentations	1.1 List different strategies and techniques that can be used for effective oral presentations, including: a) speaking skills b) presentation style c) supporting aids d) body language
2 Plan an oral presentation taking into account purpose and audience	2.1 Contribute to the planning of content of a shared oral presentation on a familiar subject
	2.2 State the structure of the presentation taking into account: a) who it's for b) the purpose of the presentation c) how long you have d) who does what e) appropriate strategies and techniques f) 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 with a partner on a familiar subject

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit is about learning the skills needed to present information to others about a familiar subject.

Techniques and strategies needed to present information to others orally include speaking clearly, adjusting the pace, being natural, good posture, limiting gestures, keeping it simple / straightforward.

Supporting visual and audio aids may include OHPs, PowerPoint, notes, video, film, images, real objects, use colour.

The structure of the presentation should take into account:
a) who it's for
b) the purpose of the presentation
c) how long you have
d) who does what
e) appropriate strategies and techniques
f) availability of audio/visual aids

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Develop their digital skills with presentation software, which could include: - uploading images - copying/pasting/inserting images and text - adding hyperlinks	Learners could: • Identify a subject that is of interest to them which will help with self-confidence when presenting. • Think about how they can use well-being strategies to prepare for a presentation e.g. writing notes, taking deep breaths, talking to a friend.	Learners could: • Choose to complete a presentation about the environment. For example, describing how to put sustainable living into practice by - energy saving - recycling - reducing waste etc.

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UNIT SPECIFICATIONS

Unit Title: Health and safety in the workplace

Unit Reference Number: M/508/5484

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Entry 3**

The aim of this unit is to develop and understanding of the health and safety responsibilities of employers and employees in the workplace. Learners will know what to do in the event of a fire, accident or personal injury at work and how to perform tasks and use equipment in a safe, clean and tidy manner.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand own rights and responsibilities for Health and Safety	1.1 State the main health and safety responsibilities of employers
	1.2 State the health and safety responsibilities of employees
2 Understand what to do in the event of accidents and emergencies	2.1 State what to do if there is a fire in the workplace
	2.2 State what to do if there is an accident in the workplace
	2.3 State what to do in the event of personal injury
3 Understand how to perform workplace tasks safely	3.1 Follow instructions for working safely
	3.2 Use equipment safely
	3.3 Maintain a clean and tidy work area

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Health and Safety in the workplace is extremely important. In order to achieve this unit, the learner needs to show an understanding of responsibilities within the workplace.

Health and safety responsibilities of employers are to appoint a competent person to monitor health and safety, develop a health and safety policy, carry out risk assessments. Provide training and information, provide basic standards of comfort and sanitation, report and injuries, incidents or diseases, display health and safety information.

Health and Safety responsibilities of employers are to work in line with training given by employer, take care of own safety and that of others, report any potential risks to health and safety to the employer.

In the event of a fire, individuals should keep calm, rescue anyone in immediate danger if it does not endanger self, alert others or activate fire alarm, close doors and windows, evacuate immediately, assemble at the appropriate assembly point.

In the event of an accident at work, individuals should make sure any ongoing danger is removed such as turning of electricity, call a first aider immediately, reassure victim, report incident to appropriate person.

In the event of personal injury an individual should call for assistance, stay calm, follow instructions of first aider, report incident to manager, supervisor or appropriate person.

Information on how to perform tasks safely may be available in Health and Safety guidelines and procedures, instruction manuals, on posters and signage, label on machinery etc.

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Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. • Think about health and safety guidance that can impact their own personal health and well-being e.g. tidy workspaces, access to clean facilities etc.	Learners could: • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly to support sustainability in the workplace. • Help to minimise energy use in the work place by switching off lights and sockets when not in use.

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UNIT SPECIFICATIONS

Unit Title: Applying for a job

Unit Reference Number: Y/508/5527

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

This unit aims to develop skills in planning for and actively applying for a job using relevant research methods to find suitable vacancies and present information about themselves at an interview.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Plan for and carry out activities to apply for a job	1.1 Research possible jobs that they can apply for
	1.2 Identify a job that they would like to apply for
	1.3 Plan steps towards making a successful job application
	1.4 Follow their plan and complete job application
	1.5 Present information about themselves at an interview
	1.6 Use feedback to review their performance

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to achieve this unit, the learner needs to be able to carry out the relevant activities required when applying for a specific job. The learner will need to identify a job that they would like to apply for in order to carry out the related activities. Research methods for jobs include career guidance centres, job centre, employment agencies. Websites, newspapers etc. Job applications may involve CVs, application forms, covering letters. Effectively presenting themselves for interview involves considering communication and presentation skills, appearance, planning questions etc. Feedback may take the form of verbal or written feedback.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Search examples of CVs online, comparing layout and features for their CV. • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan supporting information, such as certificates. • Create a presentation for a job interview.	Learners could: • Describe activities that they take part in which promote their individuality and positive wellbeing. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc. • Discuss the challenges that can be experienced in looking for a job, and describe how they might stay motivated through the process.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction). • Consider how knowledge about sustainability might be important for an application, e.g. if applying for a job in an organisation that focus on the environment e.g. council services, garden centres, energy suppliers.

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UNIT SPECIFICATIONS

Unit Title: Communicating with others at work

Unit Reference Number: F/508/5523

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

The aim of the unit is to develop effective communication skills within a workplace setting. Individuals will consider the information that they need for a particular purpose and obtain the information from others using a variety of methods. They will learn to adapt their communication according the audience and purpose and take part in discussions, responding to questions and comments appropriately.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Communicate appropriately with others at work	1.1 Identify the information they need for a particular purpose
	1.2 Obtain information from others using more than one method
	1.3 Communicate clearly in ways that suit their purpose and audience
	1.4 Respond appropriately to others with relevant comments and information
	1.5 Ask questions to clarify points if needed

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Communicate appropriately with others at work
In order to achieve this unit, the learner needs to show they can communicate effectively at work. This means using appropriate information and methods of communicating a message.

1.1 Identify the information they need for a particular purpose
Information may be needed for:
• Making decisions
• Solving problems
• Gaining knowledge on a subject
• Creating documents for self and others

1.2 Obtain information from others using more than one method
Methods of obtaining information may include:
• From documents such as letters, reports, articles, policies and procedures, etc.
• Verbally by telephone, face to face
• Electronically by email, internet, text messaging or any other similar means

1.3 Communicate clearly in ways that suit their purpose and audience
Communication approaches may be adapted according to audience, purpose, timing and the information being delivered. Effective communication involves:
• **Clarity** – make sure that you think carefully about what you want to communicate and only communicate enough to meet your needs and the needs of the recipient.
• **Active listening** – communication is two-way. Effective communication relies on listening as well as speaking.
• **The pitch and tone of your voice** – pitch your voice at an appropriate volume and tone. Speaking too loudly may be perceived as though you are being aggressive or angry. Speaking too softly may indicate that you are nervous, uncomfortable or unsure of what you are saying.
• **Your body language and gestures** – the way you stand, use your arms and hands and your facial

expressions all contribute to effective communication. People may distrust your message if your body language does not match the words you are saying.
• **Eye contact –** maintaining eye contact when communicating shows that you are fully engaged and listening.
• **Timing** – choosing the right time to communicate is also important. Make sure there are no distractions and that the recipient(s) can fully focus and engage with you. Make sure that you have sufficient time to communicate all the information that you need to.
• **Language** – the use of jargon and technical terms can lead to a message being misunderstood or misinterpreted. Make sure that the words and language you are using are appropriate for the recipient.

The language, tone and body language used when communicating information can have a significant impact on how the message is received and understood by the recipient

1.4 Respond appropriately to others with relevant comments and information
Responding appropriately to others means indicating that you have understood the message by:
• Occasional nodding
• Being fully present and avoiding distractions
• Asking open questions
• Paraphrasing or summarising the conversation

1.5 Ask questions to clarify points if needed
Check your understanding and seek clarification by asking questions if you are unsure about the message you have received.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about skills for communicating digitally: word processed documents, emails, adding attachments. • Look at examples of communications for email etiquette, adding signatures etc. • Learn about online systems that teams use to communicate in and office and when working from home, including Teams and Zoom.	Learners could: • Benefit from knowing the personal skills they might develop communicating with others such as listening, noticing body language, confidence. • Reflect on how developing skills and experiences benefits their own well-being in different ways. • Explore concepts from the Five Ways to Well-being such as: **Connecting**: spending time with colleagues in a workplace, having positive social interactions and working relationships is very beneficial for personal well-being.

UNIT SPECIFICATIONS

Unit Title: Exploring job opportunities

Unit Reference Number: L/508/5525

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

Through this unit, learners will be able to research and agree with relevant people, suitable job options that are appropriate for their interests, experiences, skills and qualities.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Research and agree suitable job options	1.1 Get information about job options
	1.2 Review their interests, experiences, skills and qualities
	1.3 Discuss and agree realistic job options
	1.4 Identify and agree next steps

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. In order to achieve this unit, the learner needs to research and agree suitable job opportunities. This needs to show how they have found information and reviewed their interests, experiences, skills and qualities. The learner also needs to discuss and agree realistic job options and identify and agree the next steps. Information about job options may come from employment agencies, job centres, career guidance centres, websites, newspapers. In reviewing interests, experiences, skills and qualities a learner may assess their strengths and areas for development against the requirements of a job option. Discussions and agreements may take place with a tutor, supervisor, manager, support assistant or careers guidance officer.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about the digital skills they could develop when planning for a career and how to go about this. Examples include: -word processing -emailing -uploading documents -using online search engines to look for jobs/learn about different careers • Create an action plan using SMART objectives.	Learners could: • Explore concepts from the Five Ways to Well-being: **Connecting:** interact with others to get advice and information about different jobs. **Keep learning:** developing new knowledge and skills for a career can bring a sense of purpose and positive well-being. **Give:** volunteering not only develops a sense of purpose for well-being, but it can help to build experience to support job applications and personal progress. • Know that planning career goals promotes a feeling of well-being.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

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UNIT SPECIFICATIONS

Unit Title: Introduction to working with others

Unit Reference Number: H/508/5529

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Level 1**

This unit is about the importance of being able to work with others in the workplace. The learner needs to understand the skills needed to work with others whilst carrying out tasks. The tasks need to be relevant to the working environment and at an appropriate level for the learner.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Confirm what the group is going to do and help plan how to do it	1.1 Describe how working in a group is different from working with one other person
	1.2 Describe the ground rules for working with others
	1.3 Check what is the group's goal
	1.4 Identify the tasks that need to be done, and their responsibilities
	1.5 Check and describe the arrangements for working together
2 Work with others towards achieving the shared goals	2.1 Get what they need to carry out tasks
	2.2 Complete tasks without disrupting or offending others
	2.3 Complete their tasks safely following the methods they have been shown
	2.4 Check progress, and ask for help when appropriate
	2.5 Offer support to others when appropriate
3 Identify ways they helped to work towards the group's goals, and how to improve their work with others	3.1 Identify what went well and what went less well
	3.2 Identify how they helped to achieve things together
	3.3 Suggest ways of improving working with others next time

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. The tasks selected need to be relevant to the working environment and at an appropriate level for the learner. Working as a group involves setting ground rules, understanding the requirements of the task, setting goals and objectives, agreeing roles and responsibilities, dealing with different personalities and opinions, agreeing deadlines and timescales etc. Skills needed for effective communication include active listening, clear speaking, sharing, making decisions, respect, punctuality, turn taking, respect for others etc. Reviewing group activities involves identifying what went well, what was done less well, what could have been done differently or better in the future, what role did each individual play in the task.

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about how people work together in different ways and will sometimes use online systems to work together, such as Teams, Zoom. They could work together to practise using such systems.	Learners could: • Think about the personal skills they could focus on developing when working with others such as: listening skills, contributing to discussions, taking turns to speak, eye contact. • Describe how working with others can be beneficial to their well-being. • Identify any challenges they have to overcome such as being nervous or shy in groups.

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UNIT SPECIFICATIONS

Unit Title: Health and safety in the workplace

Unit Reference Number: J/508/5524

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Level 1**

The aim of this unit is to develop an understanding of importance of health and safety and how to work safely in the workplace. Individuals will learn what to do in the event of an emergency such as a fire or accident in the workplace and use and store equipment in a safe manner.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand Health and Safety rights and responsibilities	1.1 Identify the key aspects of Health and Safety legislation relevant to own situation
	1.2 State the main health and safety responsibilities of employers
	1.3 State the health and safety responsibilities of employees
	1.4 Explain why it is always important to follow health and safety rules
2 Understand the health and safety requirements of employers	2.1 Describe how the tasks they have to do can be done safely
	2.2 State how to report a hazard in the workplace
	2.3 Follow the instructions during a fire drill
	2.4 Identify the location of: ▪ Fire/emergency alarm ▪ Firefighting equipment ▪ Fire exits ▪ Assembly points ▪ First aid box ▪ First aid assistance ▪ Accident book
3 Understand how to prevent and deal with accidents	3.1 Identify common causes of accidents in a particular work context
	3.2 List ways such accidents can be prevented
	3.3 State how an accident should be reported
	3.4 List, in order, the steps to follow in the event of personal injury
	3.5 Describe when and how to call for emergency assistance
4 Understand how to perform workplace tasks safely	4.1 Carry out tasks safely
	4.2 Use and store equipment safely
	4.3 Maintain a clean and tidy work area

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only.

Health and Safety in the workplace is extremely important. In order to achieve this unit, the learner needs to show their understanding of responsibilities for health and safety.

1. Understand health and safety right and responsibilities

1.1 Identify the key aspects of health and safety legislation relevant to own situation
Health and safety legislation relevant to the workplace may include:
• Health and Safety at Work Act (HASAWA)
• Management of Health and Safety Regulations
• Workplace Regulations
• Control of Substances Hazardous to Health
• Personal Protective Equipment (PPE)
• Manual Handling Operations
• Health and Safety (First-Aid) Regulations
• Health and Safety (Display Screen Equipment) Regulations
• Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)

1.2 State the main health and safety responsibilities of employers
Health and safety responsibilities of employers are to:
• Appoint a competent person to monitor health and safety
• Develop a health and safety policy
• Carry out risk assessments
• Provide training and information
• Provide basic standards of comfort and sanitation
• Report and injuries, incidents or diseases
• Display health and safety information

1.3 State the health and safety responsibilities of employees
Health and safety responsibilities of employees are to:
• Work in line with training given by employer
• Use appropriate personal protective clothing and equipment
• Take care of own safety and that of others
• Report any potential risks to health and safety to the employee

1.4 Explain why it is always important to follow health and safety rules
Health and safety rules are important to:
• Reduce accidents and illnesses
• Prevent fires
• Prevent slips trip and falls
• Reduce personal injury
• Keep staff, customers and visitors safe

2. Understand health and safety right requirements of employers

2.1 Describe how the tasks they have to do can be done safely
Information on how the tasks they have to do can be done safely may be available in health and safety guidelines and procedures, instruction manuals; on posters and signage, label on machinery, etc.

2.2 State how to report a hazard in the workplace
Hazards may be reported to a supervisor, manager, health and safety officer.

2.3 Follow the instructions during a fire drill
In the event of a fire, individuals should:
• Stay calm
• Alert others around you or activate the fire alarm
• Evacuate via the safest and nearest exit
• Go to the designated fire assembly point and report to the fire marshal
• Wait here until you are told it is safe to leave - do not try to enter the building again
• People who cannot use the stairs should go to the designated refuge point and wait for assistance

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Discuss with learners the safety implications and appropriateness regarding:
• Closing all doors and windows in the event of a fire,
• Collecting belongings before evacuating the building,
• Rescuing those in immediate danger,
• Speaking with the fire brigade, a supervisor or a manager about the situation. When is this appropriate? How to respond if they ask questions or are required to give a statement, etc.
• Remaining at the fire assembly or refuge points until told to leave – what safety implications could this have on their safety and the safety of others?

2.4 Identify the location of:
Learners should be able to locate:
• Fire/emergency alarm
• Firefighting equipment
• Fire exits
• Assembly points
• First aid box
• First aid assistance
• Accident book

3. Understand how to prevent and deal with accidents

3.1 Identify common causes of accidents in a particular work context
Common accidents at work may include:
• Slips, trips and falls due to wet floors, worn carpets, loose tiles, icy conditions, etc
• Trailing cables
• Poor lighting
• Manual handling, lifting, carrying
• Workplace traffic
• Falling from a height, such as ladders, platforms or lorries; Or items falling from a height
• Electrical accidents
• Hazardous chemicals

3.2 List ways such accidents can be prevented
Accidents may be prevented by:
• Cleaning up spillages
• Reporting loose and worn flooring
• Keeping cables tidy
• Reporting poor lighting
• Following correct manual handling procedures
• Awareness of workplace traffic
• Storing chemicals safely
• Removing hazards such as trip hazards
• Wearing appropriate workwear and clothing
• Using equipment/machinery according to the instructions
• Using the right equipment for the job, e.g. knives, ladders, correct tools/machinery

3.3 State how an accident should be reported
Accidents should be reported to a supervisor, manager, health and safety officer, human resources department.

3.4 List, in order, the steps to follow in the event of personal injury
In the event of personal injury, an individual should:
• Call for assistance
• Stay calm
• Follow instructions of first aider
• Report incident to manager, supervisor or appropriate person
3.5 Describe when and how to call for emergency assistance
Assistance in an emergency may come from a first aider, supervisor, manager, emergency services, etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the internet to search for current health and safety legislation, bookmarking sites of interest.	Learners could: • Discuss the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive and supported. • Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly as part of sustainable living at work. • Help to minimise energy use by switching off lights, sockets when not in use. • Be an advocate for sustainability in the workplace, by taking part in any green/environment groups in the workplace.

4. Understand how to perform workplace tasks safely

4.1 Carry out tasks safely
Information on how to perform tasks safely may be available in health and safety guidelines and procedures, instruction manuals; on posters and signage, labels on machinery; from colleagues, supervisors and/or managers.

4.2 Use and store equipment safely
Information on how to use and store equipment safely may be available in health and safety guidelines and procedures, instruction manuals; on posters and signage, labels on machinery, labels on substances and chemicals; from colleagues, supervisors and/or managers.

4.3 Maintain a clean and tidy work area
Maintaining a clean and tidy work area is important because it:
• Reduces accidents
• Reduces trips and falls
• Reduces the possibility of a fire starting and spreading
• Prevents the spread of germs
• Creates a more pleasant working environment
• Presents a good image to customers and visitors
• Improves efficiency and productivity

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UNIT SPECIFICATIONS

Unit Title: Maintaining work standards

Unit Reference Number: Y/508/5530

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Level 1**

To meet responsibilities fully, it is important that the learner understands the work standards of the chosen or given working environment. This unit considers the importance of timekeeping and attendance in the workplace and what action to take should difficulties in meeting workplace expectations arise. It also looks at the workplace standards of work in terms of quality, quantity and deadlines when carrying out tasks.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Plan for and meet timekeeping and attendance requirements	1.1 Identify requirements for attendance and punctuality, and procedures to follow in cases of lateness or absence
	1.2 Describe why punctuality is important
	1.3 Plan journey to work in order to ensure they are able to start work on time
	1.4 Meet timekeeping and attendance requirements
	1.5 Follow procedures if there are any difficulties in timekeeping and attendance
2 Plan and complete activities to specified work standards in familiar contexts	2.1 Identify what the organisation expects of them in terms of quality and deadlines
	2.2 Plan how to meet deadlines
	2.3 Ask for any help needed to achieve the quality of work required and to meet deadlines
	2.4 Work to the required standard and meet deadlines
	2.5 Explain the importance of Health and Safety
	2.6 Complete their activities safely
	2.7 Meet the organisation's standard for image and explain why it's important

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only. These will vary depending on the job role and this needs to be considered when carrying out work to complete this unit.

1. Plan for and meet timekeeping and attendance requirements

1.1 Identify requirements for attendance and punctuality, and procedures to follow in cases of lateness or absence

Attendance relates to working on specified days and times according to employment contracts, minimising time off work for illness or other reasons.

Punctuality and timekeeping relate to arriving at the specified time, not taking longer lunch and/or break times, completing tasks on time, being consistent every day.

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1.2 Describe why punctuality is important
Punctuality is important as it:
• Reflects on your image as an employee
• Shows respect for other people
• Demonstrates that you can be relied on
• Shows you are part of a team

1.3 Plan journey to work in order to ensure they are able to start work on time
Planning your journey to work involves:
• Knowing your start time and where you must go
• Finding the best route to take to work
• Deciding on the best mode of transport
• Checking for traffic or weather conditions
• Getting everything you need for work ready the night before
• Allowing extra time for unexpected delays
• Setting an alarm so that you wake up with sufficient time to get ready and leave on time
Starting work on time may be impacted by:
• Unexpected events that delay you leaving home for work
• Illness of yourself and your dependants
• Public transport disruptions and cancellations
• Own transport breakdown and car issues
• Accidents and unexpected events on journey to work

1.4 Meet timekeeping and attendance requirements
Failure to meet the requirements for timekeeping and attendance may lead to a verbal or written warning, disciplinary action and possible loss of employment if continued over a period of time. Actual sanctions will vary from job to job, so it is important that learners know specific requirements for their job role.

Timekeeping and attendance requirements will include:
• Starting time
• Finishing time
• Coffee breaks
• Meal breaks

Requirements for timekeeping and attendance may be found in:
• Contract of employment
• Terms and conditions of employment
• Job description
• Employment handbook
• Attendance policies and procedures

1.5 Follow procedures if there are any difficulties in timekeeping and attendance
Difficulties may include being late or being ill. Such instances must be notified to a supervisor or manager as soon as possible.

2. Plan and complete activities to specified work standards in familiar contexts

2.1 Identify what the organisation expects of them in terms of quality and deadlines
Work standards may be found in a contract of employment, job description or verbal or written instructions from a manager or supervisor. Work standards indicate the quality, deadlines and performance levels expected of them when carrying out the activities and tasks of their job.

2.2 Plan how to meet deadlines
Planning to meet deadlines involves:
• Clarifying deadline expectations
• Planning and prioritising tasks
• Being organised
• Focusing on the task in hand
• Seeking help when needed

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2.3 Ask for any help needed to achieve the quality of work required and to meet deadlines
Help to meet deadlines may come from:
• Individuals and other employees
• Supervisors and managers
• Colleagues from other departments
• External contacts/suppliers

2.4 Work to the required standard and meet deadlines
Work standards may relate to:
• Quality of work
• Quantity of work
• Deadlines requirement
• Meeting health and safety standards
• Maintaining the organisation's image standards such as dress code, uniform, hair, make-up, jewellery, personal hygiene and cleanliness

2.5 Explain the importance of health and safety
Health and safety in the workplace is important to ensure:
• You and other employees are protected from harm
• The organisation meets their legal obligations
• Accidents and illnesses are reduced
• A positive reputation amongst employees, customers and others

2.6 Complete their activities safely
Learners must demonstrate that they can carry out activities safely to prevent injury to themselves and others.

Some job roles require the employee to wear appropriate workwear whilst working to protect themselves and others. Other job roles may require employees to wear a uniform so that they are easily identifiable as an employee. Learners must demonstrate wearing and using the appropriate workwear whilst carrying out activities.

2.7 Meet the organisation's standard for image and explain why it is important
Standards for image are important to:
• Create a good reputation with customers and visitors
• Ensure employee safety in some working environments
• Boost employee confidence
Standards for image may include:
• Dress codes – uniform, formal dress, smart casual, casual
• Hair and make-up
• Personal hygiene
• Jewellery and accessories

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Fill in a digital timesheet to help with time keeping and work planning. • Use the intranet/ online handbook to locate the organisation's policy on dress code handbook/staff intranet. • Develop an action plan, using systems such as Excel, to help maintain deadlines.	Learners could: • Think about how techniques such as writing lists, using timesheets and rotas can help them to feel organised, reducing stress and negative impacts on their well-being and mental health. • Identify who they would talk to about any concerns they have which may prevent them from meeting agreed standards at work. They might decide if they would turn to a friend or colleague for advice, or if they need further support from a manager.	Learners could: • Use digital tools on a smartphone, tablet or computer to keep track of their rotas and timesheets, reducing the need to print and use paper.

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UNIT SPECIFICATIONS

Unit Title: Planning and reviewing learning

Unit Reference Number: D/508/5528

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Level 1**

It is important in every area of life to plan and review targets. This unit aims to develop skills to set personal goals and targets and construct a plan of action to achieve these goals. The learner will be required to follow a development plan and take part in learning activities to meet objectives. On completion they will be required to review progress and use feedback to improve performance.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Confirm their targets and plan how to meet these, with the person setting them	1.1 Describe why targets are important
	1.2 Make sure targets clearly show what they want to achieve
	1.3 Identify clear action points and deadlines
	1.4 Identify where to get the support they need, and arrangements for reviewing progress
2 Follow their plan to help meet targets and improve performance	2.1 Work through their action points to complete work on time
	2.2 Describe different ways of learning and how they learn best
	2.3 Use ways of learning suggested by their supervisor and make changes when needed to improve performance
	2.4 Use support given by others to help meet their targets
3 Review their progress and achievements with an appropriate person	3.1 Identify what they learned and state how they learned
	3.2 State what has gone well and what has gone less well
	3.3 Identify targets they have met and describe their achievements
	3.4 Use feedback to help say what is needed to improve their performance

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

In order to achieve this unit, the learner needs to understand why this is important in the work context. The learner needs to show they know what a target is, how to plan to achieve this and how to review progress.

Targets are important to give clarity about what needs to be done, drive you forward, sharpen your focus, make you and your colleagues accountable, help to achieve potential, get the best out of a situation and achieve on time.

A development action plan should include personal objectives, actions needed to achieve objectives, resources and support required, deadlines and timescales for achievement and method of reviewing and measuring progress.

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Ways of learning may include training courses, coaching, mentoring, reading, work shadowing etc.

Reviewing progress involves measuring progress against targets, assessing what went well and what went less well, identifying targets met, using feedback from others (verbal or written).

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Create their development plan using digital methods such as Microsoft Word, Excel, PowerPoint etc.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** working with others to discuss how they have progressed in their development. Asking and responding to questions about how they are developing in their actions, what they have learned. • Reflect on how they respond to feedback both positive and negative, and how to focus on the positive areas for development.

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UNIT SPECIFICATIONS

Unit Title: Rights and responsibilities at work

Unit Reference Number: R/508/5526

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

The aim of this unit is to develop an understanding of an employee's rights and responsibilities in the workplace and the steps that may be taken should problems at work arise which result in either grievance or disciplinary actions.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand rights and responsibilities in the workplace	1.1 Describe the main rights of an employee
	1.2 Describe the main responsibilities of an employee
	1.3 Identify what steps they would take if they had a grievance problem at work
	1.4 State what steps they would take if they were faced with disciplinary action at work
	1.5 Identify individuals and/or organisations that may be able to help and support employees in the workplace
	1.6 Explain what their rights would be in a particular job/employment sector

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learner needs to show understanding of their rights and responsibilities in the workplace.

Rights and responsibilities may include:

- National minimum wage
- Sick leave and pay
- Holiday leave and pay
- Part-time workers' rights
- Agency workers' rights
- Working hours
- Discrimination / Equal Opportunities / Harassment
- Written statement of employment
- Health and Safety: hazards and risks
- Bullying
- Punctuality / Dress Codes/ Hygiene / Attitude / Behaviour

Steps for dealing with grievances at work include:

- Attempt resolution through informal discussion with manager
- Put grievance in writing to HR and Management
- Investigation and gathering of evidence
- Formal hearing of grievance
- Agree resolution and timescales
- Implement and review resolution

Steps for dealing with disciplinary action at work:

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- Verbal caution
- First written warning
- Second written warning
- Suspension
- Termination
- Instant dismissal due to gross misconduct.

Individuals and organisations that may be able to help and support employees in the workplace include human resources department, ACAS, Citizens Advice, workplace specific organisations.

Employee rights may vary depending on the employment sector or job role. Learners should be able to describe the specific rights for their role and sector.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the organisations computer systems to locate policies. These may be on a local intranet system or saved in specific locations. • Go online to research the organisations that support individuals such as Citizens Advice.	Learners could: • Discuss how understanding their rights and responsibilities will help them to feel more positive about their workplace. • Think about the things they could do in the workplace to support their well-being such as: building connections/making new friends so that they have someone to discuss any worries with.	Learners could: • Think about their responsibilities for the environment and sustainability at work. Taking positive action to: - reduce energy usage - reduce paper use - recycle waste correctly.

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UNIT SPECIFICATIONS

Unit Title: Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare

Unit Reference Number: D/508/5531

Credit Value of Unit: 3 **GLH of Unit: 24** **Level of Unit: Level 1**

This unit aims to develop an understanding of the protection of vulnerable adults and safeguarding children in a health and social care setting. Learners will know how to deal with concerns about the safety of adults, young people and children and identity sources of support.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1 Define 'protection of vulnerable adults'
	1.2 Define 'safeguarding children'
	1.3 Explain the term 'harm, abuse and neglect' in the context of: ▪ Protecting vulnerable adults ▪ Safeguarding children
	1.4 Give examples of the indicators of harm, abuse and neglect
	1.5 Identify what actions should be taken if there are concerns about harm, abuse and neglect
	1.6 Describe the boundaries of confidentiality and when to share information
	1.7 Explain who is responsible for protecting vulnerable adults and safeguarding children
	1.8 Identify what organisations should do to protect vulnerable adults and safeguard children
	1.9 Identify sources of support and information in relation to protection and safeguarding

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Definition of 'protection of vulnerable adults' - safeguarding adult's means making sure that adults at risk are protected from abuse, harm and neglect. Definition of 'safeguarding children' - promoting the welfare of children and young people and keeping them safe from abuse, harm and neglect. The term 'harm, abuse and neglect' in the context of: ▪ Protecting vulnerable adults - physical, sexual, institutional, acts of omission, financial, psychological, monitoring, observation, reporting, recording ▪ Safeguarding children - physical, sexual, institutional, acts of omission, financial, psychological, monitoring, observation, reporting, recording Indicators of harm, abuse and neglect e.g.: unexplained bruising/marks, no food, no money, shy, flinching, poor nutrition, low self-esteem, overt sexual behaviour, injuries to genital area, overt behaviour, unkempt appearance. What actions should be taken if there are concerns about harm, abuse and neglect e.g.: reporting, recording, reassurance to the individual, following policies and procedures, safeguarding depending on issues involved, potential removal from setting, aspects of disclosure. Boundaries of confidentiality and when to share information e.g., disclosure, risk of harm to person/child or others, incident, suspected, actual. Who is responsible for protecting vulnerable adults and safeguarding children e.g. lead Child Protection Conference (take action if child or young person in immediate danger), police (make decision about whether crime has been committed, take emergency action if child or person is in immediate danger), health professionals e.g. general practitioners, doctors in emergency departments (examine/observe a child or person thought to be at risk of abuse or who has suffered abuse), health visitors, the Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse), The National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides help lines for children and for people who are worried about a child or young person, supports families), school (provides support for children or young people who are known to be on the 'at risk' register). What organisations should do to protect vulnerable adults and safeguard children e.g., monitoring, policies, procedures, training, supervision, role modelling, roles and responsibilities. Sources of support and information in relation to protection and safeguarding e.g., manager, senior, inspectors, peers, support groups, research, policy, guidance, practitioners, specialists.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Research information and organisations relating to safeguarding and protection. • Think about confidentiality of information in digital formats, how would organisations communicate sensitive information, how might it be stored to stay safe.	Learners could: • Think about how they would protect their own mental well-being when dealing with difficult issues. They might develop an action plan of steps they would follow to help them be resilient such as: planning time to relax, having a work buddy to share any concerns with, taking breaks in the day for a walk.

UNIT SPECIFICATIONS

Unit Title: Building on volunteering to develop a career

Unit Reference Number: R/506/4045

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

This unit is about understanding what volunteering is about and how to develop current volunteering activities into a career. It includes looking at the skills and personal qualities developed through volunteer work and then reviewing how these can be used in a particular career path. Being able to access and use a guidance specialist is an important part of this unit.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Describe own voluntary work	1.1 Describe the work carried out as a volunteer
	1.2 State how their work contributed to the aims of the organisation or project
2 Identify their personal development achieved through volunteering	2.1 Describe the skills and personal qualities that they have developed through their voluntary work
	2.2 Describe knowledge gained as a volunteer
3 Summarise voluntary achievements	3.1 Produce a CV or personal statement with reference to voluntary achievements
4 Use vocational guidance to identify next steps	4.1 Relate their own abilities, attributes and achievements to career goals
	4.2 Use support from a guidance worker to identify next steps

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Voluntary work may include: helping others, visiting homes for the elderly, dispensing food and drinks at a food bank, helping at a shelter for women or the homeless, supporting animals or the environment, raising money for non-profit organisations etc.

Skills and knowledge gained through voluntary work may include social skills, communication skills, problem solving, customer service, timekeeping, team work, self-esteem, following instructions etc.

CVs may include a personal statement, work experiences, training and qualifications, interests and hobbies etc.

Relating own abilities, attributes and achievements may take the form of a letter, email, face to face discussion, formal interview etc.

Support and guidance may come from a career's guidance worker, tutor, support assistance.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Research examples of CVs online to compare layouts and templates. • Self-assess their digital skills and strengths to highlight them on their CV. • In their volunteering role learners could plan to use and share any of their digital skills. That could include teaching someone else to do something on a device that they are not able to do.	Learners could: • Identify how the act of volunteering and supporting others brings a positive sense of well-being. This links to the Five Ways to Well-being and the act of 'Giving'. • Learners could reflect on what specific things they have done that have benefitted others and themselves too e.g. increased levels of confidence in talking to new people, trying a new activity, gaining a new skill.	Learners could: • Choose a volunteering role that supports the environment and sustainability. They could look at local groups and initiatives such as: beach cleaning, litter picking, local green spaces and groups that support them. Volunteer in food banks that help reduce food waste going to landfill.

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UNIT SPECIFICATIONS

Unit Title: Communication in the workplace

Unit Reference Number: D/508/5643

Credit Value of Unit: 3 **GLH of Unit: 27** **Level of Unit: Level 1**

This unit is about understanding what good communication is and how to use it effectively. The learner will explore the needs and communicate information about tasks with others in the workplace. In addition, they will know how conflict should be dealt with in their own organisation and the role of good communication in resolving workplace conflicts.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know about the lines of communication within own organisation	1.1 Identify the structure of own organisation
	1.2 Describe methods used for giving and receiving information in own workplace
2 Understand the need to communicate effectively with others in the workplace	2.1 Identify reasons for communicating effectively with others in the workplace
	2.2 Identify implications of poor communication with colleagues
3 Know how to communicate with others about tasks in the workplace	3.1 Describe how others are kept informed of progress on tasks
	3.2 Identify features of constructive feedback
	3.3 Demonstrate an appropriate way of responding to feedback
4 Know how conflict is dealt with in own organisation	4.1 Identify the location of own organisation's policy for managing conflict in the workplace
	4.2 Give examples of how communication can be used to help resolve conflict in an organisation

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit may be assessed using a given, chosen or the learner's actual organisation. An organisational structure outlines how information flows through the workplace to achieve organisational goals. It states who an individual is reporting to and who they are responsible for.

Information may be given and received through face-to-face, email, telephone (including mobile), webinar, intranet, internet etc.

Reasons for communicating with others includes gaining clarity, agreeing deadlines, taking and giving instructions, informing others, discussions etc.

The implications of lack of communications include being unable to meet deadlines, confusion, mistakes, wasted time, poor service.

Communicating progress may include the work being done, the work that is to be done, dates, times, names, responsibilities etc.

Features of constructive feedback include being timely, being prepared and specific, provide and agree solutions, be positive and meaningful, focus on behaviours etc.

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Responding to feedback includes not getting defensive, listen carefully, respond positively, consider actions and changes to behaviour, agree steps moving forward. Resolving conflict involves understanding the organisation's policy and procedures for dealing with conflict, identify the problem, listen carefully, establish common goals and way to meet these goals, agree resolutions etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Learn about systems such as Teams and Zoom to understand how teams can communicate even when they are not in the same building. • Think about the digital methods for collaborative working and maintaining a log of progress in tasks, this could be through working on word or excel documents online, using apps that help people work together such as Teams.	Learners could: • Identify the personal skills they might develop when working and communicating with others such as: listening, cooperation, eye contact, confidence, taking turns to speak, asking questions. • Think about how they would respond to positive and negative feedback, talking to colleagues and friends to help them plan next steps.	Learners could: • Avoid printing materials and documents at work to support the environment. Make use of digital options that help to track communication e.g. Teams, email.

UNIT SPECIFICATIONS

Unit Title: Developing personal confidence and self-awareness

Unit Reference Number: Y/508/5642

Credit Value of Unit: 3 **GLH of Unit: 27** **Level of Unit: Level 1**

This unit is about understanding and developing self-confidence. In order to achieve this unit, learners will look at what makes them feel confident and what makes them feel anxious and stressed. They will then develop a personal action plan to help them move forward.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand reasons for feeling confident and lacking confidence.	1.1 Identify a situation when they felt confident and how they behaved in this situation.
	1.2 Identify a situation when they lacked confidence and how they behaved in this situation
	1.3 Give an example of where they lack confidence
	1.4 Outline how our own behaviour can influence the ways in which other people view us
2 Understand effective participation in social situations	2.1 Identify social situations which make them feel uncomfortable and give reasons why
	2.2 Outline an example of behaviour which would be inappropriate in a social situation
	2.3 Identify ways in which they could change their attitude and behaviour to participate more effectively in social situations
3 Understand ways to manage stress	3.1 State what makes them feel stressed
	3.2 State how they deal with feeling stressed
	3.3 Identify techniques which can help reduce stress
	3.4 State ways in which these techniques can help them feel better
4 Set goals for own development	4.1 Identify one short term goal
	4.2 Produce a straightforward action plan which identifies ways to meet the goal
	4.3 Identify and record achievements which lead to attainment of the goal
	4.4 Outline ways in which goal setting has contributed to own self confidence

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Ways in which to participate in social situations include changing attitudes and behaviours, thinking about how own behaviours might be viewed by others, stating what makes one feel uncomfortable etc. Techniques for managing stress may involve being active, taking control, talking to friends and family, setting aside some quality time for self and family, setting goals and challenges, avoiding unhealthy habits such as alcohol, smoking and drugs, being positive, getting good sleep etc.

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A short-term goal is something that someone may want to achieve in 12 months or less often broken down into daily or weekly goals.

Short-term goals may relate to personal, financial, career, educational, health and fitness etc.

An action plan will identify goals and objectives, prioritise goals, describe activities and actions to achieve goals, establish resources and support needed, set timescales for review and completion.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Undertake self-reflection to describe the digital knowledge and skills they would like to develop such as: - using specific apps on a device - word processing skills - using spreadsheets - digital photo/video skills - staying safe online • Use online research to see the different methods people use to document their goals, looking at templates to support their plan. • Write their action plans using digital tools such as: word processed documents, spreadsheets, PowerPoint, notepad app.	Learners could: • Use information from the Five Ways to Well-being to help them develop their action plan: **Connect**: spending time with others, meeting new people, building on social interactions. **Give:** Offer time and energy to others, including volunteering or just helping a friend. **Be Active:** Build activity into daily routines, to increase overall health and fitness. T**ake notice:** Take time to notice what is happening around them, noticing sights and sounds, taking time to be in nature in the garden or a park. **Keep learning:** reading about a new subject, visiting a museum, learning new skills.	Learners could: • Include goals for the environment and sustainability in their action plan such as: recycle more, use less energy at home, reduce food waste, avoid single use plastic, buy second hand.

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UNIT SPECIFICATIONS

Unit Title: Developing presentation skills

Unit Reference Number: K/508/5533

Credit Value of Unit: 2 **GLH of Unit: 18** **Level of Unit: Level 1**

In this unit, learners will develop the necessary skills to prepare for and deliver a presentation to a small group on an agreed topic. Presentations will include the use of visual aids and a review of performance.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand the reasons for using presentations and the use of different types of presentation styles	1.1 Outline the reasons for using presentations
	1.2 Give examples of two presentation styles
2 Understand the key elements and skills involved in the preparation and delivery of a presentation	2.1 Identify the key elements in preparation and delivery of a presentation
	2.2 Outline the skills required to deliver effective presentations
3 Deliver a presentation	3.1 Deliver a short presentation on an agreed topic to a small group
	3.2 Use visual aids in a presentation
4 Understand how to review own performance	4.1 State what went well
	4.2 Identify areas for improvement

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Reasons for presentations include sharing information, teaching or training others, providing visual explanations of data and information, presenting information about oneself etc. Presentation styles may include slideshow, lecture, video, storytelling etc. Key elements in preparation and delivery of a presentation include planning content, identifying resources, using visual aids, addressing key points, adapting for audience, formal v informal etc. Visual aids may include slides, charts, graphs, photos and pictures, flip charts, whiteboards etc. Reviewing performance will involve considering what went well and what areas could be improved.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify digital methods they would like to include in the presentation: slide show, video, images and links. Leaners might be using some of these skills for the first time and use video guides on YouTube to help them.	Learners could: • Choose a topic that interests them or that they know well, this could increase their confidence in presenting and support their well-being. • Practise breathing techniques to help them to remain calm. • Talk to friends about how they feel when preparing to present, and plan ways to manage any anxiety before a presentation. • Engage in conversations giving feedback, what went well, what could be improved and plan how to cope with any negative feedback.	Learners could: • Take the opportunity to present an environmental issue such as: recycling, using less energy, climate change.

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UNIT SPECIFICATIONS

Unit Title: ICT for employment

Unit Reference Number: H/508/5532

Credit Value of Unit: 2 **GLH of Unit: 12** **Level of Unit: Level 1**

This unit is about the ICT skills that are required within a work context and the existing technological skills of the learner that may be useful in a chosen role. It also builds on these existing skills by learning how to use a range of equipment and software commonly found in a work situation.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Appreciate their own technology skills and recognise how their experience meets the ICT skills needed in different job roles	1.1 Identify the technology skills needed to work in two job roles that interest them
	1.2 Recognise how their own ICT skills and familiarity with technology compares with the different technology used in the job roles chosen
	1.3 Identify how they could develop their skills and experience further to help improve their chances of potentially working in their chosen job roles
2 Know how to use a range of ICT equipment safely and how to use a software commonly found in work situation	2.1 Demonstrate safe and appropriate use of: a) a photocopier b) computer and printer
	2.2 Demonstrate the ability to create a simple word processing document that is appropriately titled, saved and printed out
	2.3 Demonstrate the ability to use email (or webmail) effectively, including being able to: a) send email b) open an email and respond appropriately

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Technology skills in different job roles may include using software such as word processing, spreadsheets, slideshows etc., sending, receiving and responding to emails, using the internet, using office equipment such as photocopier or printer etc. Development activities to improve technology skills may include courses and training, reading manuals and instructions, looking at the internet, practising using software, coaching and work shadowing etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about how the digital skills they develop in the unit will apply to their daily life. They could describe how the skills would be used at work and socially. • Compare how the skills are used in different ways depending on the device they use: e.g. computer/laptop, tablet and phone. Describing which device is best depending on the situation.	Learners could: • Think about how their targets for development in ICT skills relate to their own well-being, linking positive changes to increased performance. • Think about the Five Ways to Well-being and know that the process of gaining new skills links to 'Keep learning', encouraging them to gain self confidence and a sense of purpose.	Learners could: • Think about how working digitally helps to reduce the amount of paper used. In the workplace employees need to make choices about when it is necessary to print to limit the use of paper and waste.

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UNIT SPECIFICATIONS

Unit Title: Improving own confidence

Unit Reference Number: R/508/5641

Credit Value of Unit: 3 **GLH of Unit: 27** **Level of Unit: Level 1**

This unit is about understanding and building confidence. It looks at how emotions can affect confidence and how effective communication, making decisions and setting goals and targets can help to build confidence.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know about confidence	1.1 Identify the key characteristics of a confident person
	1.2 State own characteristics, skills and qualities that make them feel confident
	1.3 State things they have been successful in
	1.4 Outline the reasons why they want to improve their confidence
2 Understand how communication skills can contribute to improving confidence	2.1 Outline how they think improving their communication skills will improve their confidence
	2.2 Outline why it is important to receive and respond to others with tolerance and support
	2.3 Give benefits of being able to listen to ideas and opinions
	2.4 Give benefits of being able to express own ideas and opinions
3 Know about decision-making and associated emotions and feelings	3.1 Outline how making effective decisions can lead to increased confidence
	3.2 Identify an occasion when they made an important: a) personal decision b) decision with another person(s)
	3.3 State things they considered when making the: a) personal decision b) decision with another person(s)
	3.4 Give an example of an emotion/feeling that someone might experience when: a) fully involved in the decision-making b) marginally involved or excluded from the decision-making
	3.5 Indicate how these feelings might impact on confidence

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4 Know how having goals/goals targets can increase confidence	4.1 Indicate how having: a) specific goals b) setting targets can increase confidence
	4.2 State a short-term goal for the following: a) personal b) career/education
	4.3 State a long-term goal for the following: a) personal b) career/education
	4.4 Identify ways in which own personal and career/education goals can be achieved

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Key characteristics of a confident person are: ▪ self-belief ▪ assertiveness ▪ optimism ▪ liking yourself ▪ taking responsibility ▪ complimenting others Confident people: ▪ do not force ideas onto others, ▪ are realistic, ▪ enjoy challenges, ▪ are good negotiators, ▪ are competitive, ▪ are open to ideas, ▪ are hardworking, ▪ are responsible, ▪ are dependable Communication skills include receiving and responding to others positively, being tolerant of and supporting others, listening to ideas and opinions of others, contributing to one-to-one conversations and group discussions. Decision making involves making decisions that are made personally or made with another person(s). Emotions experienced when fully involved in decision making may include feeling in-control, valued, happy, confident, worthy etc. Emotions experienced when marginalised or excluded from decision making may include feeling unhappy, low esteem, not valued. Specific goals and targets may increase confidence through: ▪ Having something to aim for / achieve ▪ Taking smaller steps ▪ Building self-belief and esteem

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Short-term goals are for up to 12 months, long-term goals relate to up to 5 years. Goals may be personal or career/education related.

Goals may be achieved through training and courses, mentoring, coaching, self-development and learning, observing and work shadowing others etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about the digital skills that they could focus on developing to support their confidence in using digital devices in daily life. • Use digital tools to create an action plan e.g. using a word processed document, spreadsheet or notebook app.	Learners could: • Make links to the goals they discuss and their personal well-being and development. The Five ways to Well-being are: **Connect**: spending time with others, meeting new people, building on social interactions. **Give:** Offer time and energy to others, including volunteering or just helping a friend, give compliments. **Be Active:** Build activity into daily routines, making small changes to increase overall health and fitness. **Take notice:** Take time to notice what is happening around them, focus on sights and sounds, taking time to be in nature in the garden or a park. **Keep learning:** reading about a new subject, visiting a museum, learning new skills, all help to increase a sense of interest, purpose and well-being.	Learners could: • Think about the impact they have on the environment in setting their personal goals. Setting targets such as: recycling more, using less single use plastics, reducing energy use, are all ways they can make personal changes and care for the environment.

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UNIT SPECIFICATIONS

Unit Title: Introduction to customer care

Unit Reference Number: M/508/5534

Credit Value of Unit: 1 **GLH of Unit: 10** **Level of Unit: Level 1**

This unit develops an understanding of the importance of customer service to a business and the skills necessary to provide a good customer experience. In addition, it looks at ways in which customer safety can be promoted in a workplace.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Recognise the elements of positive customer experience	1.1 Give an example of a positive customer experience
	1.2 Give an example of a negative customer experience
2 Understand the importance of the customer's experience to a business	2.1 Indicate how positive and negative customer experience could affect a business
3 Recognise own contribution to customer experience	3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience when: ▪ greeting a customer ▪ answering customer questions ▪ relaying customer information or requests to the correct workplace person
	3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience when: ▪ greeting a customer ▪ answering customer questions ▪ relaying customer information or requests to the correct workplace person
4 Know how to promote customer safety	4.1 Identify and demonstrate customer safety procedures

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

1. Recognise the elements of positive customer experience

1.1 Identify the information they need for a particular purpose

Examples of positive customer experience may include:
• Knowledgeable employees able to answer questions and queries
• Clean and tidy environment
• Employees with a calm and positive attitude, manner and demeanour
• Clean and presentable employees
• Going the extra mile
• Handling complaints effectively
• Offering a personalised service

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1.2 Give an example of a negative customer experience
Examples of negative customer experience may include:
• Unclean and untidy working environment
• Unsafe or unhealthy working environment
• Being ignored by staff
• Untidy appearance of staff members
• Being made to wait for a long time
• Unresolved complaints
• Poor communication such as the employee being distracted, not listening, giving one-word responses, mumbling and muttering, using jargon or technical terminology
• Inconsistent and/or poor-quality service
• Being passed from one employee/department to another

2. Understand the importance of the customer's experience to a business

2.1 Indicate how positive and negative customer experience could affect a business
A positive customer experience will result in:
• An increase in sales
• Loyal customers
• Good reputation and image
• Repeat customers
• Recommendations to others
A negative customer experience will result in:
• A decrease in sales
• Poor image and reputation
• Loss of income
• Poor reviews

3. Recognise own contribution to customer experience

3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience
Behaviours that contribute to a positive customer experience include:
• Greeting a customer (smiling, polite, respectful)
• Answering customer questions (active listening, showing understanding, body language, clear answers)
• Relaying customer information or requests to the correct workplace person (in a timely manner, accurately)

3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience
Behaviours that would contribute to a negative customer experience are:
• Greeting a customer (rude, lack of interest, ignoring, talking to others, chewing)
• Answering customer questions (not listening properly, misunderstanding, giving incorrect information)
• Relaying customer information or requests to the incorrect workplace person (delay, inaccurate, etc.)

4. Know how to promote customer safety

4.1 Identify and demonstrate customer safety procedures
Customer safety procedures will depend on the environment/context such as retail outlets, offices, warehouses, leisure centres, etc. and may relate to products, services, lighting, access, etc. Learners should familiarise themselves with customer safety procedures for their own workplace and be able to demonstrate the appropriate procedures.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Think about how customer databases help to support good customer relationships. • Consider how written complaints could be made through different methods: email, social media, customer web chat, letter. • Use online sources to locate information about different policies and procedures, GDPR etc.	Learners could: • Identify how helping customers can bring a positive sense of well-being. They could reflect on positive interactions and put them into practice in other situations. • Think about how they will respond to negative situations. They could describe the steps they would follow so that they do not feel overwhelmed or upset by negative customer experiences.	Learners could: • Think about how an organisation might policies for the environment or sustainability in place, and how these are important to customers. Learners could look for examples of how these are promoted e.g., on websites, posters/adverts etc.

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UNIT SPECIFICATIONS

Unit Title: Introduction to safeguarding children

Unit Reference Number: T/508/5535

Credit Value of Unit: 3 **GLH of Unit: 27** **Level of Unit: Level 1**

This unit is an important unit for anyone working or intending to work in a children's environment. It covers the safeguarding of children and looks at the needs and rights of children. It develops an understanding of the signs of possible child abuse and how to respond to a child's disclosure of abuse. The unit aims to provide individuals with the skills and behaviours necessary to protect children and themselves.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand the needs and rights of children	1.1 Outline the needs and rights of children
	1.2 Identify activities which will encourage children learn about their own rights to protect themselves
2 Understand the signs and symptoms associated with possible child abuse	2.1 Identify the signs and symptoms associated with possible child abuse
	2.2 Outline the effects abuse can have on a child's behaviour
3 Understand the importance of responding professionally to a child's disclosure of abuse	3.1 Identify how to communicate with, respond to and care for abused children
	3.2 Give examples of professional issues associated with disclosure
4 Understand the safeguards an organisation must have in place to protect and promote the welfare of children	4.1 Outline an organisation's duty of care towards the children with whom they have contact
	4.2 Identify actions that an organisation should take where there are concerns about children's welfare
	4.3 Outline the measures an organisation needs to have in place to ensure that the risks of harm to children's welfare are minimised
	4.4 Outline the key features of child protection policies and procedures
5 Understand the importance of confidentiality and information sharing in relation to child protection	5.1 Outline the importance of developing procedures for confidentiality and information sharing that have the protection of the child as the key consideration

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6 Understand ways in which workers and organisations can protect themselves and work safely with children	6.1 Identify key personal behaviours to avoid including: ▪ Being alone with one child ▪ Hitting or striking a child ▪ Physical punishment ▪ Children's personal boundaries
	6.2 Identify key features an organisation needs to consider including: ▪ Policy ▪ Worker to children ratios ▪ References ▪ Training ▪ Making sure children are always in view

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The needs and rights of children include:

- feeling safe,
- being listened to,
- having their views taken into account,
- being respected,

Activities which will encourage children to protect themselves:

- not talking to strangers,
- letting someone know where they are at all times,
- telling parents or other informed adults if anyone offers gifts, money, presents etc.
- safe use of internet

Signs and symptoms of possible abuse include:

- Sexual abuse
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Become worried about clothing being removed
- Unexplained recurrent injuries or burns
- Wearing clothes to cover injuries, even in hot weather
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Fear of suspected abuser being contacted
- Physical, mental and emotional development lags
- Overreaction to mistakes
- Extreme fear of any new situation
- Poor personal hygiene

The effects abuse can have on children include:

- distorted thoughts
- secrets / deceitful
- withdrawn

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- insecure
- angry
- unable to build relationships
- fearful
- lose sense of curiosity
- stop trying new things
- permanent physiological changes
- emotionally numb
- crave high-risk / dangerous experiences
- self harm
- academic difficulties
- aggressive behaviour
- alcohol and drug abuse
- depression
- dissociation
- anxiety
- attention seeking
- eating disorders
- oppositionality
- running away
- self neglect
- stealing
- truancy

Communicating with, responding to and caring for abused children involves:

- acknowledge them when they have done well
- compliment them
- give clear, consistent and supportive boundaries
- teach them to feel good about themselves
- build trust, choose the right words, be aware of body language (yours and the child's)
- keep calm
- believe the child
- give positive messages...they are not to blame, I'm proud of you
- respect the child's privacy

Professional issues associated with disclosure:

- involvement of other agencies (police, social workers, medical staff, school)
- confidentiality
- accurate record keeping
- clear plan to facilitate disclosure
- level of understanding of the child
- emotional involvement of the agency personnel

Organisations have a duty of care towards the children with whom they have contact involving:

- Children's and Families Act 2014
- reasonable steps taken to ensure the safety of a child in all activities
- CRB checks etc. for staff
- appropriate procedures and monitoring / codes of conduct
- protect from emotional and physical harm
- treat with respect and dignity
- foster a culture of openness and support
- ensure rigorous systems, policies and procedures are in place

Actions that an organisation should take where there are concerns about children's welfare include:

- taking allegations seriously
- making prompt and accurate notes,
- informing senior manager
- investigating thoroughly, in line with procedures

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The measures an organisation needs to have in place to ensure that the risks of harm to children's welfare are minimised may be outlined in:

- Child Protection Policy
- Child Protection Procedures
- Child Protection Systems

Procedures and systems may include:

- a named person (and deputy) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which they operate.
- a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare or concerns about the actions of a trustee, staff member or volunteer. Relevant contact details for children's services, police, health and NSPCC helplines should be available.
- a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by your insurance company.
- guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.
- a code of behaviour for trustees, staff and volunteers. The consequences of breaching the code are clear and linked to disciplinary and grievance procedures.
- safe recruitment, selection and vetting procedures that include checks into the eligibility and the suitability of all trustees, staff and volunteers who have direct or indirect (e.g., helpline, email) contact with children.
- a legal entitlement to obtain a CRB check
- a complaints procedure which is in an open and well publicised way
- systems to ensure that all staff and volunteers working with children are monitored and supervised

Key personal behaviours to avoid including:

- being alone with one child
- hitting or striking a child
- physical punishment
- children's personal boundaries

Key features an organisation needs to consider including:

- policy
- worker to children ratios
- references
- training
- making sure children are always in view

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about confidentiality of digital information shared in emails etc. They could learn about systems or policies organisations follow when keeping sensitive information.	Learners could: • Think about how they would protect their own mental well-being when dealing with difficult issues. They might develop an action plan of steps they would follow to help them be resilient such as: planning time to relax, having a work buddy to share any concerns with, taking breaks in the day for a walk.

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UNIT SPECIFICATIONS

Unit Title: Managing personal finance

Unit Reference Number: A/5085536

This unit develops skills in managing personal finance through understanding different sources of income and expenditure and knowing how to reduce spending where expenditure is greater than income. It also looks at the products and services offered by financial providers and the benefits and drawbacks of borrowing money.

Credit Value of Unit: 3 **GLH of Unit: 20** **Level of Unit: Level 1**

Learning Outcomes The learner will be able to:	Assessment Criteria The learner can:
1 Understand sources of income and expenditure	1.1 List sources of income
	1.2 Describe the ways in which money can be received
	1.3 Give examples of a range of expenditure
	1.4 Describe the ways in which payment can be made
2 Understand the need to balance income and expenditure	2.1 Identify and use a method of recording income and expenditure
	2.2 Identify the problems which may occur if expenditure is greater than income
3 Know how to reduce expenditure	3.1 Describe ways of reducing expenditure
4 Understand some of the products provided by banks and building societies	4.1 Give examples of types of products provided by banks and building societies
	4.2 State advantages and disadvantages of different types of accounts
5 Understand the advantages and disadvantages of borrowing money	5.1 List the advantages of borrowing
	5.2 List the disadvantages of borrowing
	5.3 Give examples of the costs of borrowing

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Sources of income include earnings, investments, interest, pensions, shares, property, savings, state benefits etc.

Ways in which money may be received include cash, cheque, bank transfer, loans, standing order, gifts etc.

Expenditure includes money spent on food, clothes, school/college (fees, dinners, uniform, trips, books etc.), mortgage, rent, social activities, car, bus fares, mobile phones, utilities etc.

A method of recording expenditure could be a budget planner, spreadsheet, list etc.

Problems that may occur if expenditure is greater than income include being unable to pay for essential items, being always in debt, costing more in interest on borrowing, poor credit score, potential to lose home etc.

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Ways to reduce expenditure include budgeting carefully, prioritising expenditure, buy essential items first, buy cheaper products, looking for discounts and deals, buy one get one free etc.

Products provided by banks and building societies include current account, savings account, loans, ISA, credit cards etc.

Benefits of a current account include safety of money, easy payments by card in shops and retail outlets, easy withdrawal of cash on demand from ATMs and bank branches, reduction in cash carried minimising risk of loss or theft etc.

Advantages of borrowing include fast way of obtaining funds for a special or expensive projects or items, allows individuals to spread the cost of a period of time, enables buy now pay later etc.

Disadvantages of borrowing include entering into long term financial agreement, penalties for non-payment, interest charges, defaults affect credit rating etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Create spreadsheets that help to manage personal budgets including income and expenditure. • Compare the benefits of online banking, using computers and Apps. • Discuss how to stay safe when managing money online, avoiding scams and fraud.	Learners could: • Discuss the positive impacts of taking responsibility for their own money on their well-being and self-awareness. • Describe how planning their finances helps them feel more organised.	Learners could: • Think about some actions that help both cost saving and support the environment. Examples such as: - Reducing energy use. - Buying second hand or upcycling. - Walking instead of using a car. - Avoiding food waste.

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UNIT SPECIFICATIONS

Unit Title: Oral presentation skills

Unit Reference Number: F/508/5537

Credit Value of Unit: 3 **GLH of Unit: 27** **Level of Unit: Level 1**

This unit will provide learners with the strategies, techniques and skills they need to plan and deliver an oral presentation on a familiar subject to a group of people. They will demonstrate the use of visual and/or audio aids to enhance their presentation.

Learning Outcomes The learner will be able to:	**Assessment Criteria** 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: ▪ speaking skills ▪ presentation styles ▪ supporting aids ▪ 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 Outline the structure for a proposed oral presentation on a familiar subject
	2.2 Outline the structure of the presentation taking into account: ▪ who it's for ▪ the purpose of the presentation ▪ how long you have ▪ appropriate strategies and techniques ▪ 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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Examples of the techniques and strategies needed to present information to others effectively include:

- speaking clearly, not rushing, being natural, standing in a good position, keeping it simple and straightforward
- use of supporting aids such as slideshow, notes, video, film, images, real objects, use of colour
- speaking skills such as pitch, tone and volume
- presentation styles such as informal or formal
- body language such as posture, gesture, facial expressions, hand signals

Consideration of the strategies and techniques is important to:

- Attract the audience's interest
- Maintain the audience's interest

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- Get the message across clearly and succinctly
- Avoid offence by inappropriate gestures and hand signals.

The structure of the presentation should take into account:

- who it is for
- the purpose of the presentation
- time
- appropriate strategies and techniques
- availability of audio and visual aids

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use websites such as YouTube, to find examples of people giving presentations so they can gather tips and ideas. • Create a PowerPoint to accompany the presentation. • Make a slideshow of images about their chosen subject.	Learners could: • Identify a subject that is of interest to them, this will encourage their confidence when presenting. • Use techniques to help them prepare for a presentation: deep breaths, rehearsing with a friend.	Learners could: • Think about doing a presentation on a subject relating to the environment and sustainability.

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UNIT SPECIFICATIONS

Unit Title: Preparing for and giving a presentation

Unit Reference Number: J/508/5538

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Level 1**

The aim of this unit is to develop skills to plan and deliver a presentation to a small group of people on a chosen topic. Learners will review their performance following the presentation and identify actions to improve future presentations.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand how to improve their presentation skills	1.1 State the characteristics of an effective presentation
	1.2 Identify own strengths as a presenter and what they need to improve
	1.3 Agree two targets for improving their presentation skills
2 Prepare to give a presentation	2.1 Find out about the chosen topic
	2.2 Identify the main points to be made in the presentation taking account of the audience and situation
	2.3 Prepare any resources needed including selecting an image/s relevant to the chosen subject
	2.4 Rehearse the presentation and use feedback to make improvements
3 Deliver a presentation	3.1 Communicate clearly and use language that suits the situation
	3.2 Keep to the subject
	3.3 Make appropriate reference to the image/s during the presentation
	3.4 Invite questions and/or comments from the audience and give suitable responses
4 Review presentation skills	4.1 Review the presentation and the extent to which targets for improvement have been achieved
	4.2 Identify next steps in continuing to improve presentation skills.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. This unit is about learning and using presentation skills. The learner will demonstrate these skills by giving a short presentation. Characteristics of a good presentation may include being concise and focussed on the topic, adapted for the audience, use of visual aids to support presentation, invite questions etc. Skills of a good presenter include being calm, confident, passionate, being organised, time-sensitive, sound knowledge of topic etc.

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Preparing for a presentation involves:

- Researching chosen topic
- Identifying the main points to include in the presentation
- Prepare any visual aids and resources to support presentation
- Rehearse timings and practice presentation to others
- Use feedback to make improvements

Visual aids and resources may include slides, flip chart, whiteboard, pictures and photos, diagrams and charts, actual products and items etc.

Steps to deliver a good presentation involve:

- Use language that suits the situation
- Keeping to the topic
- Maintaining eye contact with audience
- Making appropriate reference to the image/s during the presentation
- Inviting questions and/or comments from the audience and give suitable responses

Reviewing a presentation involves:

- Identifying what went well and what could be improved
- Inviting feedback from member of the audience
- Planning actions to improve performance in the future

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use websites such as YouTube, to find examples of people giving presentations so they can gather tips and ideas. • Create a PowerPoint to accompany the presentation. • Make a slideshow of images about their chosen subject.	Learners could: • Identify a subject that is of interest to them, this will encourage their confidence when presenting. • Use techniques to help them prepare for a presentation: deep breaths, rehearsing with a friend. • Identify targets for development that relate to their own well-being, when reviewing what went well and not so well.	Learners could: • Think about doing a presentation on a subject relating to the environment and sustainability.

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UNIT SPECIFICATIONS

Unit Title: Understanding what volunteering is all about

Unit Reference Number: L/508/5539

Credit Value of Unit: 1 **GLH of Unit: 9** **Level of Unit: Level 1**

This unit looks at the work of a volunteer and aims to develop an understanding of the opportunities that exist for volunteering relevant to an individual's skills. It considers the benefits of volunteering and establishes the rights and responsibilities of a volunteer.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Understand that there is a range of volunteering opportunities	1.1 Identify a range of needs that different organisations that involve volunteers try to meet
	1.2 Name voluntary organisations that are set up to address these needs
	1.3 Identify several different skills that could be useful to organisations that involve volunteers
2 Understand the benefits of volunteering	2.1 Identify benefits that could be gained from volunteering
	2.2 Describe at least one personal benefit they hope to gain (or have gained) through volunteering
3 Understand that volunteers have rights and responsibilities	3.1 Give examples of rights that volunteers can expect when volunteering
	3.2 List responsibilities that volunteers have towards their organisation or project

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

This unit is about volunteering and covers different voluntary organisations, the benefits of volunteering and the rights and responsibilities of volunteers.

Different organisations try to meet the needs of those with a disability or different health issues, those in independent / assisted living, and both the elderly and children.

Examples of voluntary organisations that are set up to address those needs include:

- Barnardo's
- Children in Need
- Age UK
- British Red Cross
- Scope
- Mind
- Liver Trust etc.
- Local Hospices

Skills required to be a good volunteer may include:

- good communicator / listener
- ability to drive
- administrative skills
- practical / DIY

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- nursing / medical
- empathy and caring
- time commitment

Benefits of volunteering may include:

- work experience
- gaining confidence
- satisfaction
- social skills / networking

Rights that volunteer should expect include:

- to work in a healthy and safe environment
- to be interviewed and engaged in accordance with equal opportunity and anti-discrimination legislation
- to be covered by appropriate insurance
- to be given accurate and truthful information about the organisation for which they are working
- to have a job description/agreement and agreed working hours

Responsibilities of a volunteer include to:

- work safely
- respect confidentiality
- show respect and consideration
- complete the work to the required standard

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • In their volunteering role learners could plan to use and share any of their digital skills. That could include teaching someone else to do something on a device that they are not able to do. • Research different charities online, creating a list of charities that are important to them. • Practise writing emails to charities to find more information how to volunteer.	Learners could: • Identify how the act of volunteering and supporting others brings a positive sense of well-being. This links to the Five Ways to Well-being and the act of 'Giving'. • Learners could reflect on what specific actions that have benefitted others and themselves too. Examples include gaining an increased level of confidence in talking to new people, trying a new activity, gaining a new skill.	Learners could: • Choose a volunteering role that supports the environment and sustainability. They could look at local groups and initiatives such as: beach cleaning, litter picking, local green spaces and groups that support them. Volunteer in food banks that help reduce food waste going to landfill.

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UNIT SPECIFICATIONS

Unit Title: Preparing for interviews

Unit Reference Number: F/508/5540

Credit Value of Unit: 1 **GLH of Unit: 9** **Level of Unit: Level 1**

This unit is about being able to take an effective part in an interview. It looks at the preparation needed before attending an interview, how to communicate during an interview i.e., by effective listening and responding, and how to ask relevant questions. It is also the learner's responsibility to review their own performance following an interview.

Learning Outcomes The learner will be able to:	**Assessment Criteria** The learner can:
1 Know how to prepare for an interview	1.1 Outline why it is important to prepare for an interview
	1.2 Outline the things to think about when preparing for an interview
	1.3 Give examples of what is meant by: a) Non-verbal/body language b) Personal appearance and their importance for an interview
	1.4 Give two examples of a question that they might ask at an interview
	1.5 Give two examples of the type of question they might be asked at an interview and how they would answer them
2 Know how to listen effectively in an interview	2.1 Identify some strategies for effective listening
	2.2 Identify some barriers to effective listening
	2.3 Demonstrate effective listening in a one-to-one situation
3 Know how to respond appropriately to questioning in an interview	3.1 Demonstrate use of appropriate body language
	3.2 Demonstrate speaking and listening skills by answering questions appropriately
	3.3 Ask for further clarification when necessary
4 Know how to ask relevant questions in an interview	4.1 Prepare a list of questions ahead of the interview based on knowledge of job and employer
	4.2 Demonstrate a range of questioning techniques that will ensure that all the information required has been given
5 Know how to reflect on performance at interview	5.1 Identify some positive aspects of own performance
	5.2 Identify some aspects that could be improved, with suggestions on how this could be done

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Researching the organisation and job role being applied for is important to ensure: arrive on time, understand what the organisation does, understand what the role is, know how to get to the interview, what type of dress code the company / role requires etc. Non-verbal body language includes facial expressions, gestures, eye contact, posture and stance etc. Questions the interviewee may ask include: ▪ The organisation's culture ▪ The job role ▪ The opportunities for career development ▪ The training available ▪ The interview process, such as when you might hear their decision. Questions the interviewer may ask include: ▪ The reasons you left your last job or want to change jobs ▪ What skills you can bring to the role/organisation ▪ How your skills and knowledge relate to the job being advertised ▪ The reasons you are applying for this role ▪ Your knowledge of the organisation Effective listening involves: ▪ avoiding distractions ▪ focussing on the person speaking ▪ not interrupting ▪ gaining eye contact with the person speaking ▪ paying attention to non-verbal messages ▪ making notes ▪ asking for clarification as necessary Barriers to effective listening include: ▪ distractions ▪ noise ▪ music ▪ mobile phones ▪ daydreaming ▪ poor and inappropriate of body language Questions may be open, closed, probing, checking. Good questions are short, relevant, related to the objectives, clearly stated, using appropriate vocabulary.

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Think about the different ways interviews can be carried out. Some organisations use online meetings to interview, and learners could practice using systems such as Teams and Zoom. • Research the organisation by using their website. • Think about their digital footprint, how do they appear online through their social media accounts and information. What information about them can be viewed by potential employers.	Learners could: • Use roleplay to practise interview skills, thinking about how they manage both positive and negative feedback. • Think about well-being activities that can help them stay motivated when preparing for an interview. Examples such as: - talking to friends and family about any nerves or worries. - writing down their worries and planning how they can manage it on the day of an interview. - practising breathing exercises to help to stay calm.

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UNIT SPECIFICATIONS

Unit Title: CV writing

Unit Reference Number: J/508/5541

Credit Value of Unit: 1 **GLH of Unit: 9** **Level of Unit: Level 1**

An up-to-date CV shows a prospective employer whether an applicant has the skills, knowledge and qualities needed for a particular job role. This unit aims to develop the necessary understanding and skills to complete a CV using an appropriate format.

Learning Outcomes The learner will be able to:	**Assessment Criteria** 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 and relevant skills
2 Know how to complete a CV in the appropriate format	2.1 Identify a suitable format for a personal CV
	2.2 Complete a CV by writing in all the personal details, attributes and skills under correct headings
	2.3 Check for accuracy

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

CV is the shortened version of the word Curriculum Vitae which is Latin for “course of life”. It is a written overview of someone’s work life, skills and experiences. A CV informs a perspective employer about the skills, knowledge and experiences of an applicant for a given job role.

Personal details include full name, address, contact telephone numbers, email address.

Qualifications will list all the courses and training and formal qualifications that have been completed or are currently being studied. The most recent should be placed first.

Work experience lists all the jobs and work roles including any voluntary experiences in reverse order (the most recent first).

Skills and achievements list all the key skills relevant to the job being applied for including IT packages used.

Interests may relate to any relevant hobbies and past-times that may demonstrate skills relevant to the job.

These may be playing in a team sport, being a member of a drama group or keeping fit.

CVs may be formatted to include a personal statement, work experiences, training and qualifications, interests and hobbies etc.

Before sending a CV, you should:

- check for accuracy and mistakes.

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- tailor the CV for the job being applied for.
- make sure you are not exaggerating facts.
- include a covering letter.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter. • Research examples of CVs and covering letters online, using templates that are appropriate to themselves and what they are applying for. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for.	Learners could: • Describe activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Describe experience, skills or interests they have in sustainability and the environment (recycling, green energy, digital, green transport, construction).

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Unit Title: Well-being for the Workplace
Unit Reference Number: M/650/7277

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: 1**

This optional unit aims to encourage an understanding of the importance of well-being in the workplace. Learners will develop an awareness of what well-being is on a personal level and think about how organisations are building well-being methods into their procedures. Learners will identify well-being activities that will support them in their overall health in a workplace or educational setting and develop transferable knowledge and skills to support them in different work or training environments.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know the meaning of well-being.	1.1 State what is meant by the term well-being.
	1.2. Identify the aspects of life that influence well-being.
	1.3. Outline the five ways to achieve well-being.
2 Define the importance of well-being in the workplace.	2.1. Identify reasons why well-being is important to employers.
	2.2. Identify reasons why well-being is important to employees.
3 Understand well-being activities and facilities.	3.1. Identify a workplace or educational setting that offers well-being facilities or activities.
	3.2. Give examples of well-being activities and facilities in the workplace or educational setting of choice.
4 Set actions for a personal well-being action plan.	4.1. Identify the areas of well-being that would be most beneficial to them in their workplace or educational setting.
	4.2. Give examples of positive ways to improve well-being in a personal well-being action plan.

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Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Please note that some subjects within this qualification are sensitive and may be difficult for some learners.

LO 1 Know the meaning of well-being.

1.1 State what is meant by the term well-being.
1.2. Identify the aspects of life that influence well-being.
1.3. Outline the five ways to achieve well-being.

Simple and clear definitions should be used to illustrate the overall concept of well-being.

Well-being can be described in many ways, but the following definition may support tutors in discussions:

Well-being: the state of feeling healthy and happy.
Definition from: Cambridge Dictionary, dictionary.cambridge.org, viewed March 2023,
https://dictionary.cambridge.org/dictionary/english/well-being?q=wellbeing

It is important to cover all the aspects of life that have a bearing on a person's well-being and the key areas are:

- Physical health
- Mental health
- Emotional health
- Social circumstances
- Spiritual views
- Occupational skills

These areas are closely linked and there is overlap in many instances.

The **Five Ways to Well-being** should be introduced in this LO along with their origins **in brief**.

Connect	Connecting with others through social interactions and friendships
Be Active	Increasing overall physical activity, through simple things like walking to college/work
Keep Learning	Expanding interests in new things, learning new skills and gaining new interests
Give	Giving time to others, such as volunteering or supporting a friend
Take Notice	Paying attention to the simple things around us such as being aware of the birds and birdsong

Both websites below have some examples that tutors might find useful.

NHS 5 steps to mental wellbeing NHS December 2022, 5 steps to mental wellbeing, nhs.uk, viewed February 2023
< https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Mind article '5 ways to wellbeing' Mind, 5 ways to wellbeing, mind.org.uk, viewed February 2023,
<https://www.mind.org.uk/workplace/mental-health-at-work/five-ways-to-wellbeing/>

LO 2 Define the importance of well-being in the workplace.

LO 2.1 Identify reasons why well-being is important to employers.

Indicative Content

Since the start of Covid-19 employee health and well-being has been pushed to the top of the agenda for many companies who have shown increased interest in the well-being of their staff.

131 million days were lost due to sickness absences in the UK in 2011. [Source: Office of National Statistics Sickness Absence in the Labour Market, April 2012] This poses a significant cost and challenge to employers.

The key factors for **employers** in terms of acknowledging the importance of workplace well-being include:

- A reduction in sickness and absence
- Improved atmosphere in the workplace
- Increased productivity – and perhaps financial performance of the organisation
- Less staff turnover
- The organisation can be seen as a great place to work.

LO 2.2 Identify reasons why well-being is important to employees.

The key factors for employees in terms of acknowledging the importance of workplace well-being include;

- Improved focus and motivation at work
- Reduction in levels of stress
- Higher levels of job satisfaction
- Physically healthier employees and improved general well-being
- More successful and positive relationships with colleagues/managers

LO 3 Understand well-being activities and facilities.

3.1. Identify a workplace or educational setting that offers well-being facilities or activities.
3.2. Give examples of well-being activities and facilities in the workplace or educational setting of your choice.

The **5 Ways to Well-being** should be covered in more detail, and there are opportunities to identify specific links to the 5 Ways to Well-being and what that involves in the workplace. Examples given below might help with this.

Five Ways	Meaning	Examples in the Workplace
Connect	Connecting with others through social interactions and friendships	Team building events Buddying/ mentoring colleagues
Be Active	Increasing overall physical activity, through simple things like walking to college/work	Assigned areas to encourage indoor/outdoor activity Showering facilities (commuting)
Keep Learning	Expanding interests in new things, learning new skills and gaining new interests	Courses and training opportunities Shadowing in other teams
Give	Giving time to others, such as volunteering or supporting a friend	Mentoring a new colleague Supports a charity and encourages staff participation in activities
Take Notice	Paying attention to the simple things around us such being as being aware of the birds and birdsong	Encourages teams to take time to reflect Quiet zones and spaces for staff

Learners might benefit from discussing examples of corporate/workplace vocabulary such as: Human Resources (HR), corporate benefits, Employee Assistance Programme, appraisal, retention.

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Indicative Content
Learners who are in education or employment can explore any facilities or activities that their own organisations offer in terms of addressing the well-being of the workforce/student body. Learners not in work or education or interested to learn about/compare other organisations can be assisted to carry out a basic research based on an organisation/s of their choice. They could do this online, or by talking to people who work in places that have activities or facilities that support well-being. Example employers include: NHS Trusts, Universities, Tesco, Facebook. Learners should identify the well-being facilities and activities and outline how they would help make employees feel positive and supported in their workplace/educational setting. Sometimes well-being facilities are easy to access, such as a quiet and clean space to eat lunch, specific outdoor spaces on site etc. Some facilities or services that learners identify (such as accessing talking therapy, accessing education or training) may require an appointment or support from a member of staff. **LO 4 Set actions for a personal well-being action plan.** **4.1. Identify the areas of well-being that you think would be most beneficial to you in your workplace or educational setting.** **4.2. Give examples of positive ways to improve well-being in a personal well-being action plan.** Learners can refer to their own work or educational setting or use the examples from their research in LO3. Group discussions could take place to compare the different findings that learners discovered about well-being activities in the workplace. In planning ways to improve well-being, learners might identify activities that are provided and supported by an employer, such as training opportunities, showers facilities. And the things they can do themselves such as keeping their workspace tidy, going for a walk on a lunch break.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Develop confidence in using internet skills to research organisations. • Develop digital skills by presenting their work using tools such as Word, PowerPoint, online presentation and note taking tools.	Learners could: • Think about when and how they might encourage friends or colleagues to explore the Five Ways to Well-being.	Learners could: • Consider the links between positive actions, such as recycling and advocating for recycling in the workplace, and how it links to the positive feelings of well-being. • Plan ways that they could travel to work that are more sustainable (walk, public transport, car share).

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APPENDIX 1

Summary Record of Achievement
Entry 2, Entry 3 and Level 1 Award and Entry 3 Certificate in Skills for Employment

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Communicating with others at work	Entry 2	1			
Exploring job opportunities	Entry 2	2			
Health and safety in the workplace	Entry 2	1			
Introduction to customer care	Entry 2	1			
Introduction to retail skills	Entry 2	3			
Introduction to working with others	Entry 2	2			
Managing personal finance	Entry 2	3			
Planning and reviewing learning	Entry 2	2			
Rights and responsibilities at work	Entry 2	1			
Understanding work standards	Entry 2	2			
Applying for a job	Entry 3	1			
Building confidence and self esteem	Entry 3	2			
Communicating with others at work	Entry 3	1			
Effective communication for work	Entry 3	2			

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Exploring job opportunities	Entry 3	1			
Food hygiene and safety	Entry 3	2			
Health and safety in the workplace	Entry 3	1			
ICT for employment	Entry 3	1			
Introduction to customer care	Entry 3	1			
Introduction to working with others	Entry 3	2			
Maintaining work standards	Entry 3	2			
Managing personal finance	Entry 3	3			
Oral presentation skills	Entry 3	3			
Planning and reviewing learning	Entry 3	2			
Rights and responsibilities at work	Entry 3	1			
Applying for a job	Level 1	1			
Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare	Level 1	3			
Building on volunteering to develop a career	Level 1	1			
Communicating with others at work	Level 1	1			
Communication in the workplace	Level 1	3			
CV writing	Level 1	1			
Developing personal confidence and self-awareness	Level 1	3			
Developing presentation skills	Level 1	2			
Exploring job opportunities	Level 1	1			

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Health and safety in the workplace	Level 1	2			
ICT for employment	Level 1	2			
Improving own confidence	Level 1	3			
Introduction to customer care	Level 1	1			
Introduction to safeguarding children	Level 1	3			
Introduction to working with others	Level 1	2			
Maintaining work standards	Level 1	2			
Managing personal finance	Level 1	3			
Oral presentation skills	Level 1	3			
Planning and reviewing learning	Level 1	2			
Preparing for and giving a presentation	Level 1	2			
Preparing for interviews	Level 1	1			
Rights and responsibilities at work	Level 1	1			
Understanding what volunteering is all about	Level 1	1			
Well-being for the Workplace	Level 1	2			

Learner Name _____

Minimum Credit Value of Qualification: _____

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

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Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level 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 optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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