Ascentis Level 1 Award in Work Preparation

Specification

Ofqual Number:

603/3956/1 Award
Ofqual Start Date: 01/02/2019
Ofqual Review Date: 31/07/2029
Ofqual Certification Review Date: 31/07/2030

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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
October 2026 V2	Section added	The Use of Artificial Intelligence (AI) in Assessments
	Review and Certification Dates	Front Page
	Learner Declaration of Authenticity added	Tracking Sheet

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 50 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years, to its increasing cohorts of overseas learners.

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

Ascentis is distinctive and unusual in that it is both:

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

and

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

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

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD IN WORK PREPARATION

Introduction

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

There are several features of this qualification 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
- Can be delivered either as a classroom-based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners

Aims

The aims of the vocational Work Preparation qualifications are to:

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

Target Group

These qualifications are for learners who:

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

Regulation Codes

Qualification Number (Ofqual/CCEA):

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

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Rules of Combination

603/3956/1 Ascentis Level 1 Award in Work Preparation				
Learners must achieve 7 credits in total. A minimum of 4 credits must be taken from Group A and a minimum of 1 credit (maximum of 2 credits) from Group B. Remaining credit is awarded for units in Group A, B or C. Although not mandatory, we do recommend your learners take unit Responsible Work Practice Y/504/9370.				
Group A (Employability): A minimum of 4 credits must be taken from Group A.				
Title	Level	Credit Value	GLH	Unit Reference
Applying for a Job	1	1	10	K/505/3049
Building a Personal Career Portfolio	1	3	27	T/505/3989
Building Working Relationships with Colleagues	1	2	20	M/505/3053
Communicating in the Workplace	1	2	18	A/504/9460
Customer Care	1	2	16	A/503/4893
CV Writing	1	1	9	L/600/9944
Enterprise Skills	1	1	8	A/504/5151
Exploring Job Opportunities	1	1	8	T/504/5147
Improving Own Learning and Performance	1	2	16	D/504/9497
Interview Skills	1	1	10	H/505/3065
Oral Presentation Skills	1	3	27	T/505/4902
Personal Presentation in the Workplace	1	1	9	K/504/9504
Planning and Reviewing Learning	1	2	20	L/503/5210
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
Recognising Prejudice and Discrimination	1	1	9	J/504/9509
Responsible Work Practice	1	1	9	Y/504/9370
Rights and Responsibilities in the Workplace	1	1	8	T/504/5214
Solving Problems in the Workplace	1	2	18	J/504/9512
Teamwork Skills	1	2	18	Y/504/9515
Understanding Change in the Workplace	1	2	18	K/504/9518
Using the Internet	1	3	20	T/502/4296
Well-being for the Workplace	1	2	20	M/650/7277
Word Processing Software	1	3	20	L/502/4627
Work Experience	1	1	9	T/504/9361
Unit Group B (Sector Introduction): A minimum of 1 credit and a maximum of 2 credits must be taken from Group B.				
Title	Level	Credit Value	GLH	Unit Reference
Introduction to Business and Administration	1	1	9	A/504/9894
Introduction to Catering	1	1	9	D/504/9886
Introduction to Engineering	1	1	9	K/504/9888
Introduction to Hairdressing and Beauty	1	1	9	L/504/9897
Introduction to Health and Social Care	1	1	9	M/504/9889
Introduction to Hospitality	1	1	9	K/504/9891
Introduction to Land Based Industries	1	1	9	T/504/9893
Introduction to Retail	1	1	9	F/504/9895

Unit Group C (Sector Units): Learners can take units from Group C for remaining credit required to achieve 2 credits in total for the Award.				
Title	Level	Credit Value	GLH	Unit Reference
Assist with Feedstuffs for Small Animals	1	2	18	H/600/0473
Assist with Maintaining Plants	1	4	36	H/502/4102
Assist with Planting and Establishing Plants	1	3	27	F/502/4088
Awareness of the Role and Responsibilities of the Adult Social Care Worker	1	1	10	F/502/9727
Basic Food Preparation and Cooking	1	3	30	K/502/5042
Caring for Young Children	1	3	27	T/505/3054
Checking and Maintaining a Car's Tyre Pressure and Tread	1	1	9	J/506/5337
Customer Service in the Hospitality Industry	1	3	20	J/502/4898
Food Service	1	3	30	K/502/4957
Health and Safety in a Practical Environment	1	1	9	J/504/9364
Improve Own Performance in a Business Environment	1	1	7	T/601/2448
Introduction to the Adult Social Care Sector	1	1	10	F/506/3246
Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings	1	2	18	D/502/9718
Participating in Leisure Activities	1	3	27	L/503/9273
Practical Skills for Dry Stone Walls	1	6	6	Y/501/4893
Prepare to Set Out Construction Components	1	3	27	M/505/0170
Presentation Software	1	3	20	K/502/4621
Self-Management Skills	1	2	18	A/504/9586
Sound and Audio Production Skills	1	3	27	L/505/0998
Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare	1	3	26	A/602/6187
Understanding Child Development	1	3	27	R/504/9612
Understanding Customer Service in the Retail Sector	1	2	17	T/502/5819
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	1	3	27	J/505/8808
Understanding the Retail Selling Process	1	2	13	T/502/5805
Using Email	1	2	15	J/502/4299
Using Office Equipment in a Business Environment	1	2	9	T/600/4950
Work in a Business Environment	1	3	17	A/601/2449
Work with Other People in a Business Environment	1	2	9	A/601/2452
Working with Others in Health, Social Care and Children's and Young People's Settings	1	2	16	Y/506/0689

Unit certification is available for all units.

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

The recommended guided learning hours for this qualification are 70 hours.

The total qualification time for this qualification are 70 hours.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience.

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

Content here will vary dependent on qualification. Depending on the units selected, these qualifications will enable learners to progress:

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

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.

Centre Recognition

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

Qualification Approval

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

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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, please refer to the latest version of the Ascentis Product Catalogue.

Reasonable Adjustments and Special Considerations

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

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition.* 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.

In Northern Ireland it is the CCEA General Conditions of Recognition

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

On completion of the learners' evidence for either the individual units or the Award 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 in case any appeal is 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. Examples of tracking sheets are found in APPENDIX 2, with further tracking sheets available 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.

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UNIT SPECIFICATIONS

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

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

The aim of this unit is to develop an understanding of responsibilities in the workplace including health and safety, codes of conduct, attitudes and behaviours, punctuality and personal presentation. Learners will know what is expected of them in the workplace and be able to contribute positively to the environment.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Health and Safety responsibilities of employees are to work in line with training given by the employer, take care of own safety and that of others, report any potential risks to health and safety to the employer. Conduct and behaviour at work may relate to timekeeping and punctuality, hours of work, personal presentation, behaviours and codes of conduct, health and safety etc. Sources of help and support may be available from supervisors, managers and human resources and in documents such as Health and Safety guidelines and procedures, staff handbook, contract of employment, instruction manuals, on posters and signage etc. Positive attitudes and behaviours include respect for others, active listening, supporting others in need, taking responsibility for tasks and actions, actively contributing to team targets etc. Positive attitudes and behaviours are important to enable individuals to work together to achieve the organisational goal and reduce disputes and disruptions. Punctuality is important to show respect for your employers and others at work, to work full contractual hours that you are paid for, shows you are organised, contributes to the organisation's image and professionalism etc. Clothing may include formal wear (suits, shirts, ties etc.), informal wear, uniforms, protective wear etc Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Find out more about their work responsibilities online, such as codes of conduct and information about substance misuse. • Use digital tools to plan a timetable/action plan to help with timekeeping.	Learners could: • Think about how building connections with colleagues can help them to be responsible at work, by having someone to seek advice/support from. • Describe the feelings of confidence and positive well-being gained from maintaining their personal appearance and hygiene.	Learners could: • Support sustainability in the workplace by taking actions such as: ○ Reducing energy usage ○ Following waste and recycling procedures ○ Taking part in workplace environmental activities.

UNIT SPECIFICATIONS

Unit Title: Customer Care
Unit Reference Number: A/503/4893

Credit Value of Unit: 2 **GLH of Unit:** 16 **Level of Unit:** 1

This unit is designed to provide an understanding of the principles of customer care in a workplace setting and consider the impact of poor customer care on the customers and the organisation. Learners will develop communication skills to deal positively with customers and create a good impression. In addition, they will understand the importance of effective complaint handling and resolution.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Importance of maintaining good customer relationships - customer engagement, customer retention, staff morale and motivation, reduced customer complaints, positive reviews and recommendations, increased customer numbers, customer satisfaction. Impact of poor customer care – loss of revenue, loss of customers loyalty, reduced profits, poor reviews, increased complaints. Providing good customer care – timeliness, accuracy and consistency, meeting customer expectations, listening skills, keeping customers informed. Communicating with customers – Verbal (language, tone, pace, telephone conversations, body language,), non-verbal (emails, written communications), adapting communication to different situations. Impact of poor communication with customers (misunderstandings, complaints, dissatisfied customers, loss of business, loss of reputation, poor reviews). Dealing with requests, queries and complaints - Policies and procedures (customer service standards, complaints handling procedure, GDPR, Equality Act).

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Consider how written complaints could be made through different methods: email, social media, customer web chat, letter. • Think about how customer databases help to support good customer relationships. • Use online sources to locate information about different policies and procedures, GDPR etc.	Learners could: • Identify the feelings that they might relate to working with others both positive and negative. • 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.

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

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 1

This unit looks at the skills, attitudes and qualities of an entrepreneur and enables learners to identify their own strengths in terms of these enterprising skills. Learners will identify and agree activities needed to develop enterprising skills.

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

Indicative Content

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

An entrepreneur is defined as 'A person who attempts to make a profit by starting a company or by operating alone in the business world especially when it involves taking risks.' *Cambridge Academic Content Dictionary.*

Entrepreneurial skills, attitudes and qualities include financial skills, marketing skills, business skills, leadership skills, motivation, hardworking, creative thinker, innovative, business focus, risk taking, determination, good communication, planning and organising etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use the internet to research entrepreneurs, collecting a digital list of individuals in a document (e.g. Word, Excel, PowerPoint). • Complete 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 -digital photo/video skills -staying safe online.	Learners could: • List their strengths and weaknesses and what they may wish to work on. • Know that the process of gaining new skills or planning their career or projects is a quality found in entrepreneurs. This links to the Five Ways to Well-being: **Keep learning**: gaining new knowledge, skills about something of interest. **Connect:** building relationships with others, including people who they respect and could learn entrepreneurial skills from.	Learners could: • Learn about entrepreneurs who focus on the environment and sustainability.

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

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

This unit explores communication in the workplace and looks at different ways in which individuals communicate and the appropriate method in a given situation. Learners will understand and be able to use appropriate verbal and non-verbal communication and give and receive feedback positively.

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

Indicative Content

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

Communication in the workplace may be verbally, non-verbally, in writing etc.

Good communication involves active listening, respect for other thought and opinions, open body language, asking questions, being clear, seeking clarity, providing feedback, building relationships etc.

Poor communication involves judging others, lack of attention, using technical jargon, not listening to the concerns of others, interrupting etc.

Methods of communication may include presentations, documents, emails, letters, posters, notices, face to face, in groups, one to one etc.

Choosing the appropriate method of communication depends on the audience, the information that needs to be given, whether questions are likely to be asked, purpose of the communication, the number of people needing to be informed.

Giving and receiving feedback should be a two-way conversation, respectful, focussing on key points only, based on behaviours not personalities, timely, 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 Title: Improving own learning and performance
Unit Reference Number: D/504/9497

Credit Value of Unit: 2 **GLH of Unit:** 16 **Level of Unit:** 1

This unit enables learners to take steps to improve their own learning and performance by identifying areas for improvement, setting realistic targets for development and reviewing performance against targets.

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

Indicative Content

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

Different ways of learning include visually (seeing), auditory (hearing), kinaesthetic (by doing), reading and writing.

Planning improvements involves:

- Identifying areas for improvement
- Setting realistic targets for achievement
- Setting timescales for improvement
- Taking part in development activities
- Reviewing performance against targets

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
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 - digital photo/video skills - staying safe online • Use online research to see the different methods people use to document their learning goals, looking at templates to support their plan.	Learners could: • Know that planning to develop and improve themselves links closely to well-being. 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.

Unit Title: Interview Skills
Unit Reference Number: H/505/3065

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

The aim of this unit is to prepare learners for taking part in an interview by planning what to wear, think about the questions they may be asked and pay attention to non-verbal communications.

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

Indicative Content

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

Preparing for an interview involves:

- Deciding what to wear that is appropriate for the chosen workplace
- Finding out how to get to the interview (car, train, bus, on foot) so that you arrive on time
- Thinking about questions that the interviewer might ask
- Gathering information about self to use at interview

Non-verbal communication involves posture and stance, gestures, facial expressions etc.

Reviewing performance will involve stating what went well and what could have been improved.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**

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Learners could: • Think about the different ways that interviews are carried out. Sometimes they are online, and learners could practise using Teams/Zoom etc. • Research interview questions online. • Collect a list of potential interview questions in a word document/spreadsheet.	Learners could: • Use role play to help prepare themselves for an interview. Practice techniques to stay calm e.g. : deep breaths, positive visualisation, good presentation, making notes. • Reflect on activities that they take part in which promote their individuality and positive well-being. These activities can support answers in an interview. Examples include describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.

UNIT SPECIFICATIONS

Unit Title: Recognising Prejudice and Discrimination
Unit Reference Number: J/504/9509

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

The aim of this unit is to develop an understanding of prejudice and discrimination in the workplace and the impact that it has on individuals and the organisation as a whole.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Stereotyping is defined as ‘a set idea that people have about what someone is like, especially an idea that is wrong’, *Cambridge Advanced Learner’s Dictionary and Thesaurus*. Characteristics which are protected in law against stereotyping include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy and maternity. Examples of stereotyping may include: ▪ All black people are good at sport ▪ All men are strong and tough ▪ Women are good cooks ▪ Young men are messy and unclean ▪ Women are emotional Discriminatory language is the use of language that causes offence or excludes different categories of people based on their race, gender, ability or sexuality. Examples of discriminatory language include being told that you have to speak English in the workplace rather than your native language to others with the same native language, being turned down for a job on the basis of your accent, being singled out to take an English test at interview etc. Examples of discriminatory behaviour include physical assault on another person, name calling, threats against another person, making fun of someone else, written insults, wearing badges that may cause offence, not employing a woman who is of child bearing age etc. Discriminatory language and behaviour in the workplace can cause friction amongst individuals, poor working relationships, poor productivity, more staff absence, stress and anxiety, poor staff retention etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Access equality and diversity guidance within workplace handbook or intranet. • Use the internet to research ways that organisations encourage equality, diversity and inclusion in the workplace.	Learners could: • Explore some of the concepts from the Five Ways to Well-being such as: **Connecting:** building relationships with a diverse range of people across the workplace. Taking time to get build a connection and friendship, asking questions to learn about each other. **Keep learning:** learn about the different cultures and faiths, of friends and people they work with. Learning about things such as special religious events can strengthen relationships, understanding and respect.

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

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

This unit enables learners to identify problems in the workplace and take appropriate steps to find a resolution.

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

Indicative Content

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

Problems at work may include targets not being met, tasks being incomplete, poor working relationships, people not performing as expected, workload too heavy, skills and achievements not being recognised, insufficient materials and resources to complete the task, poor quality materials and resources etc.

Solving problems involves:

- Identifying the problem
- Discussing the problem with relevant people
- Seeking the assistance of someone to solve the problem
- Suggesting alternative solutions to solve the problem
- Selecting and justifying the best option to resolve the problem
- Actively taking part in solving the problem

Suggested opportunities to develop wider awareness, learning and skills

Well-being

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Learners could:

- Identify the feelings that they might relate to problems experienced in the workplace (worry, anxiety, low mood, lack of motivation etc).
- Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety.
- Benefit from knowing personal skills they might develop to support problems experienced at work e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice.

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

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

This unit aims to develop an understanding of change in the workplace and consider how individuals respond to change and the impact that this has on the working environment.

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

Indicative Content

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

Changes that may happen in the workplace include changes in management and leadership, new technology, changes of business ownership, responses to crisis and challenges, changes to long-and short-term strategies, relocation etc.

Positive responses to change include excitement, hope, and optimism.

Negative responses to change include fear, stress, concern, anxiety.

Reponses to change may include denial (doing the same as you have always done), acceptance (embracing change and seeing the opportunities), resistance (obstructing change), moving on (looking for a new job).
Positive impacts that change can have on an organisation include new business opportunities and growth, staying up to date with current trends, innovation and creativity, increased efficiency and productivity, staff learn new skills through training and development etc.

Negative impacts that change can have on an organisation include low staff morale, increased costs in training new skills, inefficiency, less productivity etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Collect a list of digital skills that need to be developed to help with employability skills. Examples include: using email, word processing, spreadsheets, touch typing etc.	Learners could: • Think about relationships that support them in work-based learning, workplace mentors, buddies or line managers will help with plans for work-based learning. Having honest conversations about plans for learning, talking about any anxiety or worries will be very beneficial to individual well-being.	Learners could: • Think about the sustainability project that they might experience in a workplace, knowing how a sustainability working group would work together to improve the working environment.

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

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

Through this unit, learners will be able to identify different methods of applying for a job and present relevant information in application forms, CVs and covering letters.

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

Indicative Content

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

Methods of applying for a job may include creating a CV, filling in an application form, creating a covering letter.

Information needed to complete a job application include personal details (name, address, contact number, email address), qualifications and courses undertaken, work experience, interest and hobbies 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 and upload supporting information, such as certificates.	Learners could: • Think about 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: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction). • Think 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.

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

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

Recognising and respecting individual differences and diversity is essential for a positive working environment. This unit develops an awareness of the impact that differences can have on individuals working together and provides a greater understanding of the employer's and employee's responsibility to promote equality and challenge discrimination.

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

Indicative Content

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

Diversity in the workplace means working in ways that positively recognise and respect differences in abilities, background, values, customs and beliefs.

Similarities and differences between people may relate to age, gender, sexual orientation, race, religion, beliefs, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity etc.

Promoting equality in the workplace involves respecting others opinions and views, inclusive culture, treating everyone fairly, equal opportunities for all, equal access to development opportunities, being able to challenge discrimination etc.

Discrimination at work may occur if there are no facilities for disabled employees, if a pregnant woman is overlooked for promotion, if a person is not employed on the basis of their age, giving men higher rates of pay than woman who do the same job etc.

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Access equality and diversity guidance within workplace handbook or intranet. • Use the internet to research ways that organisations encourage equality, diversity and inclusion in the workplace.	Learners could • Explore some of the concepts from the Five Ways to Well-being such as: **Connecting:** building relationships with people across the workplace. • Taking part in activities that celebrate diversity in the workplace.

Unit Title: CV Writing
Unit Reference Number: L/600/9944

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 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	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of a CV.	1.1. Define the letters CV.
	1.2. Outline content and purpose of a CV.
	1.3. List all personal qualities, skills, qualifications, work experience, interests.
	1.4. Sort list of personal attributes under appropriate headings used in CVs, for example, personal details, qualifications, work experience, interests, relevant skills.
2. Know how to complete a CV in an appropriate format.	2.1. Identify a suitable format for a personal CV.
	2.2. Complete a CV by writing in all personal details, attributes and skills under correct headings.
	2.3. Check for accuracy.

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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, 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
- 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: Building Working Relationships with Colleagues
Unit Reference Number: M/505/3053

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

The aim of this unit is to develop an understanding of good, positive working relationships with people at work. Learners will demonstrate their ability to work with peers to achieve tasks within their role.

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

Indicative Content

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

People that an employee needs to interact with may include other team members, staff from other departments, supervisors, managers, employers, etc.

Good working relationships with colleagues is important to maintain effective communications, achieve tasks and activities, prevent disputes and conflict, improve staff morale etc.

Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc.

Working with peers involves:
- Contributing ideas and opinions in a polite and courteous manner
- Meeting own responsibilities in respect of tasks and role.
- Meeting the expectations of peers
- Seeking and accepting help from other as appropriate

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
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.	Learners could: • Take part in sustainability actions across the workplace. Examples include joining green/sustainability working groups.

Unit Title: Rights and Responsibilities in the Workplace
Unit Reference Number: T/504/5214

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 1

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

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Indicative Content

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

Employee rights may include:

- National minimum wage
- Sick leave and pay
- Holiday leave and pay
- Part-time workers' rights
- Agency workers' rights
- Working hours
- Bullying
- Punctuality / Dress Codes/ Hygiene / Attitude / Behaviour

Laws to protect employees include:

- Discrimination / Equal Opportunities / Harassment
- Written statement of employment
- Health and Safety: hazards and risks

Steps for dealing with grievances at work include:

- Attempting resolution through informal discussion with manager
- Putting grievance in writing to HR and Management
- Investigating and gathering of evidence
- Formal hearing of grievance
- Agreeing resolution and timescales
- Implementing and reviewing resolution

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.

Individuals, organisations and documents that may provide information to employees about rights may include human resources department, ACAS, Trade Unions, Citizens Advice, workplace specific organisations, contract of employment.

Employee responsibilities may include:

- Time-keeping and punctuality
- Attendance on contracted days/hours
- Working to the required standard
- Working within contract of employment
- Code of conduct and work standards as required

Steps for dealing with disciplinary action at work

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

Individuals, organisations and documents that may provide information to employees about their responsibilities may include human resources department, Citizens Advice, contract of employment, job descriptions, staff handbooks etc.

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 the internet to search for current employment laws and health and safety legislation, bookmarking sites of interest. • Use a check list in word processed documents, or spreadsheets to maintain a log of laws/policies/Acts they have reviewed. Skills include word processing, copy and paste, hyperlinking etc.	Learners could: • Put personal well-being action plans in place to support them if they feel stressed or anxious. Examples include taking breaks by walking outside in the fresh air, having lunch with colleagues, taking screen breaks. • 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. • Describe the benefits of making professional and social relationships with colleagues in the workplace on their well-being.	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 Title: Work Experience
Unit Reference Number: T/504/9361

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

Taking part in work experience is a valuable way to develop skills and find out more about the world of work. This unit prepares learners for a work experience placement by considering the organisation, their role within the organisation and their expectations of the placement. Learners will demonstrate their ability to take part in a work experience placement and review their role and contribution.

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

Indicative Content

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

Organisations that provide work experience may be private, public and charitable organisations.

Reviewing a work experience involves:

- Identifying what has been learned during the placement
- Identifying actions to build on learning for the future

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Undertake self-reflection to describe the digital skills they would like to develop for the workplace. • Create action plans using Microsoft word and presentation tools. • Compare how workplace policies and information is shared with employees, through email, intranet, online manuals etc. • Think about how they keep personal information safe in the workplace.	Learners could: • Describe the benefits of making professional and social relationships with colleagues in the workplace on their well-being. • Understand their roles and responsibilities within the workplace and how this connects to feelings of well-being and satisfaction. • Learn new skills which can lead to confidence and sense of purpose.	Learners could: • Think about how they can support sustainability in the workplace by following procedures for ○ waste and recycling ○ saving energy.

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

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

Personal Career Portfolios can play an important role when applying for a job as they bring together information and evidence on an individual's skills, abilities, experiences, knowledge and qualities. In this unit, learners will know how to develop a personal career portfolio and use it for personal, educational and career development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know own skills, abilities, experience, knowledge and personal qualities.	1.1. Identify own: a) Skills b) Abilities c) Experience d) Knowledge e) Personal qualities
2. Know how different types of information can be used to evidence own skills, abilities, experience, knowledge and personal qualities.	2.1. Identify different types of information which can be included in a portfolio.
	2.2. Identify evidence to support own: a) Skills b) Abilities c) Experience d) Knowledge e) Personal qualities
3. Be able to build a portfolio of personal achievements and qualities.	3.1. Assemble a range of evidence into a portfolio structure so that key elements can be identified
4. Be able to produce a Curriculum Vitae (CV).	4.1. Identify the core elements of a CV.
	4.2. Produce a personal CV.
5. Be able to identify personal goals.	5.1. Identify personal goals.
	5.2. State possible ways of achieving personal goals.
6. Understand the value of a portfolio in personal, educational and career development.	6.1. Give examples of how a portfolio can be used for: a) Personal development b) Educational development c) Career development.

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. A personal career portfolio should include evidence of skills, abilities, experience, knowledge and personal qualities. Information that can be included in a portfolio may include certificates and diplomas, letters of recommendation, references, photos, training and personal development logs, samples of work, awards and accomplishments etc. A CV includes a personal statement, personal details, work experience, qualifications and training, relevant interests and hobbies. Building a portfolio involves: ▪ Selecting relevant information and evidence ▪ Choosing a ring binder or folder for presentation ▪ Creating a title page and table of contents ▪ Organising the contents into categories ▪ Checking all information for spelling and errors ▪ Customising your portfolio for each specific job Personal goals may relate to a job, work experience, new skill, personal achievement etc. A personal career portfolio may be used when applying for a job, work experience, a place at college or further education etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify 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 online search engines to identify job opportunities.	Learners could: • Discuss how training and employment can promote feelings of positive well-being. • Identify why alternatives to work, such as volunteering, is recognised as benefitting individual well-being, which also links to the Five Ways to Well-being. • Identify 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 which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Research jobs or training options that link to roles and skills in sustainability and the environment (recycling, green energy, digital, green transport, construction) • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly.

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

Credit Value of Unit: 3 **GLH of Unit:** 27 **Level of Unit:** 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	Assessment Criteria
The learner will:	The learner can:
1. Understand strategies and techniques for oral presentations.	1.1. Give examples of strategies or techniques which can be used to support an effective oral presentation, including: (a) speaking skills (b) presentation styles (c) supporting aids (d) body language.
	1.2. Give reasons why it is important to consider using these strategies and techniques when asked to carry out an oral presentation.
2. Plan an oral presentation taking into account purpose and audience.	2.1. Identify the content for a proposed oral presentation on a familiar subject.
	2.2. Outline the structure of the presentation taking into account: a. who the presentation is for b. the purpose of the presentation c. timings d. appropriate strategies and techniques e. availability of audio-visual aids.
3. Know how to give an oral presentation taking into account purpose and audience.	3.1. Use appropriate oral presentation skills to give a short oral presentation to a group on a familiar subject.

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Indicative Content

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

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 PowerPoint, 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
- Get your 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
- how long you have
- appropriate strategies and techniques
- availability of audio and visual aids

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Watch examples of presentations online, including booking free live webinars to observe skills when presenting online. • Watch tutorials and presentation clips online. • Explore digital aids to support presentations such as PowerPoint. Learners could also explore free online systems such as Canva.	Learners could: • Choose a subject that is of interest to them which will help with self-confidence when presenting. • Discuss the feelings that they might relate to receiving feedback, including both positive and negative. Discussing these factors can support individual well-being and confidence.

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

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

In this unit, learners will develop an understanding of how they may contribute to team discussions and take part in team activities to achieve aims and objectives.

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

Indicative Content

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

Roles and responsibilities will vary depending on the organisation, personal skills and experience, task and activity etc.

Positive contributions to team discussions may include not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time etc.

Participating in a team activity involves:
- Agreeing aims and objectives
- Identifying personal skills of members of the team
- Agreeing individual roles within the team
- Carry out tasks as agreed

Reviewing own role involves:
- Assess own contribution to the team activity
- Review effectiveness of own contribution to team

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Learn about modern team structures which include remote ways of working. They could use systems such as Teams, Zoom to understand how teams can work collaboratively even when they are not in the same building.	Learners could: • Consider how building connections and working within a team can be very beneficial to positive mental health. • Identify the feelings that they might relate to working with others both positive and negative. • Think about the personal skills they could focus on developing when working with others such as listening, contributing to discussions.

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

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

The aim of this unit is to develop skills in using word processing software to create, edit, format and present text-based documents. It covers the use of basic word processing tools to produce straightforward or routine documents.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Templates may include CVs, table of contents, reports, certificate invitations, invoices, letterheads, brochures etc. Text may be entered into blank documents, template, tables, forms etc. Documents may be stored on a hard drive, pen dive, external drive, cloud etc. Word processing tools that may be used include inserting text, copy and paste, delete, columns and row, headings, alignments (left, centre, right, justified), bullets and numbering etc. Presentation and formatting tools may include bold, italic, underlining, fonts, colour and size of text, paragraph formatting (indents, hanging indents, spacing), page layouts (margins, page size) etc.

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

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

Through this unit, learners will develop skills to use browser software to search for information and communicate information online. They will demonstrate an understanding of the Internet and how to use it safely and securely.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Connections to the internet may be achieved through browsers such as Bing, Microsoft Edge, Google Chrome, Firefox, Opera, Safari etc. Browser settings relate to security, privacy, content, connections, programs etc. Learners should use browser software to search for information, download and save different types of information from the Internet, communicate and share information online, submit information using online forms or interactive sites, post or publish material to websites etc. Safety and security when using the internet includes minimising security risks, taking safety precautions, keeping personal information secure, following laws, guidelines and procedures for using the Internet.

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

Credit Value of Unit: 1 **GLH of Unit:** 8 **Level of Unit:** 1

This unit supports learners to explore different job opportunities and identifies people or organisations that may help them find a suitable job option. Learners need to show how they have researched and decided on realistic job opportunities that matches their own skills, qualities, experiences and interests. Finally, learners will agree the next steps required to achieve their job option ambitions.

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

Indicative Content

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

Advice and information about job options may be obtained from a career's advisor, job centre, career advice centre, the internet, employment agencies, agency websites etc.

Learners need to carry out a review of their own skills, experiences, qualities and interests and decide on a realistic job option for themselves.

Steps to achieve job options may involve a tutor/teacher, support assistant, employer, career's guidance officer etc.

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Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Collect research online to find employment in the area they are interested in, using filters for jobs, hours and wage expectations. Learners can bookmark sites of interest, sign up to receive job alerts. • Develop an action plan for career goals. Use digital tools to using a word processed document, spreadsheet or notebook app. • Collect a digital list of employers/jobs they are interested in. Using skill sin documents to copy and paste, type and edit text, insert hyperlinks etc.	Learners could: • Discuss the feelings of independence and control in looking for appropriate employment and using their skills. • Think about aspects of the Five Ways to Well-being which are important for job planning: **Keep learning:** taking short courses, reading about current affairs, upskilling in IT skills, researching jobs of interest etc, to help plan and develop in their career. **Give:** Volunteering brings a number of well-being benefits. Individuals are able to upskill, help the local community and feel able to make informed decisions for their career based on their volunteering work. • Reflect on activities that they take part in which promote their individuality and positive well-being. These activities can support future applications 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 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 Title: Personal Presentation in the Workplace
Unit Reference Number: K/504/9504

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

Through this unit, learners will know the personal presentation expectations within their workplace and be able to demonstrate suitable dress and appearance conventions and codes of conduct whilst at work.

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

Indicative Content

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

Dress and appearance conventions include:

- Clothing may include formal wear (suits, shirts, ties etc.), informal wear, uniforms, protective wear etc.
- Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.
- Personal hygiene including keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc.

Conduct in the workplace may relate to timekeeping and punctuality, personal presentation, behaviours and language, health and safety etc.

Personal presentation is important to protect the image of the organisation, keep the individual safe and protected from harm, be recognised as a member of staff etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Describe the feelings of confidence and positive well-being gained from maintaining their personal appearance and hygiene. They can think about how it links to performance in a job role.
- Think about how building connections with colleagues can help them to be responsible at work, by having someone to seek advice/support from.

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Unit Title: Planning and Reviewing Learning
Unit Reference Number: L/503/5210

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

This unit focusses on the construction of a Personal Development Plan to enable individuals to set development targets, determine development activities and review own progress and achievements. Learners will explore a range of development activities and access to support from others to aid their achievement of planned targets.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan to meet targets.	1.1. Describe why it is important to set targets.
	1.2. Set targets that clearly show what they want to achieve.
	1.3. Identify clear action points and deadlines.
	1.4. Identify and access sources of support.
	1.5. Make arrangements for reviewing progress.
2. Be able to follow a plan to meet targets and improve performance.	2.1. Work through 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 others and make changes when needed to improve performance.
	2.4. Use support given by others to help meet own targets.
3. Be able to review own progress and achievements.	3.1. Identify what they have learned and state how they have learned.
	3.2. State what went well and what went less well.
	3.3. Identify targets they have met and describe own achievements.
	3.4. Accept and use feedback to improve own performance.

Indicative Content

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

Setting learning targets may include the importance of targets, developing action points to meet planned achievements, set deadlines and identify sources of support, plan action points review.

Meeting targets and improving performance involves following an action plan to meet development needs, ways of learning (training, shadowing, work experience, etc), learning styles (visual, auditory, kinaesthetic etc), support from others (work colleagues, friends, peers, teachers/tutors etc.).

Reviewing progress and achievement involves lessons learned, what went well, what could have been done better, using feedback to improve own performance.

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Word process lists detailing strengths and things to work on, creating a personal action plan. • Identify the specific digital skills they wish to develop further e.g. using Excel, using video conferencing tools.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. • Understand that 'Keep Learning' is part of the Five Ways to Well-being and skills gained can increase their confidence and sense of purpose.

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.

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Indicative Content

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

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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Unit Title: Introduction to Business and Administration
Unit Reference Number: A/504/9894

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

The unit introduces the business and administration sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, learners will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include businesses, schools and colleges, hotels, legal offices, estate agents, insurance offices, recruitment agencies etc. Most organisations require some administrative support.

Job roles include admin assistant, secretary, customer adviser, receptionist, records clerk, insurance clerk, office manager, personal assistant, sales administrator, telephonist, estate agency administrator etc.

Working patterns include full time or part time.

Career opportunities include supervisory or managerial roles within office environments. Progression to other department such as IT, payroll or accounting, and legal, financial or medical environments with further training. Career opportunities may be offered by colleges, universities, apprenticeship providers and sector institutes.

Skills needed to work include administrative skills, attention to detail, working with others, working on own initiative, flexibility and open to change, excellent verbal and written communication skills, customer service skills, ability to use computer and main software packages.

Development activities may include courses, apprenticeships, online training etc.

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

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

This unit introduces the catering sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include restaurants, pubs, canteens, take-ways, refectories, cruise ships, hotels, hospitals etc.

Job roles include baker, cake decorator, chef, food factory worker, head chef, kitchen assistant, kitchen porter, school lunchtime supervisor, street food trader, waiter etc.

Working patterns include usually shift work, evenings, weekends and bank holidays.

Career opportunities include supervisory or managerial roles within catering environments such as Station Chef, Sous Chef, Head Chef, Restaurant Manager or Hospitality Management.

Career opportunities may be offered by colleges, universities, apprenticeship providers and sector institutes.

Skills needed to work include attention to detail, knowledge of food production methods, working under pressure, working with others, knowledge of cooking processes, maths knowledge, ability to work well with your hands, use of computer and main software packages etc.

Development activities may include courses, training, work shadowing, coaching, observing etc.

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Unit Title: Introduction to Engineering
Unit Reference Number: K/504/9888

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

This unit introduces the engineering sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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

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

This unit introduces the retail sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include shops, department stores, travel agents, call centres, supermarkets, cinemas, leisure centres, estate agents, petrol stations, Post Offices, Tourist Information Centre, garden centres, DIY stores etc.

Job roles include customer service advisor, book seller, call centre operator, checkout operator, cinema attendant, florist, leisure centre assistant, lettings agent, personal shopper, petrol station sales assistant, Post Office counter assistant, retail seller, sales assistant, shelf filler, shopkeeper, Tourist Information Centre assistant, travel agent etc.

Working patterns include evenings, weekends and bank holidays. Various hours both full time and part time.

Career opportunities include supervisory or managerial roles within retail environments such as Department Manager or Area Manager.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include customer service skills, working with others, patience and ability to remain calm, attention to detail, ability to use own initiative, verbal communication skills, ability to sell and promote products and services, use of computer and main software packages etc.

Development activities may include courses, in-house training, apprenticeships or online training etc.

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

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

This unit introduces the hospitality sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisations include hotels and accommodation, restaurants and food and drink outlets, night clubs, leisure and visitor attractions etc. Job roles include bar person, barista, butler, cellar technician, room service assistant, housekeeper, publican, restaurant manager, wedding planner, event organiser, hotel receptionist, hotel porter etc. Working patterns include evenings, weekend and bank holidays. Either full time or part time. Career opportunities include supervisory or managerial roles within a hospitality environment such as Deputy Bar Manager or Bar Manager. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include customer service skills, good verbal communication skills, active listening skills, ability to sell products and services, attention to detail, working with others, a good memory, working under pressure, basic tasks using a computer or hand-held device etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

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

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

This unit introduces the hairdressing and beauty sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of organisations include hair salons, barbers, beauty clinic, health spas, hotels, nail bars, alternative therapy clinic, adult care home or cruise ship etc. Job roles include aromatherapist, barber, beauty consultant, hairdresser, massage therapist, nail technician, reflexologist etc. Working patterns include days, evenings and weekends. Either full or part time hours. Career opportunities include supervisory or managerial roles within a hair or beauty environment such as Senior Stylist, Senior therapist, Salon Manager, Clinic Manager. Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion. Skills needed to work include customer service skills, attention to detail, patience, excellent verbal communications ability to work with others, ability to work well with hands, active listening skills, carry out basic tasks on computer or hand-held devices etc. Development activities may include courses, in-house training, apprenticeships or online training etc.

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Unit Title: Introduction to Health and Social Care
Unit Reference Number: M/504/9889

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

This unit introduces the health and social care sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include hospitals, care homes, client's homes, optician, pharmacists, medical centres, schools etc.

Job roles include ambulance care assistant, care home advocate, care worker, nurse, counsellor, dental nurse, dispensing optician, emergency care assistant, health visitor, healthcare assistant, hospital porter, midwife, pharmacy assistant, podiatry assistant, school nurse etc.

Working patterns include days, evening, weekends and bank holidays. Either full or part time hours.

Career opportunities include supervisory or managerial roles within a health and social care environment such as Registered Manager, Social Worker, Clinical Practitioner, Dentist etc.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include patience, remain calm in stressful situations, sensitivity and understanding, attention to detail, working with others, working under pressure, working well with hands, excellent verbal communication skills, customer service skills, basic tasks on computer and hand-held devices etc.

Development activities may include courses, in-house training, apprenticeships or online training etc.

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

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

This unit introduces the land-based industries sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include garden centres, public gardens and parks, farms, forests and woodlands, golf courses and sports grounds, construction developers etc.

Job roles include agricultural assistant, botanist, building technician, countryside officer, farm worker, forest officer, garden nursery assistant, grounds person, horticulture worker, gardener, tractor driver, tree surgeon etc.

Working patterns include days, evenings, weekends and bank holidays. Either full or part time.

Career opportunities include supervisory or managerial roles within a land-based environment such as Unit Manager, Farm Manager, Head Gardener, Land Surveyor etc.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include ability to work with others, attention to detail, physical skills like movement, coordination and dexterity, good verbal communication skills, thinking and reasoning skills, ability to work on own, ability to work well with hands.

Development activities may include courses, in-house training, apprenticeships or online training etc.

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Unit Title: Introduction to the Creative Industries
Unit Reference Number: J/504/9896

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

This unit introduces the creative industries sector as a potential career. It covers the types of organisations found in the sector, the key job roles available and usual working patterns. Learners will be able to describe different types of career opportunities and the current skills required to work in the sector. Finally, the learner will choose a relevant skill to develop and demonstrate the chosen skills appropriately.

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

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Indicative Content

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

Types of organisations include theatres and arts venues, museums and visitor attractions, design companies, book publishers, TV and film production companies, marketing agencies etc.

Job roles may include actor, architectural technician, art gallery or museum curator, arts administrator, journalist, CAD design technician, musician, computer games tester, dancer, photographer, entertainer, fashion model, florist, furniture maker, graphic designer, illustrator, interior designer, market researcher, sewing machinist, stage hand, TV or film camera operator, visual merchandiser, web designer.

Working patterns. Some roles are self-employed/contracted work. Others are employed status. Hours and days worked depends on role.

Career opportunities include supervisory or managerial roles within a creative environment.

Career opportunities may be offered by colleges, universities, apprenticeship providers and in-house training schemes and promotion.

Skills needed to work include attention to detail, ability to come up with ideas or new ways of doing things, open to change, flexibility, ability to sell products and services, work well under pressure, customer service skills, excellent verbal communication skills, use of computers and main software packages, creativity, ability to use own initiative etc.

Development activities may include in-house training, apprenticeships or online training etc.

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

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

The aim of this unit, is to develop self-management and time-management skills in the workplace. Learners will demonstrate these skills whilst carrying out tasks and activities to achieve the agreed objectives of the day.

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

Indicative Content

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

Self-management is the ability to work independently, prioritising tasks and goals, deciding what needs to be done and when and being accountable for own actions.

Time-management is the ability to plan and organise the day and decide how to spend the hours in a day to effectively achieve tasks and goals. Good time-management reduces stress and anxiety and enables individuals to feel more in control.

Time-management skills include setting goals and target, planning the day's activities, prioritising tasks, writing a schedule or to do list, delegating to others as necessary, taking rest breaks, and learning to say no to others, eliminating time wasters and time-wasting activities.

Time-management tools may include to do lists, schedules, diaries, calendars, clocks, setting reminders and alarms, keeping meetings short and concise.

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

Credit Value of Unit: 3 **GLH of Unit:** 17 **Level of Unit:** 1

Through this unit, learners will develop an understanding of good working practices at work including equality, security, confidentiality, reducing waste and recycling and using and disposing of hazardous substances. Learners will be required to demonstrate these skills in a practical environment.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Diversity in the workplace means working in ways that positively recognise and respect differences in abilities, background, values, customs and beliefs. Equality and discrimination in the workplace are regulated by the Equality Act 2010. Maintaining security and confidentiality may include not gossiping or sharing sensitive information, locking away confidential documents, only disclosing information to authorised people, closing down computers when not in use, using passwords etc. Information is protected through GDPR legislation. Keeping waste to a minimum involves only printing documents when necessary, recycling, reusing resources such as packing or envelopes, buying recycled paper, printing on both sides etc. Hazardous materials may include chemical, inks and toners, glues, disinfectants, paints, cleaning materials etc. Hazardous substances are regulated by COSHH. Hazardous substances may cause irritation, skin damage, sore eyes/throat, etc.

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

Credit Value of Unit: 2 **GLH of Unit:** 9 **Level of Unit:** 1

The aim of this unit is to develop an understanding of how to work with others in a business environment, communicating and problem solving to the required standard. Learners will be required to demonstrate these skills in a practical environment.

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

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	6.2. Refer problems, as required.
7. Be able to receive and use feedback.	7.1. Receive constructive feedback on own work.
	7.2. Use feedback to agree improvements in own work.

Indicative Content

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

Working with others 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. Communications may be written, verbal, non-verbal etc.

Problems at work may include targets not being met, poor working relationships, people not working as expected, work load too heavy, skills and achievements not being recognised etc.

Solving problems involves:

- Identify the problem
- Taking action
- Discuss the problem with relevant people
- Seek the assistance of someone to solve the problem
- Actively take part in solving the problem

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), agreeing improvements in own work etc.

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Unit Title: Understand the Range of Service Provision and Roles within Health and Social Care (Adults and Children and Young People), Early Years and Childcare
Unit Reference Number: A/602/6187

Credit Value of Unit: 3 **GLH of Unit:** 26 **Level of Unit:** 1

This unit focusses on the service provision and roles within a health and social setting for adults and children. It prepares individuals for entering a role within such service provision.

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

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Indicative Content

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

Health and social care service provision provides help to those in need including those with mental health problems, learning or physical disabilities, vulnerable adults and children.

The range of service providers includes care homes, hospitals, hospices, medical centres and GPs, nurseries, child minders, nursing homes, assisted living, home care, adult day care etc.

Statutory provision is set up and regulated by the government. The government provides the money to support these services and pay the wages of the employees. Some funding comes from chargers for specific services such as prescriptions for those under 60, dental or optician fees.

Independent service provision is set up by an independent company who offer service in return for payments from their clients. The wages of the employees are paid for by the company from its revenue. Some fees may be covered by insurance policies.

Informal care may be provided by family, friends, neighbours, community groups, volunteers etc.

Roles within health and social care include nurses, social workers, doctors, health care assistants, counsellors, care managers, teachers, health visitors, youth workers, child minders, learning support assistants etc.

Skills required to work in sector include listening skills, communication, teamwork, empathy, problem solving, organisational skills, relationship building, time-management etc.

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Unit Title: Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings
Unit Reference Number: D/502/9718

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

This unit develops an understanding of the value and benefits of a person-centred approach to care and support to service users. It considers how a person-centred approach can be achieved in a health and social care setting and the role of risk assessment.

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

Indicative Content

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

Person-centred support means putting the service user at the centre of the service. It requires staff to get to know the person they are supporting on an individual basis so that they fully understand their personality, wants and needs and what is likely to cause them anxiety and concern. This approach enables the provider to make appropriate suggestions to the user about their care.

Benefits to the service provider include greater job, satisfaction, reduced emotional exhaustion and stress, increased self-worth etc.

Benefits to the service user include empowerment and engagement, positive risk taking, improved quality of life, boosts self-esteem and dignity and enables individuals to live in a way they want to.

Creating a person-centred approach involves treating service users as individuals, understanding their needs, wants, like and dislikes, not making assumptions about people, giving choice and control to the service user, being flexible, listening etc.

Risk assessment is about identifying hazards and risks and making a judgement on how likely they are to happen and what the outcome of the risk might be.

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

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Unit Title: Assist with Planting and Establishing Plants
Unit Reference Number: F/502/4088

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

Through this unit, learners will demonstrate their ability to position and plant plants using the appropriate tools and materials safely.

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

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Indicative Content

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

Equipment and materials used in planting may include hand held gardening tools, forks, spades and shovels, rakes, hoes, hand trowel, sprinklers, sprayers, watering equipment, compost, fertiliser, bone meal, pots, plants etc.

Personal protective equipment may include aprons, gloves, boots etc.

Steps to carry out planting involve:

- Choosing a suitable place for the plant
- Digging a hole that is slightly bigger than the size of the pot
- Loosening the base of the hole
- Mixing in some handfuls of compost
- Soaking the roots of the plant in a bucket of water
- Knocking the plant out of the pot
- Placing the plant in the hole
- Filling around the rootball using soil and compost mixture
- Pressing down firmly
- Watering the plant with plenty of water
- Labelling plant

Equipment may be stored in garages, shed, greenhouses, secure storage cabinets etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

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Unit Title: Awareness of the Role and Responsibilities of the Adult Social Care Worker
Unit Reference Number: F/502/9727

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

The aim of this unit is to develop an understanding of the roles and responsibilities of an Adult Social Care Worker. Learners will be able to use this information to prepare themselves for working in the adult health and social care sector.

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

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Indicative Content

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

Adult social care workers are responsible for ensuring the mental and physical needs are met either in a care home, hospital, hospice or the service user's own home. The care workers role is to create, implement and review a care package fit for the user's needs. Care workers are responsible for recording care services and any concerns and reporting suspicions or issues to the appropriate medical professional or supervisor. Care workers are likely to need enhanced background checks, a driving licence and be physically fit.

Daily tasks of an adult social care worker include assisting with washing and dressing, making food and assisting eating, chatting about service user's interest and needs, doing household jobs like shopping or cleaning, monitoring weight and recording any concerns, checking prescribed medicines have been taken. Supporting mental and physical well-being, supporting families, giving emotional and practical to other members of the family, working with health and social care professionals, organising leisure activities and outings etc.

Duty of Care is a legal obligation to:

- act in the best interests of individuals and others
- not act or fail to act in a way that could cause harm
- act within your competence and do not take on something you do not believe you can safely do

Person-centred support means putting the service user at the centre of the service. It requires staff to get to know the person they are supporting on an individual basis so that they fully understand their personality, wants and needs and what is likely to cause them anxiety and concern. This approach enables the provider to make appropriate suggestions to the user about their care.

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Unit Title: Introduction to the Adult Social Care Sector
Unit Reference Number: F/506/3246

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

This unit develops an understanding of the role of an adult social care worker and range of jobs available in the sector.

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

Indicative Content

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

Adult social care service provision provides help with day to day living to adults in need including those with mental health problems, learning or physical disabilities. This could include help in washing, dressing, eating, shopping, cleaning etc.

The range of service providers includes care homes, hospitals, hospices, nursing homes, assisted living, home care, adult day care etc.

Informal care may be provided by family, friends, neighbours, community groups, volunteers etc.

Jobs within adult social care include nurses, social workers, health care assistants, care managers, activities organisers etc.

Ways to develop a role or career in adult social care include a college course, an apprenticeship, volunteering, direct application to a service provider etc.

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

Credit Value of Unit: 4 **GLH of Unit:** 36 **Level of Unit:** 1

This unit enables learners to demonstrate their skills in maintaining plants and using equipment and tools safely and correctly. Learners will be able to control unwanted plants and report any problems to the correct person.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Equipment and materials used in planting may include hand held gardening tools, forks, spades and shovels, rakes, hoes, hand trowel, sprinklers, sprayers, watering equipment, compost, fertiliser, bone meal, pots, plants etc. Personal protective equipment may include aprons, gloves, boots etc. Equipment may be stored in garages, shed, greenhouses, secure storage cabinets etc. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

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Unit Title: Using Email
Unit Reference Number: J/502/4299

Credit Value of Unit: 2 **GLH of Unit:** 15 **Level of Unit:** 1

Through this unit, learners will demonstrate their ability to use an email system to send and receive emails according to guidelines and procedures.

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

Indicative Content

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

Learners will need to demonstrate using email systems to include the following:

- Compose and format email messages
- Attach files and documents to email messages
- Send emails
- Use the address book to store and retrieve contact information
- Follow guidelines and procedures for using email systems
- Respond to email messages
- Delete unwanted emails
- Organise and store emails
- Deal with common email problems

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Unit Title: Customer Service in the Hospitality Industry
Unit Reference Number: J/502/4898

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

This unit prepares individuals for working in customer service within the hospitality industry. The learner will develop an understanding of the importance of good customer service, effective communication and personal presentation.

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

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Indicative Content

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

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.

Examples of good customer service include:

- greeting a customer (smile, polite, respectful)
- answering customer questions (active listening, show understanding, body language, clear answers)
- relaying customer information or requests to the correct workplace person (in a timely manner, accurate)

Good communications provide clarity and prevents misunderstandings between individuals.

Tasks that require communication skills may include giving and receiving information, taking part in straightforward discussions, etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others etc.

Good presentation is important to promote a professional image, brand identity, protect self and others, prevent the cross-contamination etc.

Personal hygiene relates to keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc.

Clothing may include formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc.

Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.

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Unit Title: Health and Safety in a Practical Environment
Unit Reference Number: J/504/9364

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

In this unit, learners will consider the health and safety requirements of their working environment and identify potential hazards. They will be able to recognise risks in their workplace and suggest ways of eliminating or minimising the risk.

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

Indicative Content

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

Health and safety requirements may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Potential hazards will vary depending on the working environment but may include hazardous substances (toner, chemicals, acids, solvents etc), heat and fire, bacteria and viruses, physical (lifting, manual handling etc), slips, trip and falls, eye strain, repetitive strain injury etc.

Emergencies might include fire, accidents, illnesses, injury etc. Learners should be able to describe what to do in the event of such emergencies according to their workplace policies and procedures.

A risk is the likelihood of an individual being injured or becoming ill as a result of a hazard.

Identified risks should be:
- Eliminated completely
- Controlled if it cannot be eliminated through use of PPE, training, use of alternative substances

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

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

This unit aims to provide a greater understanding of the principles and demands of working in the role of a care worker. It considers the role and responsibilities of care workers and their duty of care in line with organisational policies and procedures.

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

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

Indicative Content

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

Care values include dignity and respect for others, working as part of a team, commitment to quality care and standards, equality, diversity and inclusion, honesty and transparency, recognising the need for support.

Care workers are responsible for ensuring the mental and physical needs are met either in a care home, hospital, hospice or the service user's own home. The care workers role is to create, implement and review a care package fit for the user's needs. Care workers are responsible for recording care services and any concerns and reporting suspicions or issues to the appropriate medical professional or supervisor. Care workers are likely to need enhanced background checks, a driving licence and be physically fit.

Communication methods include in writing, verbally and non-verbally. Communication skills include active listening, using appropriate language, being clear and open, checking understanding and receipt of message.

The role of a care worker involves assisting with washing and dressing, making food and assisting eating, chatting about service user's interest and needs, doing household jobs like shopping or cleaning, monitoring weight and recording any concerns, checking prescribed medicines have been taken. Supporting mental and physical well-being, supporting families, giving emotional and practical support to other members of the family, working with health and social care professionals, organising leisure activities and outings etc

Care workers have a duty of care to respect and maintain confidentiality, check the identify of visitors and those requesting information about the service user, work within organisational procedures and policies, maintain quality standards of care, taking part in staff supervision etc

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

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

In this unit, learners will demonstrate their ability to create a presentation using appropriate presentation software. They will structure, edit and format slides for a specific presentation purpose.

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

Indicative Content

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

Examples of Presentation software includes PowerPoint, Prezi, Canva, LibreOffice, Google Slides etc.

Learners will need to demonstrate their ability to:

- Select and use different slide layouts
- Enter information and text onto slides
- Edit and format slide content
- Combine information from different forms or sources
- Store and retrieve presentation files
- Choose suitable slide structures
- Use slide templates
- Prepare slides for presentation
- Amend slides as appropriate

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Unit Title: Food Service
Unit Reference Number: K/502/4957

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** 1

This unit aims to prepare learners for working within a food service setting. Learners will demonstrate their ability to serve hot and/or cold food including table and counter service.

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

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Types of food service include table service, silver service, takeaway service, buffet service, counter service etc. Health, safety and hygiene requirements include maintaining a clean environment, cooking food items to the required temperature and duration, chilling foods in refrigerators, preventing cross contamination particularly between ready to eat and raw foods, wearing appropriate protective clothing, personal hygiene etc.

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

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** 1

This unit aims to develop an understanding of the different methods of preparing and cooking food. Learners will demonstrate their ability to prepare, cook and present simple dishes using both wet and dry cooking methods safely.

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

Indicative Content

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

Wet methods of cooking include stewing, braising, slow cooking, steaming, boiling, poaching etc.

Dry methods of cooking include roasting, pan-frying, grilling, stir-frying, baking etc.

Health, safety and hygiene requirements include maintaining a clean environment, cooking food items to the required temperature and duration, chilling foods in refrigerators, preventing cross contamination particularly between ready to eat and raw foods, wearing appropriate protective clothing, personal hygiene etc.

Reviewing own performance involves:
- Thinking about what went well
- Thinking about what could be improved in the future

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Unit Title: Participating in Leisure Activities
Unit Reference Number: L/503/9273

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

This unit develops an understanding of the leisure activities that are available in the local area and looks at the specific requirements, costs and personal preferences of partaking in such activities. Learners will also consider the health and safety issues of taking part in these leisure activities.

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

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Indicative Content

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

Leisure activities may include leisure swimming, sports halls and clubs, paintballing, mountain biking, skateboarding, canoeing, tennis courts, wall rock climbing, lawn bowls, go-karting, bowling alleys, aerobic exercise, yoga, dancing, horse riding, ice skating, golf, walking etc.

Information about access and costs may be available from local leisure centres and facilities, tourist information centres, websites and the internet, local newsletters and magazines, friends and family etc.

Benefits of local leisure activities may include better mental and physical health, cultural awareness, strengthens relationships, reduces disease, sense of accomplishment, being part of a team, improved happiness etc.

The Health and Safety at Work Act sets out the general duties that employers have towards their employees. It also requires employers to protect people other than those they employ such as volunteer staff like coaches, club members, visiting teams and spectators, from risks to their health and safety from their work activities. Health and safety procedures may involve provision of safety equipment and protective clothing, appropriate staffing levels, staff training, notices and signage, risk assessments etc.

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

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

The aim of this unit is to develop a greater understanding of child development in terms of their physical and mental growth and the factors that can have an effect on this growth and development.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Growth refers to an increase in the size of the body in terms of height, weight or other measurable scale. Changes in physical appearance and abilities may include the body increasing in skill and performance through use of muscles in legs, arms, hands and fingers. Stages when development may occur include: ▪ Infancy from birth to one year ▪ Early years from one to three years ▪ Childhood from four to seven years ▪ Puberty from 8–12 years ▪ Adolescence from 13–16 years Changes in mental abilities may include communication and speech, emotional development, and general understanding, memory and concentration. Factors that affect a child's growth and development may include diet, exercise, environment, interactions with family, friends and others, poverty, family structure, disability or impairment etc. A child's communication skills may be developed by verbal communication (conversations directed at the child), non-verbal communication (eye contact, gestures and facial expressions) etc.

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Unit Title: Understanding the retail selling process
Unit Reference Number: T/502/5805

Credit Value of Unit: 2 **GLH of Unit:** 13 **Level of Unit:** 1

This unit aims to develop an understanding of the retail selling process and looks at ways in which those working in the retail sector may identify the customer's needs and promote sales through knowledge of the product or service.

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

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Indicative Content

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

The steps of the selling process include:

- Planning for the sale
- Connecting with the customer
- Determining and checking the customer's needs
- Proposing a solution
- Demonstrating the value of the solution
- Negotiating the sale
- Closing the sale
- Follow up and after sale

Skills and qualities required for successful sales staff include attention to detail, ability to work with others, initiative and ideas generation, flexibility and open to change, ability to sell products and services, working under pressure, customer service skills, good verbal communication skills, carry out basic tasks on a computer or hand-held device etc.

Customer needs can be identified through focus groups or interviews, listening to the customer, looking at social media, market research methods, mapping the customer journey and experience through the sales process etc.

The use of product information to promote sales includes anticipating customer's concerns when buying a product, being able to describe the product, its feature and benefits, demonstrating the product and obtaining product information etc.

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Unit Title: Understanding Customer service in the Retail Sector
Unit Reference Number: T/502/5819

Credit Value of Unit: 2 **GLH of Unit:** 17 **Level of Unit:** 1

This unit is suitable for those wishing to enter a customer service role within the retail sectors. It aims to develop an understanding of the importance of customer service and how good customer service may be delivered. In addition, it looks at good communication skills and the ways in which complaints may be handled.

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

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Indicative Content

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

Good customer service contributes to the success of a retail business by resolving customer complaints, increasing customers, generating repeat business, establishing customer loyalty, increasing sales etc.

Factors that contribute to a positive initial impression include:

- greeting a customer (smile, polite, respectful, firm hand shake)
- making eye contact
- listening carefully and paying attention to the customer's requirements and needs
- summarising and checking understanding of customer's needs

Meeting the customer's needs involves knowing product or service details and information, using language that is appropriate to the customer, asking questions to find out exactly what their requirements are, presenting solutions, demonstrating products and services, agreeing sale and providing after sale service etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others' views and opinions etc.

Dealing with customer complaints involves being positive, timely responses, offer solution, take ownership (don't blame others) and follow up etc. Customers are protected in law by the Consumer Rights Act.

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

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

This unit aims to develop an understanding of caring for young children and babies and ensure correct practice in washing, feeding, dressing and preparing for sleep.

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

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Indicative Content

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

Procedures for washing or bathing a baby or child involve:

- Checking the temperature of the water
- Slowly easing the baby into the water feet first.
- Using a cup to gently pour water over the baby
- Washing the baby with a mild soap
- Rinsing the baby
- Removing the baby from the water and placing in a soft warm towel
- Patting the baby dry gently
- Dressing the baby

Procedures for feeding young children include sterilising feeding equipment, preparing a bottle-feed, ensuring health and safety procedures are used etc.

Dressing children appropriately involves selecting appropriate clothing for age, season and activity, washing and caring for clothes appropriately.

Responding to a baby's/child's need for sleep or rest involves recognising when a baby/child needs sleep (cries, moans, murmurs etc.), using the correct method for putting a baby/child to bed, knowing the equipment available to aid rest and sleep (night lights, music, teddies, soothers etc).

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Unit Title: Using Office Equipment in a Business Environment
Unit Reference Number: T/600/4950

Credit Value of Unit: 2 **GLH of Unit:** 13 **Level of Unit:** 1

In this unit, learners will gain a greater understanding of the use of office equipment in a business environment and demonstrate the use of office equipment to complete a work project within an agree timescale.

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

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Equipment used in an office may include small desk equipment (staplers, hole punches etc), computer equipment, printers, photocopiers, telephones, scanners, kitchen supplies (such as coffee machines etc), storage equipment (such as filing cabinets), shredders, waste and recycling equipment, projectors etc. Equipment may be unsafe if it is used inappropriately or against instructions. Keeping waste to a minimum involves only printing documents when necessary, recycling, reusing resources such as packing or envelopes, buying recycled paper, printing on both sides etc. Problems with office equipment or resources may be reported to a supervisor, manager, IT engineers, stock and stationary officer, maintenance department etc.

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Unit Title: Improve Own Performance in a Business Environment
Unit Reference Number: T/601/2448

Credit Value of Unit: 1 **GLH of Unit:** 7 **Level of Unit:** 1

In this unit, learners will develop an understanding of the purpose of continuous professional development and be able to create a learning plan to improve own performance using feedback from others.

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

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Indicative Content

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

Improving own performance enables individuals to be more skilled and confident in their activities, improves job satisfaction, receive increased pay, increases self-motivation, career progression and promotion, increased employability etc.

Improving individual's performance benefits organisations by increasing productivity, improved staff morale, higher staff retention, improved team skills etc.

Improving own performance may be achieved by development opportunities including listening to feedback from others, observing others at work, work shadowing, training, courses, coaching and mentoring etc.

A learning plan involves:

- Identifying areas for improvement
- Setting realistic targets for achievement
- Setting timescales for improvement
- Taking part in development activities
- Getting feedback from others
- Reviewing performance against targets
- Agreeing further learning

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Unit Title: Practical Skills for Dry Stone Walls
Unit Reference Number: Y/501/4893

Credit Value of Unit: 6 **GLH of Unit:** 40 **Level of Unit:** 1

In this unit, learners will develop skills to prepare the foundations and build a dry-stone wall according to specific requirements. This is a practical unit in which learners must demonstrate their skills.

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

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Indicative Content

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

Preparing foundations involves identifying a suitable area for construction, clearing rubble and vegetation, selecting and arranging suitable stones, ensuring the foundations are correct depth, line and width as required, repairing any environmental damage, removing and disposing of any debris from site.

Appropriate tools may include protective gloves, impact grade goggles, tape measure, lines and pegs, spirit level, fencing pliers, batter frame, walling, sledge, club, and claw hammers, chisels, garden spades, crowbars, mattocks, buckets, wheelbarrows, bowsaws, site safety signs etc.

A batter frame is a frame wood or metal to the size and dimensions of the required wall, it is used to ensure accurate work by running guidelines between frames to work on.

Through-stones are placed at regular intervals that straddle the wall and therefore hold the two sides together to prevent collapsing.

Copings are similar to through-stones in that they straddle the wall and hold both sides together but they specifically hold down and protect the upper courses.

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

Credit Value of Unit: 2 **GLH of Unit:** 16 **Level of Unit:** 1

This unit develops an understanding of the importance of working with others and the ways of working effectively. It looks at the working partnerships that may be established in a health and social care setting for Children and Young People and considers the benefits for all individuals.

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

Indicative Content

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

Working well with others involves not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time, understanding and agreeing roles and responsibilities, seeking help and support as necessary, carrying out tasks to agreed level and standard etc.

Examples of ways that do not work well may include gossiping and spreading rumours, lack of attention to detail, letting others down by not completing tasks, poor time-keeping or regular absence, not listening to instructions and advice etc.

Partnership working involves working cooperatively with other professionals, relatives and individual users of the service to provide a standard of care that meets the needs of service users.

Partners may include doctors, social workers, therapists, support workers, nurse, drivers, key workers, opticians, care worker, family members etc.

The benefits of partnership working include role clarity, quality and innovation, cooperation, trust and respect, common goals and objectives, shared commitment, interdependence etc.

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

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

In this unit, learners will demonstrate their ability to use appropriate skills and equipment to create a simple audio production in a safe manner.

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

Indicative Content

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

Health and safety for sound and audio production includes implementing safe working practices in line with the HASAW act, carrying out risk assessments, hazard and warning signage, safe manual handling, ensuring equipment is well maintained and used in accordance with instructions etc.

Equipment for sound and audio production may include microphones, recording systems, radio systems, booms, mixing desks, audio storage, headphones, cables, computer systems etc.

Audio production skills include attention to detail, knowledge of computer systems (hardware and software), working with others, working under pressure, persistence and determination, customer service skills, knowledge of media production and communication, problem solving, manual dexterity, creative flair and interest in music etc.

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

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

In this unit, learners will develop an understanding of different radio stations and the types of programmes they produce. They will be able to conduct a radio interview using the controls of sound recording equipment safely.

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

Indicative Content

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

Radio stations include BBC Radio (1, 2, 3, 4 and 5) BBC Local radio, Heart, Capital FM, LBC, BBC World Service, KISS, Virgin Radio, Gold Radio UK, Classic FM etc.

Conducting a radio interview involves researching the guest, preparing questions in advance that are conversational, thinking about the audience, putting the interviewee at ease, start with safe questions, test equipment in advance, closing the interview etc.

Technique used in radio broadcasting include live (live transmission), VOX (Voice-operated exchanged or voice activated), package (pre-recorded reports featuring interviews and sound effects) etc.

Sound recording equipment may include microphones, cables, headphones, multi-track recorders, studio monitors etc.

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Unit Title: Prepare to Set Out Construction Components
Unit Reference Number: M/505/0170

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

The aim of this unit is to develop skills to undertake a construction project using the appropriate tools, materials and components and working in a way that is safe, clean and tidy.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare to set out construction components.	1.1 Identify the type, size, quantity and position of materials and components in accordance with requirements.
	1.2 Select appropriate materials, components and equipment to be used.
	1.3 Describe the safety requirements to be observed when working.
2. Be able to set out construction components.	2.1 Set out appropriate construction components according to requirements.
	2.2 Use tools and equipment appropriately and safely.
3. Be able to restore work area after work has been completed.	3.1 Clean and tidy work area after completing work.
	3.2 Dispose of waste safely and appropriately.
	3.3 Clean and store tools and equipment appropriately.

Indicative Content

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

Materials and components will vary depending on the specific construction requirements.

Safe working practices may include using personal protective equipment, ensuring equipment is well maintained and in good condition, using equipment in accordance with instructions and manual, safe handling of hazardous substances, warning signage etc.

Tools and equipment used in construction may include spirit levels, hammers, drills, screwdrivers, saws, trowels, buckets, spades, shovels, chisels, wood planes etc.

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Unit Title: Explore Acting Skills
Unit Reference Number: H/504/9811

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

In this unit, learners will demonstrate their skills in acting, taking on a character role and participating in a practical activity.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use acting skills in practical activities.	1.1 Use vocal and/or movement skills in practical activities.
	1.2 Demonstrate a cool-down sequence.
2. Be able to develop a character for an acting role.	2.1 Develop a character for an acting role with direction and guidance.
3. Be able to use acting skills in a performance.	3.1 Use vocal and/or physical expression.
	3.2 Communicate with the audience and other performers for some of the time.
	3.3 Stay in role for a period of time.
4. Know about and be able to demonstrate employability skills through participation in practical activities.	4.1 Participate in practical activity to demonstrate own: (a) reliability (b) positive attitude (c) respect towards others.

Indicative Content

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

A cool-down sequence focusses on slow movements and stretching to return the heart rate to normal following an activity.

Vocal and movement skills include knowledge of the arts, persistence and determination, knowledge of the English language, good verbal and non-verbal communication skills, physical skills like movement, coordination, dexterity and grace, physical fitness and endurance etc.

Acting skills may include creativity, understanding of emotions, being able to memorise lines, understanding characters and roles, engaging an audience etc.

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Unit Title: Improvisation and Performance Skills
Unit Reference Number: T/504/4841

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

In this unit, learners will demonstrate their ability to perform and improvise with a group of actors, based on a given a performance brief and make suggestions about their own contribution and the work of the group.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to devise performance structures through improvisation.	1.1 Create simple and effective performance structures.
	1.2 Develop work through improvisation.
2. Be able to use performance skills.	2.1 Use performance skills to develop a performance piece.
3. Understand the functions of a brief.	3.1 Outline the nature and context of a given performance, referring to a given brief.
4. Be able to contribute to a group performance.	4.1 Make creative suggestions about own contributions and the work of the group.

Indicative Content

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

Improvisation involves background and research, imitation, exploring characteristics, feeling, emotions, focus.

Performance skills may include tone, pace, pitch, control, inflection, projection, dialects, accents, posture, gestures, tempo and rhythm, movement, use of space, timing, interaction with others etc.

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Unit Title: Assist with Feedstuffs for Small Animals
Unit Reference Number: H/600/0473

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

The aim of this unit is to develop skills to assist the feeding of small animals. Learners will understand how to feed animals safely and clean feeding equipment after use.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with receiving and storing animal feed.	1.1 Work in a healthy and safe way which complies with legislation.
	1.2 Check and report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition.
	1.3 Move, store and handle 2 types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage.
	1.4 Store animal feed safely according to instructions, in the order in which it is to be used.
	1.5 Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away.
	1.6 Check stock levels regularly and tell the appropriate person if stocks are low.
2. Be able to assist with preparing feed for animals.	2.1 Wash their hands effectively before and after handling animal feed
	2.2 Obtain the equipment and materials needed to prepare and serve animal feed.
	2.3 Clean work surfaces, utensils and equipment effectively before and after use.
	2.4 Identify the type and quantity of animal feed required for each animal from feeding plans
	2.5 Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage.
	2.6 Use the appropriate utensils in a hygienic way according to instructions.
	2.7 Work in a healthy and safe way that complies with legislation.
	2.8 Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely.

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, prohibited activities such as no smoking or unauthorised access, following signs and notices, etc. The type and quantity of food will vary depending on the animal being fed. Learners should be supported and prompted to identify and select appropriate feed for the animal being fed. Feeding equipment may include bowls, drinking bottles, buckets, scoops, jugs, troughs, mangers etc.

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Unit Title: Constructing a One Brick Wide Wall using Bricklaying Skills
Unit Reference Number: H/504/9629

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

The aim of this unit is to develop skills in constructing a one brick wide wall using appropriate materials, equipment and tools to the required standards and tolerances. Learners will be required to work safely and leave the area clean, tidy and free from debris.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for constructing a one brick wide wall.	1.1 Identify and select appropriate tools and equipment to use for the work.
	1.2 Describe safety requirements for the job.
	1.3 Identify and set out the work area appropriately.
2. Be able to demonstrate skills and techniques used in constructing one brick wide walls.	2.1 Use appropriate trowel skills.
	2.2 Produce neat and tidy cuts to bricks.
3. Be able to construct a one brick wide wall.	3.1 Identify and select the appropriate materials for the construction.
	3.2 Construct a wall according to requirements.
	3.3 Use materials appropriately to finish the construction to standards and tolerances.
4. Be able to leave work area clean and tidy.	4.1 Clean and store tools appropriately.
	4.2 Leave the work area clean and free from debris.
	4.3 Dispose of waste appropriately.

Indicative Content

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

Tools for bricklaying may include trowels, spirit levels, site levels, string line, cement mixer, wheelbarrows, hammer and chisels, circular saws, shovels, warning signs etc.

Safety requirements may include steel toe-capped boots, goggles, gloves, hard hat, high viz jackets, manual handling techniques, safe use of hazardous substances, signage etc.

Materials for construction may include bricks, blocks, sand and cement, lime, water, mortar plasticiser etc.

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Unit Title: Checking and Maintaining a Car's Tyre Pressure
Unit Reference Number: J/506/5337

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

This unit provides the learner with the knowledge and skills to check and maintain a vehicle's tyre pressures and tread. The unit blends theory and practical activities that will enable the leaner to use appropriate tools to safely:

- Remove and replace a road wheel
- Check the condition of the wheel
- Check the condition and serviceability of the tyre
- Remove and replace a tyre
- Inflate tyres to the correct pressure
- Balance a wheel and tyre and refit it to the vehicle

The unit promotes the recording of tyre tread depths and gives the learner the opportunity to assess whether the tyres meet the legal limits and report cases where the requirements are not met.

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1. Know about tools and equipment used for tyre maintenance.	1.1. Identify and state the purpose of relevant tools and equipment for tyre maintenance.
	1.2. Use tools safely.
2. Be able to maintain road wheels and tyres on a motor vehicle.	2.1. Identify and select tyre pressure gauge, air-line and inflator tread gauge tyre pressure chart.
	2.2. Check all tyres for uneven wear, nails and cracked tyre walls, and record results in an approved format.
	2.3. State legal tyre tread depth.
	2.4. Check tread depths of all tyres with tread gauge, and record results.
	2.5. Remove one wheel from vehicle in the approved, safe manner.
	2.6. Remove a tyre, check wheel condition and refit tyre using correct equipment.
	2.7. Balance the wheel/tyre assembly.
	2.8. Refit wheel to vehicle.
	2.9. Identify front and rear tyre pressures of the specified vehicle from a tyre pressure chart.
	2.10. Check all tyre pressures and increase or decrease to correct value using an air-line pressure gauge and inflator.

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APPENDIX 1 - Summary Record of Achievement

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

Unit Title	Level	Credit Value	Date completed	Ass Sign
Responsible Work Practice	1	1		

Learner Name _____

Minimum Credit Value of Qualification 7

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Supplementary Sheet

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

Learner Name _____

Minimum Credit Value of Qualification

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet
Y/504/9370
Responsible Work Practice

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

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature _____ **Date** _____

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

Assessor Signature _____ Date _____

Internal Verifier (if sampled)_____ Date _____

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