Ascentis Level 1 Certificate in Employability

Specification

Ofqual Number:	600/8501/0
Ofqual Start Date:	01/03/2013
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	Review and certification dates updated	Front page
	Summary of changes table added	Page 2
	AI use paragraph added	Page 9
	Learner Declaration of Authenticity added_	Tracking Sheets

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ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

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

and

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

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

ASCENTIS CONTACT DETAILS

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

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ASCENTIS LEVEL 1 CERTIFICATE IN EMPLOYABILITY

Introduction

This qualification is designed to build the confidence and self-esteem of learners. It also seeks to encourage the development of values, personal attributes and interpersonal skills that contribute to success in the workplace. As this qualification focuses on generic workplace skills, it also meets the needs of employers for staff by developing learners' understanding of relationships in the workplace and employer expectations.

This qualification incorporates mandatory units in key areas such as presentation, communication and team working and offers further transferable skills in its optional units which include such topics as money management, health and safety, customer care and problem solving.

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 this qualification are to:

1 give learners confidence.
2 enable learners to overcome barriers to entering the workplace.
3 provide essential skills for further learning or for the workplace.
4 improve work prospects and cultivate positive attitudes to work.

Target Group

- Learners who may have been out of work for a long period of time
- Learners who need to update their skills to re-enter the workplace
- Learners needing to demonstrate readiness for the workplace
- Learners who may be entering the workplace for the first time

Regulation Codes

Ascentis Level 1 Certificate in Employability Qualification Number (Ofqual/CCEA) - 600/8501/0

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Rules of Combination

Ascentis Level 1 Certificate in Employability				
Learners must achieve 13 credits in total. 4 credits must be achieved from the mandatory units and a minimum of 9 credits must be achieved from the optional group.				
Unit Group MG (Mandatory Unit Group): Learners must achieve all 4 credits from this group.				
Title	Level	Credit Value	GLH	Unit Reference
Communication Skills in Preparing for Work	1	2	16	Y/503/5209
Oral Presentation Skills	1	1	9	F/503/4894
Working as a Team	1	1	9	M/600/9936
Unit Group OP (Optional Units): Learners must achieve a minimum of 9 credits from this group.				
Title	Level	Credit Value	GLH	Unit Reference
Community Project	1	3	22	T/501/6893
Customer Care	1	2	16	A/503/4893
Dealing with Problems in Daily Life	1	2	20	L/502/0464
Financial Literacy: Budgeting and Money Management	1	1	9	H/602/5941
Health and Safety in a Practical Environment	1	1	9	Y/600/3239
Planning and Reviewing Learning	1	2	20	L/503/5210
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
Responsible Work Practice	1	2	16	R/503/4897
Undertaking an Enterprise Project	1	3	27	L/500/5317
Well-being for the Workplace	1	2	20	M/650/7277
Work Experience	1	3	27	K/500/5423

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 106.

Total Qualification Time (TQT)

The total qualification time for this qualification is 130.

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

This qualification is designed to break down barriers to engagement with work. Whilst it is not designed to lead to a specific job role, you will develop generic, transferrable work skills valued by employers. This qualification provides a sustained learning programme which will give you core generic skills for a return to employment, as well as selecting a range of optional units to suit your individual needs and circumstances.

Resources to support the Delivery of the Qualification

Ascentis has devised a suite of workbooks and PowerPoints to support the 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 for your learners.

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 at www.ascentis.co.uk.

Qualification Approval

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

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

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

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

Reasonable Adjustments and Special Considerations

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

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.

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 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 4 weeks afterwards should any appeal be made.

Internal Assessment

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

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

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- 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 for the mandatory units are found in Appendix 2 and optional unit tracking sheets can be found in the login area of the Ascentis website.

The Use of Artificial Intelligence (AI) in Assessments

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

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

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Verification

Internal Verification

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

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

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

External Verification

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

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

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Unit Title: Oral Presentation Skills

Unit Reference Number: F/503/4894

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

Introduction

This mandatory unit develops the skill of planning an oral presentation on a chosen subject to a known group. Learners will deliver the presentation using appropriate visual aids, receiving and using feedback from others to improve future presentation performance.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan an oral presentation.	1.1. Plan a presentation for a known group including aims, timing, and use of visual aids.
2. Be able to give an oral presentation taking into account purpose and audience.	2.1. Give a short oral presentation to a group on a chosen subject using appropriate techniques.
	2.2. Use at least one visual aid to enhance the presentation.
3. Be able to give and receive feedback on a presentation.	3.1. Give constructive feedback to others on a presentation.
	3.2. Use feedback from others to plan changes to own presentation performance.

Indicative Content

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

Delivering an Oral Presentation

- **Oral Presentations –** planning presentation (audience, purpose, setting, chosen subject), timing and structure (introduction, content delivery and conclusion or summary), Visual Aids (PowerPoint slide show, work portfolio, photographs, whiteboard, flipcharts, videos)
- **Presentation Techniques –** personal presentation, body language, presenting content in a logical order, responding to questions, time management, using visual aids **(**positioning, illustrating key points, to evidence and support content and delivery)
- **Giving and receiving feedback –** ensuring feedback is constructive, responding positively to criticism, active listening, reflecting on positives and negatives in feedback, identifying areas for improvement in presentation performance

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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: Working as a Team
Unit Reference Number: M/600/9936

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

Introduction

This mandatory unit develops an understanding of the factors that impact on effective team work enabling individuals to contribute constructively to team discussions and use their personal skills to participate in activities to achieve team aims and objectives.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the factors that contribute to effective team work.	1.1. List the positive and negative factors that can affect team work.
	1.2. Identify personal contributions made to effective team work.
2. Understand how to contribute to a team discussion.	2.1. Contribute thoughts and ideas at an appropriate time without talking over others in the group.
	2.2. Use appropriate phrases and/or body language to indicate that they have something relevant to say.
3. Understand how to participate in a team activity.	3.1. Contribute to a team activity.
	3.2. Identify the aims and objectives for the activity.
	3.3. Identify the personal skills brought to the team activity.
	3.4. Identify the skills that other members of the team brought to the activity.
	3.5. Identify any changes that would be made if they took part in the same activity again.

Indicative Content

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

Effective teamwork

- **Factors affecting teamwork –** group size, ability and personality of membership, cohesiveness, external pressures, communication channels, individual roles, trust and conflict
- **Personal contributions –** shared goals, collaborative working, equal contributions, support and encouragement to others, recognising and playing to individual strengths, praise and reward
- **Making a contribution to team discussions –** contributing thoughts and ideas (listening skills, respecting others' views and thoughts, avoidance of domination and interruptions, summarising individual's views and points), use of language and body language in contributions (giving opinions, getting the attention of others, seeking clarification, agreeing and disagreeing)
- **Team activities –** understanding purpose and anticipated outcomes of team activities, roles and responsibilities of team members, team members skills and attributes **(**personal skills of members of the team, playing to own and other's strengths), review own performance in team activities to determine improvements

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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: Communication Skills in Preparing for Work

Unit Reference Number: Y/503/5209

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

Introduction

This mandatory unit provides learners with the necessary skills to plan and prepare for their future career or work options. Learners will be able to construct an action plan for work or training and complete documents relevant to job and training applications. In addition, they will develop appropriate skills to present themselves with confidence at interviews.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify career or work options.	1.1. Using at least two information sources, record career or job options.
	1.2. Choose one option of career or job to match own requirements and skills.
2. Be able to complete applications for work or training.	2.1. Complete two application forms legibly, providing the information requested.
	2.2. Check the form for accurate spelling and grammar, making amendments as required.
	2.3. Produce a simple CV which includes essential information.
3. Be able to present self at an interview.	3.1. Arrive in good time for an interview.
	3.2. Use body language to indicate positive interest in the position available.
	3.3. Demonstrate confidence in answering interview questions.
4. Be able to plan for future work or training.	4.1. Produce an action plan for future work or training, listing necessary short-term actions.

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Indicative Content

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

Preparing for Work

- **Career and job options Information sources –** networks, agencies, advertisements, websites, further and higher education, apprenticeship programmes
- **Own skills and requirements –** existing skills, preferences, values and interests in relation to job role requirements
- **Completing a job application –** application forms, covering letters, checking for accuracy and proofreading
- **Preparing a CV –** personal statements, CV content, structure and presentation
- **Interview techniques –** time management, body language, positive image, responding to questions, researching the organisation, promoting own experiences and skills.
- **Planning for work and training** – identifying short-term career goals (6 months), developing an action plan for future career (setting SMART objectives, short-term actions, resources required and timings), identifying development activities (careers fairs/events, networking, volunteering, work experience, shadowing, courses and training, temporary or part-time work)

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Use online search engines to look for jobs/learn about different career opportunities. • Think about the digital skills they need to work on when planning for a career and how to go about this. • Use digital skills to list key attributes required for chosen career. • Fill in an application form, create a CV or covering letter using word processing skills.	Learners could: • Reflect on concepts from the Five Ways to Well-being such as: **Keep learning:** setting goals for personal development in their career planning can support positive well-being and self-awareness. • Think about personal strengths and interests and identify careers that may incorporate their skills. • Describe how planning career goals promotes a positive feeling of well-being.	Learners could: • Research careers within the environment and sustainability sector. Thinking about jobs that need green skills such as construction, renewable energy, logistics, farming.

Unit Title: Customer Care

Unit Reference Number: A/503/4893

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

Introduction

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 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.

Customer Care

- **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
- **Providing good customer care** – timeliness, accuracy and standards, meeting customer expectations, listening skills, keeping customers informed
- **Impact of poor customer care –** loss of revenue, loss of customers loyalty, reduced profits, poor reviews, increased complaints
- **Communicating with customers – Verbal (**language, tone, pace, telephone etiquette), non-verbal (body language, 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), active listening and complaint handling techniques

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.

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Unit Title: Financial Literacy: Budgeting and Money Management

Unit Reference Number: H/602/5941

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

Introduction

This unit enables learners to manage their money through a personal budget by understanding potential sources of income, the difference between essential and non-essential expenditure, and effectively dealing with any shortfall or surplus.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about sources of income.	1.1. Identify possible sources of income, for example, employment, state benefits.
	1.2. List one advantage and one disadvantage of each chosen source.
2. Know about outgoings and expenditure.	2.1. Identify possible types of essential outgoings/expenditure.
	2.2. Identify possible types of non-essential outgoings/expenditure.
3. Understand the use of personal budgets.	3.1. Outline a personal budget.
	3.2. Identify how possible shortfalls in the budget can be managed.
	3.3. Identify how any surplus in the budget can be used.

Indicative Content

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

Budgeting and Money Management

- **Possible sources of income** – employment, state benefits, income of savings, income on property, pensions, allowances and gifts, loans and borrowing
- **Advantages and disadvantages of different sources of income** – frequency, permanence, fluctuations, interest paid, interest earned
- **Essential outgoings/expenditure –** rent, mortgage, utilities (gas, electricity, water etc), food, essential clothing, telephone, transport costs
- **Non-essential outgoings/expenditure –** fashion and designer clothing items, entertainment, take-ways and eating out, holidays
- **Creating and using a personal budget –** estimating personal expenditure, preparing a personal budget, monitoring and adjusting a personal budget
- **Dealing with shortfalls and surpluses in budgets –** accessing additional funds, reducing expenditure, savings and investments

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use digital tools to create spreadsheets that help to manage personal budgets including income and expenditure. • Compare the benefits of online banking, using computers and Apps. • Discuss how to stay safe when managing money online, avoiding scams and fraud.	Learners could: • Discuss the impacts of taking responsibility for their own money on their well-being and self-awareness.

Unit Title: Work Experience
Unit Reference Number: K/500/5423

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

Introduction

This unit prepares individuals for work experience and provides the necessary work-related skills and understanding to effectively contribute to activities in a work experience setting. Learners will develop an awareness of acceptable workplace conventions and codes of conduct in addition to compliance with safe working practices.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure and purpose of the organisation.	1.1. State the main purpose and activities of the organisation
	1.2. Identify and list the other most important activities undertaken by the organisation
	1.3. Outline the main aspects of the management structure.
2. Understand own role within organisation.	2.1. State their occupation and role in the workplace.
	2.2. List agreed limitations of their responsibilities
3. Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1. List the reasons for agreed dress conventions.
	3.2. Sustain punctuality throughout the placement.
	3.3. Behave within agreed standards without direction.
4. Comply with safe working practices demanded by the work environment.	4.1. Identify a range of safety hazards and list the precautions they require.
	4.2. Select and use appropriate safety equipment for given tasks.
	4.3. Locate First Aid Box and list its contents.
	4.4. State the organisations procedures in the event of a specific accident or emergency.
	4.5. Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation.
	4.6. Give two examples of how to carry out work tasks that does not endanger self or others.

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5. Carry out tasks as requested using appropriate work-related skills.	5.1. Carry out given tasks following instructions and/or demonstrations
	5.2. Request guidance as necessary.
	5.3. List the work-related skills utilised in carrying out tasks.
	5.4. Ensure that relevant information is passed on to appropriate others

Indicative Content

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

Undertaking Work Experience

- **Understanding organisations** – private, public and charitable organisations, organisational activities, management structure and organisation
- **Job role in the workplace** – roles and responsibilities, accountability and limitations of authority
- **Personal presentation and behaviour in the workplace** – dress codes and conventions, punctuality and time keeping, standards of expected behaviour
- **Safe working practice** - Health and safety in the workplace management (responsible person, HASAWA responsibilities of employers and employees), Safety hazards **(**trips, falls, slips, manual handling), Safety equipment **(**PPE, footwear, goggles, gloves), First aid equipment **(**location and contents), Dealing with an accident or emergency in the workplace **(**first aiders, accident reporting)
- **Work related skills -** seeking guidance and help where appropriate, accessing and using instructions and manuals, understanding service standards, understanding workplace code of practice, sharing information with others.

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: Undertaking an Enterprise Project

Unit Reference Number: L/500/5317

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

Introduction

This unit is designed for learners who are engaging in an enterprise project as part of their skills development and enables individuals to select, cost, market, plan and monitor such a project. The skills developed through this unit are transferable into any workplace environment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Select an appropriate enterprise project for a particular target market.	1.1. State two ways in which they could undertake market research and identify the most suitable for their enterprise project.
	1.2. State, giving reasons for choice, the selected product or service.
	1.3. Identify and list their target market and main competitors.
2. Appreciate the unit cost of, and how to set the price for, their product or service.	2.1. Identify and list all the costs involved in producing the product or service.
	2.2. Using a given simple arithmetic formula calculate the total cost of producing the product or service.
	2.3. State the price they will charge the customer for their product or service.
3. Demonstrate an understanding of the significance of effective marketing.	3.1. Identify and list the key personal skills/qualities required to effectively market and sell their product or service.
	3.2. Identify and list the most appropriate methods for marketing this product or service.
	3.3. Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.
4. Plan, monitor and review the enterprise project.	4.1. Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion.
	4.2. Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion.
	4.3. State what worked well and what could be improved.

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Indicative Content

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

Enterprise projects

- **Selecting an enterprise project** – market research techniques, enterprise project or service features, target market, main competitors
- **Costing an enterprise project** – raw materials, labour, overheads
- **Pricing products or services** – establishing desired profit, pricing strategy, pricing products and services.
- **Marketing skills –** communication skills, creativity, negotiation, public speaking, use of technology, motivation
- **Marketing methods and resources –** social media, newspapers and magazines, flyers and leaflets, face to face selling, direct mailing, exhibitions and events
- **Enterprise action plan** – set SMART enterprise objectives and required outcomes, develop an action plan, identify necessary resources, establish deadlines and timescales, review and monitor action plan, take corrective actions where necessary, identify performance improvement

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Use search engines to research venues to sell products. • Use digital skills to create posters and promotional material/social media exploring Microsoft tools and free online software such as Canva. • Use digital tools to create spreadsheets and action plans to manage their project.	Learners could: • Explore concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with others, working together on a project to achieve a goal can bring positivity to their well-being. • Identify the feelings that they might relate to working with others both positive and negative.	Learners could: • Think about creating a project that that focuses on the environment and sustainability.

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Unit Title: Dealing with Problems in Daily Life

Unit Reference Number: L/502/0464

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

Introduction

The purpose of this unit is to provide individuals with the necessary skills and actions to deal with problems in their daily lives. This is a practical unit which involves planning activities to resolve problems and identify relevant resources and support.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognise a straightforward problem and identify ways to tackle it.	1.1. Describe a straightforward problem and its effects.
	1.2. Suggest ways in which they might tackle the problem.
	1.3. Select a way to tackle the problem and agree it with an appropriate person.
2. Be able to plan and carry out activities to tackle a problem.	2.1. Plan the activities needed to tackle the problem.
	2.2. Identify resources to help tackle the problem.
	2.3. Carry out planned activities.
3. Be able to carry out a review of their methods and the skills they used in tackling the problem.	3.1. Review the approach used to tackle the problem.
	3.2. Describe what went well and what did not go so well.
	3.3. Identify whether the problem has been solved.

Indicative Content

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

Problems in daily life

- **Daily life problems and their effects** – arguments/conflict with friends, family or work colleagues, losing personal possessions, health concerns etc.
- **Dealing with daily life problems** – defining the problem, identifying the cause, developing a range of solutions, assessing and selecting appropriate solutions, implementing activities to deal with problems.
- **Review of methods** – identifying what went well, what could have been done differently, lessons learned.

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Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use online tutorials/forums to research different ways to manage a problem. • Share ideas on how to solve the problem using presentation tools such as PowerPoint. • Use digital tools to create personal action plans.	Learners could: • Identify the positive feelings that they might relate to solving a problem. • Think of 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 e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice. • Build connections with people around them to help solve the problem.

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Unit Title: Recognising and Respecting Diversity in the Workplace

Unit Reference Number: L/503/4896

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

Introduction

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

- **Diversity in the workplace** – ways of positively recognising and respecting differences and diversity, impact of differences on working relationships.
- **Promoting equality in the workplace** – responsibility of self and employers to promote equality, key principles of inclusion.
- **Challenging discrimination** – identifying discrimination in the workplace, challenging discrimination in the workplace.

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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: Planning and Reviewing Learning

Unit Reference Number: L/503/5210

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

Introduction

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.

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Indicative Content

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

Planning and Reviewing Learning

- **Setting learning targets** – 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** – follow an action plan to meet development needs, ways of learning (training, shadowing, work experience, etc.), support from others (work colleagues, friends, peers, teachers/tutors etc.)
- **Review Progress and achievement** – lesson learned, what went well, what could have been done better, use feedback to improve own performance.

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 (Zoom, Teams).	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: Responsible Work Practice

Unit Reference Number: R/503/4897

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

Introduction

This unit's aim is to develop skills to ensure responsible practice in a working environment. Learners will be able to demonstrate effective timekeeping, attendance, personal appearance and hygiene and understand the legal requirements in terms of misuse of substances in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to maintain punctuality in a working environment.	1.1. Develop a plan for the use of money, time and available resources to achieve punctual attendance in a working environment.
	1.2. Implement a plan to maintain timekeeping requirements in a working environment over a set period of time.
2. Be able to maintain personal appearance requirements for work.	2.1. Identify the requirements for personal appearance and hygiene in different working environments.
	2.2. Maintain standards of personal hygiene and dress in a working environment over a set period of time.
3. Understand legal requirements on misuse of substances.	3.1. Outline the legal requirements on misuse of substances and alcohol relevant to individuals in the workplace.

Indicative Content

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

Responsible Work Practice

- **Punctuality in a working environment** – resources for ensuring punctuality and appropriate timekeeping in the workplace (money, time, planning etc)
- **Personal Appearance** – personal hygiene, personal appearance, dress codes (including uniforms)
- **Misuse of substances** – legal requirements on misuse of substances (drugs) and alcohol in the workplace, HSE guidance, workplace codes of conduct,

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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.

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Unit Title: Community Project

Unit Reference Number: T/501/6893

Credit Value of Unit: 3 **GLH of Unit:** 22 **Level of Unit:** 1

Introduction

This unit is designed for learners who are engaging in a community project as part of their skills development and enables individuals to agree, plan, risk assess, implement and monitor such a project. The skills developed through this unit are transferable into any workplace environment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to agree a suitable community project.	1.1. List options for a community project.
	1.2. Choose a project and give reasons for choice.
	1.3. Agree a suitable community project.
2. Be able to plan a suitable community project.	2.1. Produce a list of tasks that need to be done.
	2.2. List who will do what.
	2.3. Decide a suitable time frame.
	2.4. Identify any equipment and materials needed.
	2.5. Identify any help needed.
	2.6. Agree a suitable plan (with team members if working in a team).
3. Be able to contribute to a risk assessment for the project.	3.1. List possible risks and hazards.
	3.2. Plan how to reduce any risks or hazards.
	3.3. Agree a risk assessment with tutor or supervisor.
4. Be able to follow the project plan.	4.1. Take responsibility for completing tasks identified in the plan.
	4.2. Review progress (with team members if working in a team).
	4.3. Revise plan as necessary.
	4.4. Work safely.
5. Be able to review the project.	5.1. Describe what went well.
	5.2. Describe what could be improved.
	5.3. Describe what they have learned about themselves and the local community.

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. **Community Projects** • **Select a community project** – community project options, agreeing a community project • **Develop a community project plan** – identify tasks and those responsible, allocate timeframes and deadlines, identify resources and support needed, develop and agree a plan with relevant individuals • **Risk assessment –** identify risks and hazards (health and safety, financial etc), plan methods to reduce risks, agree a risk assessment plan with relevant individuals • **Implement a community project –** roles and responsibilities in delivering community project, progress review and revision of plan, work safely to protect self and others • **Review community project -** what went well, what could have been done better, lesson learned about self and the local community

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use online tools to research and link with their local community and community action groups such as: Facebook, local council webpages. • Create spreadsheets to present actions plans and risk assessments.	Learners could: • Explore concepts from the Five Ways to Well-being such as: **Connecting:** spending time with people on a shared project promotes well-being. **Being Active:** making choices that help them to stay physically activity as part of the project. **Give:** giving time and energy to a community project helps them to feel good and positive about themselves.	Learners could: • Think about working on a project that is linked to supporting or protecting the local environment. Learners might research local nature and environmental charities.

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Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: Y/600/3239

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

Introduction

This unit provides an introductory knowledge of health and safety procedures, requirements and equipment in the workplace. Learners will be able to identify potential risks in the working environment and understand how safety equipment can be used to minimise the risk and protect individuals.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware of relevant health and safety requirements, procedures and equipment.	1.1. State the purpose of relevant, current Health and Safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations.
	1.2. State the correct procedures for reporting accidents and potential hazards.
	1.3. State the correct response to two emergency situations.
	1.4. State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.
2. Recognise and manage risk by following safe working practices.	2.1. Identify the potential risks of a given situation.
	2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks.
	2.3. Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.

Indicative Content

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

Health and Safety in a Practical Environment

- **Health and Safety legislation and regulations** – Health and Safety at Work Act, Control of Substances Hazardous to Health, Workplace Regulations, Personal Protective Equipment (PPE), Manual Handling, Provision and Use of Work Equipment Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), First Aid regulations, Display Screen regulations, working at height regulations, Fire Safety
- **Safe working practices** – recognising and managing risk, potential risks (slips, trips and falls, hazardous substances, physical injury etc.), correct use of safety equipment and clothing (fire safety equipment, PPE etc.), manual handling techniques

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Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the relationship between health and safety in the workplace and overall well-being 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: • Consider the impacts on the environment if harmful substances are not disposed of correctly.

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.

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 at work. • Plan ways that they could travel to work that are more sustainable (walk, public transport, car share).

Summary Record of Achievement
600/8501/0 - Ascentis Level 1 Certificate in Employability

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Oral Presentation Skills	1	1			
Working as a Team	1	1			
Communication Skills in Preparing for Work	1	2			

Learner Name _____

Minimum Credit Value of Qualification 13

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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APPENDIX 1

Summary Record of Achievement

Supplementary Sheet

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

Learner Name _____

Minimum Credit Value of Qualification X

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

Total Credit Value at Level being claimed _____

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
F/503/4894
Oral Presentation Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Plan a presentation for a known group including aims, timing, and use of visual aids.				
2.1 Give a short oral presentation to a group on a chosen subject using appropriate techniques.				
2.2. Use at least one visual aid to enhance the presentation.				
3.1 Give constructive feedback to others on a presentation.				
3.2. Use feedback from others to plan changes to own presentation performance.				

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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Tracking Sheet
M/600/9936
Working as a Team

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List the positive and negative factors that can affect team work.				
1.2. Identify personal contributions made to effective team work.				
2.1 Contribute thoughts and ideas at an appropriate time without talking over others in the group.				
2.2. Use appropriate phrases and/or body language to indicate that they have something relevant to say.				
3.1 Contribute to a team activity.				
3.2. Identify the aims and objectives for the activity.				
3.3. Identify the personal skills brought to the team activity.				
3.4. Identify the skills that other members of the team brought to the activity.				
3.5. Identify any changes that would be made if they took part in the same activity again.				

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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Tracking Sheet
Y/503/5209
Communication Skills in Preparing for Work

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Using at least two information sources, record career or job options.				
1.2. Choose one option of career or job to match own requirements and skills.				
2.1 Complete two application forms legibly, providing the information requested.				
2.2. Check the form for accurate spelling and grammar, making amendments as required.				
2.3 Produce a simple CV which includes essential information.				
3.1 Arrive in good time for an interview.				
3.2. Use body language to indicate positive interest in the position available.				
3.3. Demonstrate confidence in answering interview questions.				
4.1 Produce an action plan for future work or training, listing necessary short term actions.				

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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If you require Tracking Sheets for the Optional Groups, these can be found in the login area of the Ascentis website.