

Ascentis Enhanced Programme L1 Skills for Employment

Leading to

Ascentis Level 1 Award in Skills for Employment: 601/3573/6



Tutor Guidance

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

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Programme Introduction

The **Ascentis Enhanced Programme: Level 1 Award in Skills for Employment** has been developed to support learners in their progression pathway and next steps into further learning and employment.

Ascentis is aware of some of the challenges centres experience when aiming to deliver employability programmes to a wide range of learners, including non-native English language speakers. We understand that for employability qualifications to be more accessible to all learners, it is essential that tutors have access to high-quality resources that can support planning, teaching and assessment.

By undertaking this programme, learners will achieve the **Ascentis Level 1 Award in Skills for Employment** qualification. The full specification is available on the Ascentis website [here](#).

This tutor guidance document provides tutors with details about the programme, unit content and context to support delivery. Centres delivering the programme are required to refer to, and follow, the requirements for delivery from the full qualification specification to ensure quality procedures are maintained through delivery.

Aims of the Programme

1. To provide learners with the knowledge and skills they need for gaining employment.
2. To give learners the confidence to progress with further training or employment.
3. To include resources and employability language-level focus to support non-native English language learners in accessing the qualification.

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Resources to Support Delivery of this Programme

Tutors have access to resources that have been specially developed for this programme's specification and rule of combination.

- **Enhanced unit specification** – each unit specification features enhanced subject content to support tutor delivery.
- **Interactive teaching resources** – resources have been developed for each unit included in the programme. They aim to support tutors in delivering the knowledge in each learning outcome. These resources are instantly accessible to centres through the Ascentis Moodle and available to download as SCORM files from Parnassus.
- **Unit workbook** – the workbooks are intended to support learners in building up their portfolio of evidence. They can be printed and are also available digitally as an editable PDF. These are available to download from the Ascentis Moodle and Parnassus.
- **Glossary** – each unit has an enhanced glossary; this can be downloaded from the interactive teaching resource and is also available in each learner workbook.
- **Tracking sheets** – assessment tracking sheets are readily available at the back of this tutor guidance document. They can also be located in the login area of the Ascentis website alongside the full qualification specification.

Language Focus

In developing the programme, Ascentis has made significant efforts to ensure the language is appropriate for Level 1 learners. However, it is acknowledged that given the specific context around the subject of employability, some words and phrases cannot be replaced. Ascentis has developed an extensive glossary and, where possible, uses appropriate examples to convey the meaning of subject-specific language.

Tutors may benefit from starting each lesson by introducing some of the employability-specific language that will be introduced in the teaching and workbook materials.

Target Group

The **Ascentis Enhanced Programme: Level 1 Award in Skills for Employment** is intended for a range of learners who would benefit from access to enhanced content features. It will benefit:

- Young people aged 14+ and adult learners who need the knowledge and skills to gain employment
- Non-native English language learners who are or have been accessing ESOL qualifications and want to progress onto an employability qualification
- Learners who need to gain confidence in achievement and progression
- Learners who lack confidence in their employability skills

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Programme Rule of Combination

The programme has been carefully developed from the existing **Ascentis Level 1 Award in Skills for Employment** qualification.

Learners who successfully complete the **Ascentis Enhanced Programme: Ascentis Level 1 Award in Skills for Employment** will achieve certification for the **Ascentis Level 1 Award in Skills for Employment**.

To achieve the **Ascentis Level 1 Award in Skills for Employment** as part of this programme, learners **MUST** achieve all four units listed below.

By achieving all four units, learners will gain the minimum credits required to obtain the **Ascentis Level 1 Award in Skills for Employment**.

Centres will need to follow this specific rule of combination to gain access to the bespoke resources and materials.

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Programme Rule of Combination

Centres have access to the full qualification specification for the **Ascentis Level 1 Award in Skills for Employment**; however, it is **ONLY** the units detailed below that have enhanced content and resources to support delivery within this programme.

Unit Title	Level	Credit Value	GLH	Unit Reference
Communicating with others at work	Level 1	1	10	F/508/5523
Maintaining work standards	Level 1	2	20	Y/508/5530
Health and safety in the workplace	Level 1	2	10	J/508/5524
Introduction to customer care	Level 1	1	10	M/508/5534

Centres are reminded to refer to the full qualification specification for full qualification information, including centre recognition, qualification approval, registration, assessment and verification procedures.

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Unit Title: Communicating with others at work

Unit Reference Number: F/508/5523

Credit Value of Unit: 1

GLH of Unit: 10

Level of unit: Level 1

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

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

Indicative Content

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

1. Communicate appropriately with others at work

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

1.1 Identify the information they need for a particular purpose

Information may be needed for:

- Making decisions
- Solving problems
- Gaining knowledge on a subject
- Creating documents for self and others

1.2 Obtain information from others using more than one method

Methods of obtaining information may include:

- From documents such as letters, reports, articles, policies and procedures, etc.
- Verbally by telephone, face to face
- Electronically by email, internet, text messaging or any other similar means

1.3 Communicate clearly in ways that suit their purpose and audience

Communication approaches may be adapted according to audience, purpose, timing and the information being delivered. **Effective communication involves:**

- **Clarity** – make sure that you think carefully about what you want to communicate and only communicate enough to meet your needs and the needs of the recipient.
- **Active listening** – communication is two-way. Effective communication relies on listening as well as speaking.
- **The pitch and tone of your voice** – pitch your voice at an appropriate volume and tone. Speaking too loudly may be perceived as though you are being aggressive or angry. Speaking too softly may indicate that you are nervous, uncomfortable or unsure of what you are saying.
- **Your body language and gestures** – the way you stand, use your arms and hands and your facial expressions all contribute to effective communication. People may distrust your message if your body language does not match the words you are saying.
- **Eye contact** – maintaining eye contact when communicating shows that you are fully engaged and listening.
- **Timing** – choosing the right time to communicate is also important. Make sure there are no distractions and that the recipient(s) can fully focus and engage with you. Make sure that you have sufficient time to communicate all the information that you need to.
- **Language** – the use of jargon and technical terms can lead to a message being misunderstood or misinterpreted. Make sure that the words and language you are using are appropriate for the recipient.

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

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1.4 Respond appropriately to others with relevant comments and information

Responding appropriately to others means indicating that you have understood the message by:

- Occasional nodding
- Being fully present and avoiding distractions
- Asking open questions
- Paraphrasing or summarising the conversation

1.5 Ask questions to clarify points if needed

Check your understanding and seek clarification by asking questions if you are unsure about the message you have received.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none">• Think about skills for communicating digitally: word processed documents, emails, adding attachments.• Look at examples of communications for email etiquette, adding signatures, etc.• Learn about online systems that teams use to communicate in an office and when working from home, including Teams and Zoom.	<p>Learners could:</p> <ul style="list-style-type: none">• Benefit from knowing the personal skills they might develop when communicating with others, such as listening, noticing body language, confidence.• Reflect on how developing skills and experiences benefits their own well-being in different ways.• Explore concepts from the Five Ways to Well-being, such as: <p>Connecting: spending time with colleagues in a workplace, and having positive social interactions and working relationships is very beneficial for personal well-being.</p>

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Unit Title: Maintaining work standards

Unit Reference Number: Y/508/5530

Credit Value of Unit: 2

GLH of Unit: 20

Level of unit: Level 1

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

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

Indicative Content

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

These will vary depending on the job role, and this needs to be considered when carrying out work to complete this unit.

1. Plan for and meet timekeeping and attendance requirements

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

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

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

1.2 Describe why punctuality is important

Punctuality is important as it:

- Reflects on your image as an employee
- Shows respect for other people
- Demonstrates that you can be relied on
- Shows you are part of a team

1.3 Plan journey to work in order to ensure they are able to start work on time

Planning your journey to work involves:

- Knowing your start time and where you must go
- Finding the best route to take to work
- Deciding on the best mode of transport
- Checking for traffic or weather conditions
- Getting everything you need for work ready the night before
- Allowing extra time for unexpected delays
- Setting an alarm so that you wake up with sufficient time to get ready and leave on time

Starting work on time may be impacted by:

- Unexpected events that delay you leaving home for work
- Illness of yourself and your dependants
- Public transport disruptions and cancellations
- Own transport breakdown and car issues
- Accidents and unexpected events on journey to work

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1.4 Meet timekeeping and attendance requirements

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

Timekeeping and attendance requirements will include:

- Starting time
- Finishing time
- Coffee breaks
- Meal breaks

Requirements for timekeeping and attendance may be found in:

- Contract of employment
- Terms and conditions of employment
- Job description
- Employment handbook
- Attendance policies and procedures

1.5 Follow procedures if there are any difficulties in timekeeping and attendance

Difficulties may include being late or being ill. Such instances must be notified to a supervisor or manager as soon as possible.

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

2.1 Identify what the organisation expects of them in terms of quality and deadlines

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

2.2 Plan how to meet deadlines

Planning to meet deadlines involves:

- Clarifying deadline expectations
- Planning and prioritising tasks
- Being organised
- Focusing on the task in hand
- Seeking help when needed

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2.3 Ask for any help needed to achieve the quality of work required and to meet deadlines

Help to meet deadlines may come from:

- Individuals and other employees
- Supervisors and managers
- Colleagues from other departments
- External contacts/suppliers

2.4 Work to the required standard and meet deadlines

Work standards may relate to:

- Quality of work
- Quantity of work
- Deadlines requirement
- Meeting health and safety standards
- Maintaining the organisation's image standards such as dress code, uniform, hair, make-up, jewellery, personal hygiene and cleanliness

2.5 Explain the importance of health and safety

Health and safety in the workplace is important to ensure:

- You and other employees are protected from harm
- The organisation meets their legal obligations
- Accidents and illnesses are reduced
- A positive reputation amongst employees, customers and others

2.6 Complete their activities safely

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

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

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2.7 Meet the organisation's standard for image and explain why it is important

Standards for image are important to:

- Create a good reputation with customers and visitors
- Ensure employee safety in some working environments
- Boost employee confidence

Standards for image may include:

- Dress codes – uniform, formal dress, smart casual, casual
- Hair and make-up
- Personal hygiene
- Jewellery and accessories

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> • Fill in a digital timesheet to help with timekeeping and work planning. • Use the staff intranet/online handbook to locate the organisation's policy on dress code. • Develop an action plan, using systems such as Excel, to help maintain deadlines. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Think about how techniques such as writing lists, using timesheets and rotas can help them to feel organised, reducing stress and negative impacts on their well-being and mental health. • Identify who they would talk to about any concerns they have that may prevent them from meeting agreed standards at work. They might decide if they would turn to a friend or colleague for advice, or if they need further support from a manager. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Use digital tools on a smartphone, tablet or computer to keep track of their rotas and timesheets, reducing the need to print and use paper.

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Unit Title: Health and safety in the workplace

Unit Reference Number: J/508/5524

Credit Value of Unit: 2

GLH of Unit: 20

Level of unit: Level 1

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

Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
<p>1. Understand health and safety rights and responsibilities</p>	<p>1.1 Identify the key aspects of health and safety legislation relevant to own situation</p> <p>1.2 State the main health and safety responsibilities of employers</p> <p>1.3 State the health and safety responsibilities of employees</p> <p>1.4 Explain why it is always important to follow health and safety rules</p>
<p>2. Understand the health and safety requirements of employers</p>	<p>2.1 Describe how the tasks they have to do can be done safely</p> <p>2.2 State how to report a hazard in the workplace</p> <p>2.3 Follow the instructions during a fire drill</p> <p>2.4 Identify the location of:</p> <ul style="list-style-type: none"> • Fire/emergency alarm • Firefighting equipment • Fire exits • Assembly points • First aid box • First aid assistance • Accident book

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Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
<p>3. Understand how to prevent and deal with accidents</p>	<p>3.1 Identify common causes of accidents in a particular work context</p> <p>3.2 List ways such accidents can be prevented</p> <p>3.3 State how an accident should be reported</p> <p>3.4 List, in order, the steps to follow in the event of personal injury</p> <p>3.5 Describe when and how to call for emergency assistance</p>
<p>4. Understand how to perform workplace tasks safely</p>	<p>4.1 Carry out tasks safely</p> <p>4.2 Use and store equipment safely</p> <p>4.3 Maintain a clean and tidy work area</p>

Indicative Content

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

1. Understand health and safety right and responsibilities

1.1 Identify the key aspects of health and safety legislation relevant to own situation

Health and safety legislation relevant to the workplace may include:

- Health and Safety at Work Act (HASAWA)
- Management of Health and Safety Regulations
- Workplace Regulations
- Control of Substances Hazardous to Health
- Personal Protective Equipment (PPE)
- Manual Handling Operations
- Health and Safety (First-Aid) Regulations
- Health and Safety (Display Screen Equipment) Regulations
- Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)

1.2 State the main health and safety responsibilities of employers

Health and safety responsibilities of employers are to:

- Appoint a competent person to monitor health and safety
- Develop a health and safety policy
- Carry out risk assessments
- Provide training and information
- Provide basic standards of comfort and sanitation
- Report and injuries, incidents or diseases
- Display health and safety information

1.3 State the health and safety responsibilities of employees

Health and safety responsibilities of employees are to:

- Work in line with training given by employer
- Use appropriate personal protective clothing and equipment
- Take care of own safety and that of others
- Report any potential risks to health and safety to the employer

1.4 Explain why it is always important to follow health and safety rules

Health and safety rules are important to:

- Reduce accidents and illnesses
- Prevent fires
- Prevent slips trip and falls
- Reduce personal injury
- Keep staff, customers and visitors safe

2. Understand health and safety right requirements of employers

2.1 Describe how the tasks they have to do can be done safely

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

2.2 State how to report a hazard in the workplace

Hazards may be reported to a supervisor, manager, health and safety officer.

2.3 Follow the instructions during a fire drill

In the event of a fire, individuals should:

- Stay calm
- Alert others around you or activate the fire alarm
- Evacuate via the safest and nearest exit
- Go to the designated fire assembly point and report to the fire marshal
- Wait here until you are told it is safe to leave - do not try to enter the building again
- People who cannot use the stairs should go to the designated refuge point and wait for assistance

Discuss with learners the safety implications and appropriateness regarding:

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

2.4 Identify the location of:

Learners should be able to locate:

- Fire/emergency alarm
- Firefighting equipment
- Fire exits
- Assembly points
- First aid box
- First aid assistance
- Accident book

3. Understand how to prevent and deal with accidents

3.1 Identify common causes of accidents in a particular work context

Common accidents at work may include:

- Slips, trips and falls due to wet floors, worn carpets, loose tiles, icy conditions, etc
- Trailing cables
- Poor lighting
- Manual handling, lifting, carrying
- Workplace traffic
- Falling from a height, such as ladders, platforms or lorries; Or items falling from a height
- Electrical accidents
- Hazardous chemicals

3.2 List ways such accidents can be prevented

Accidents may be prevented by:

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

3.3 State how an accident should be reported

Accidents should be reported to a supervisor, manager, health and safety officer, human resources department.

3.4 List, in order, the steps to follow in the event of personal injury

In the event of personal injury, an individual should:

- Call for assistance
- Stay calm
- Follow instructions of first aider
- Report incident to manager, supervisor or appropriate person

3.5 Describe when and how to call for emergency assistance

Assistance in an emergency may come from a first aider, supervisor, manager, emergency services, etc.

4. Understand how to perform workplace tasks safely

4.1 Carry out tasks safely

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

4.2 Use and store equipment safely

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

4.3 Maintain a clean and tidy work area

Maintaining a clean and tidy work area is important because it:

- Reduces accidents
- Reduces trips and falls
- Reduces the possibility of a fire starting and spreading
- Prevents the spread of germs
- Creates a more pleasant working environment
- Presents a good image to customers and visitors
- Improves efficiency and productivity

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> • Use the internet to search for current health and safety legislation, bookmarking sites of interest. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Discuss the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards, and has designated people to contact for issues or concerns, can help people feel productive and supported. • Think about health and safety guidance that impacts their own personal health and well-being, e.g. tidy workspace, clean facilities. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Ensure that, when keeping areas clean and tidy, any waste is recycled or disposed of responsibly as part of sustainable living at work. • Help to minimise energy use by switching off lights and sockets when not in use. • Be an advocate for sustainability in the workplace, by taking part in any green/environmental groups in the workplace.

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Unit Title: Introduction to customer care

Unit Reference Number: M/508/5534

Credit Value of Unit: 1

GLH of Unit: 10

Level of unit: Level 1

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

Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
<p>1. Recognise the elements of positive customer experience</p>	<p>1.1 Give an example of a positive customer experience</p> <p>1.2 Give an example of a negative customer experience</p>
<p>2. Understand the importance of the customer's experience to a business</p>	<p>2.1 Indicate how positive and negative customer experience could affect a business</p>
<p>3. Recognise own contribution to customer experience</p>	<p>3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience when:</p> <ul style="list-style-type: none"> • Greeting a customer • Answering customer questions • Relaying customer information or requests to the correct workplace person <p>3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience when:</p> <ul style="list-style-type: none"> • Greeting a customer • Answering customer questions • Relaying customer information or requests to the correct workplace person

Learning Outcomes	Assessment Criteria
The Learner will be able to:	The Learner can:
4. Know how to promote customer safety	4.1 Identify and demonstrate customer safety procedures

Indicative Content

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

1. Recognise the elements of positive customer experience

1.1 Identify the information they need for a particular purpose

Examples of positive customer experience may include:

- Knowledgeable employees able to answer questions and queries
- Clean and tidy environment
- Employees with a calm and positive attitude, manner and demeanour
- Clean and presentable employees
- Going the extra mile
- Handling complaints effectively
- Offering a personalised service

1.2 Give an example of a negative customer experience

Examples of negative customer experience may include:

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

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

2.1 Indicate how positive and negative customer experience could affect a business

A positive customer experience will result in:

- An increase in sales
- Loyal customers
- Good reputation and image
- Repeat customers
- Recommendations to others

A negative customer experience will result in:

- A decrease in sales
- Poor image and reputation
- Loss of income
- Poor reviews

3. Recognise own contribution to customer experience

3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience

Behaviours that contribute to a positive customer experience include:

- Greeting a customer (smiling, polite, respectful)
- Answering customer questions (active listening, showing understanding, body language, clear answers)
- Relaying customer information or requests to the correct workplace person (in a timely manner, accurately)

3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience

Behaviours that would contribute to a negative customer experience are:

- Greeting a customer (rude, lack of interest, ignoring, talking to others, chewing)
- Answering customer questions (not listening properly, misunderstanding, giving incorrect information)
- Relaying customer information or requests to the incorrect workplace person (delay, inaccurate, etc.)

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4. Know how to promote customer safety

4.1 Identify and demonstrate customer safety procedures

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

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> • Think about how customer databases help to support good customer relationships. • Consider how written complaints could be made through different methods: email, social media, customer webchat, letter. • Use online sources to locate information about different policies and procedures, GDPR, etc. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Identify how helping customers can bring a positive sense of well-being. They could reflect on positive interactions and put them into practice in other situations. • Think about how they will respond to negative situations. They could describe the steps they would follow so that they do not feel overwhelmed or upset by negative customer experiences. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Think about how an organisation might have policies for the environment or sustainability in place, and how these are important to customers. Learners could look for examples of how these are promoted, e.g. on websites, posters/adverts.

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Communicating with others at work (Level 1)

F/508/5523

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the information they need for a particular purpose				
1.2 Obtain information from others using more than one method				
1.3 Communicate clearly in ways that suit their purpose and audience				
1.4 Respond appropriately to others with relevant comments and information				
1.5 Ask questions to clarify points if needed				

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

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Maintaining work standards (Level 1)

Y/508/5530

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify requirements for attendance and punctuality, and procedures to follow in cases of lateness or absence				
1.2 Describe why punctuality is important				
1.3 Plan journey to work in order to ensure that they are able to start work on time				
1.4 Meet timekeeping and attendance requirements				
1.5 Follow procedures if there are any difficulties in timekeeping attendance				
2.1 Identify what the organisation expects of them in terms of quality and deadlines				
2.2 Plan how to meet deadlines				
2.3 Ask for any help needed to achieve the quality of work required to meet deadlines				

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
2.4 Work to the required standard and meet deadlines				
2.5 Explain the importance of health and safety				
2.6 Complete their activities safely				
2.7 Meet the organisation's standard for image and explain why it's important				

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

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Health and safety in the workplace (Level 1)

J/508/5524

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the key aspects of health and safety legislation relevant to own situation				
1.2 State the main health and safety responsibilities of employers				
1.3 State the health and safety responsibilities of employees				
1.4 Explain why it is always important to follow health and safety rules				
2.1 Describe how the tasks they have to do can be done safely				
2.2 State how to report a hazard in the workplace				
2.3 Follow the instructions during a fire drill				

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
2.4 Identify the location of: <ul style="list-style-type: none"> • Fire/emergency alarm • Firefighting equipment • Fire exits • Assembly points • First aid box • First aid assistance • Accident book 				
3.1 Identify common causes of accidents in a particular work context				
3.2 List ways such accidents can be prevented				
3.3 State how an accident should be reported				
3.4 List, in order, the steps to follow in the event of personal injury				
3.5 Describe when and how to call for emergency assistance				

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Carry out tasks safely				
4.2 Use and store equipment safely				
4.3 Maintain a clean and tidy work area				

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

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date _____

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Introduction to customer care (Level 1)

M/508/5534

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give an example of a positive customer experience				
1.2 Give an example of a negative customer experience				
2.1 Indicate how positive and negative customer experience could affect a business				
3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience when: <ul style="list-style-type: none"> • Greeting a customer • Answering customer questions • Relaying customer information to the correct workplace person 				
3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience when: <ul style="list-style-type: none"> • Greeting a customer • Answering customer questions • Relaying customer information to the correct workplace person 				

Ascentis Enhanced Programme Level 1 Award in Skills for Employment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Identify and demonstrate customer safety procedures				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____