

WAMITAB Level 1 Award in Preparing for Employment (QCF)

Handbook



This page is intentionally blank

Contents

Qualification Structure	5
Qualification Summary	7
Assessment Guidance	7
Glossary of Terms	8
Terms often used to provide a qualitative benchmark for assessment evidence	9
Standards and Assessment Guidance - Mandatory Units	10
Rights and responsibilities in the workplace.....	10
Introduction to health and safety awareness in the workplace.....	11
Standards and Assessment Guidance - Option Units.....	12
Working safely in the Recycling Industry.....	12
Maintain effective working relationships in the recycling industry	14
Maintain standards of service during recycling activities	16
Environmental protection within the recycling industry.....	18
Manual handling, lifting and moving of loads in a waste environment	20
Maintain personal hygiene standards when cleaning	21
Working with other people	23
Work safely at heights in a waste sector environment	25
Planning for progression	27
Effective skills, qualities and attitudes for learning and work.....	28
Career planning and making applications	30
Enterprise activity: producing products or services	31
Work-based experience	33
Contributing to a team.....	35
Valuing equality and diversity	37
Dealing with problems in daily life.....	38
Environmental awareness	39
Individual rights and responsibilities.....	40
Preparation for work	41
Working as part of a group	42
Working towards goals	43
Career progression.....	44
Developing personal skills for leadership	45
Practising leadership skills with others.....	46
Learning with Colleagues and Other Learners.....	47
Communicating Solutions to Others.....	48

Positive attitudes and behaviours at work	49
Learning from more experienced people.....	50
Building Working Relationships with Colleagues	51
Building Working Relationships with Colleagues	52
Solving work-related problems	53
Taking notes at meetings.....	54
Summarising documents	55
Contributing to meetings	56
Preparing for work placement	57
Learning from work placement	58
Safe learning in the workplace	59
Searching for a job	60
Applying for a job.....	61
Preparing for an interview	62
Interview skills	63
Self management skills	64
Developing own interpersonal skills.....	65
Improving assertiveness and decision making	66
Recognising employment opportunities	67
Time management skills	68
Use tools and equipment for a practical activity	70
Understanding business communication.....	71
Business and customer awareness.....	72
Understanding conflict at work.....	73
Preparing for and learning from interviews.....	74
Developing Group and Teamwork Communication Skills.....	75

Qualification Structure

Candidates must complete both units from the Mandatory Units Group (5 credits) and a further 7 credits from the Option Group. Candidates will therefore achieve a total of 12 credits.

Mandatory Units

Title	Level	Credits	WAMITAB Code
Rights and responsibilities in the workplace	1	3	
Introduction to health and safety awareness in the workplace	1	2	

Option Units

Title	Level	Credits	WAMITAB Code
Working Safely in the Recycling Industry	1	7	
Maintain Effective Working Relationships in the Recycling Industry.	1	7	
Maintain Standards of Service during Recycling Activities	1	5	
Environmental Protection Within the Recycling Industry	1	3	
Manual handling, lifting and moving of loads in a waste environment	1	2	
Maintain personal hygiene standards when cleaning	1	2	
Working with other people	1	2	
Work safely at heights in a waste sector environment	1	5	
Planning for progression	1	3	
Effective skills, qualities and attitudes for learning and work	1	3	
Career planning and making applications	1	3	
Enterprise activity: producing products or services	1	3	
Work-based experience	1	3	
Contributing to a team	1	3	
Valuing equality and diversity	1	2	
Dealing with Problems in daily life	1	2	
Environmental Awareness	1	2	
Individual rights and responsibilities	1	1	
Preparation for work	1	2	

Working as part of a group	1	2	
Working towards goals	1	2	
Career Progression	1	2	
Developing Personal Skills For Leadership	1	2	
Practising Leadership Skills with Others	1	2	
Learning with Colleagues and Other Learners	1	2	
Communicating Solutions to Others	1	2	
Positive Attitudes and Behaviours at Work	1	1	
Learning from More Experienced People	1	2	
Building Working Relationships with Colleagues	1	2	
Building Working Relationships with Customers	1	2	
Solving Work-Related Problems	1	2	
Taking Notes at Meetings	1	1	
Summarising Documents	1	1	
Contributing to Meetings	1	1	
Preparing for Work Placement	1	1	
Learning from Work Placement	1	1	
Safe Learning in the Workplace	1	1	
Searching for a Job	1	1	
Applying for a Job	1	1	
Preparing for an Interview	1	1	
Interview Skills	1	1	
Self-Management Skills	1	2	
Developing own Interpersonal Skills	1	3	
Improving Assertiveness and Decision Making	1	3	
Recognising Employment Opportunities	1	1	
Time Management Skills	1	3	
Use Tools and Equipment for a Practical Activity	1	2	
Understanding Business Communication	1	3	
Business and Customer Awareness	1	2	
Understanding conflict at work	1	1	
Preparing for and learning from interviews	1	3	
Developing Group and Teamwork Communication Skills	1	3	

Qualification Summary

This Level 1 qualification, which forms part of the suite of WAMITAB Pre-Employment qualifications, is suitable for experienced workers looking to build on skills and experience or continue in education.

It has been developed to fit a wide audience, including young people and adults. There are no pre-conditions for registration to this qualification and no minimum level of literacy is required, as the qualifications are able to be delivered alongside language, literacy and numeracy qualifications.

The WAMITAB Award in Preparing for Employment is designed to support Candidates to develop employability and personal skills and qualities which are required by employers. The qualification also encourages the continued education of the candidate by utilising a number of units from the Option Unit Group, which appear in various WAMITAB Waste and Resource Management Qualifications.

Assessment Guidance

This qualification must be delivered and assessed in accordance with the WAMITAB Assessment Strategy: Pre-Employment Qualifications Suite. Further assessment guidance is provided in the following pages, after each unit standard.

Glossary of Terms

Explain: describe or give information about a topic to make it clear and easily understood.

Describe: provide a vivid picture of what something is by writing or talking about it.

Evaluate/Justify: is the process of exploring, checking and suggesting a likely outcome based on evidence.

Analyse: to look at something in detail to learn more about it

Demonstrate: a doing verb which requires the learner to show he can actually do the task referred to. The learner will have to provide evidence of him/her actually doing the requirements of the AC/task.

List: provide a number of relevant items which apply to the question. This could be written or verbal.

Identify: to recognise something/someone and be able to say what it/they are

Manage: have control over and ensure that a situation/person/process is stable

Apply: put something into action – a “doing” task

Implement: A “doing” task. After a development process, ensure that the product/process is actually used by self and others where appropriate

Differentiate: look at the characteristics of items/situations/people and recognise the differences

Compare: look at the characteristics of items/situations/people and explain the differences

Recognise: be aware of, familiar with and able to identify something

Choose: select from a range of options

Define: state the meaning of something, or state what an item is

Research: find information on a given subject

Outline: give a general description of something without going into detail

Use: employ skills and knowledge, put a tool to purpose

Terms often used to provide a qualitative benchmark for assessment evidence

Appropriate – provide evidence which is specific to the assessment criteria and relevant to the operation.

Suitable – Due consideration has been given to the context of the site/waste type/operation/safety regulations in the formulation of the response/evidence.

Compliant/compliance – Evidence/response meets clearly defined operational and/or regulatory guidance in relation to the work activity.

Constructive – Possibilities for positive improvement have been considered, perhaps with examples of suggested improvements and the positive/negative aspects of the work activity.

Proper – that which would be expected based on the regulatory/operational/procedural guidelines for the work activity.

Standards and Assessment Guidance - Mandatory Units

Rights and responsibilities in the workplace

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand that employees have rights	1.1 List a range of employee rights
	1.2 State how employee rights are protected by law
2. Understand that employees have responsibilities	2.1 List a range of employee responsibilities
	2.2 Describe his/her responsibilities
	2.3 Explain why it is important to keep some information confidential
3. Understand why health and safety rules are important	3.1 Recognise and respond to hazards in his/her place of learning or work
	3.2 List requirements for personal health and safety in his/her place of learning or work
	3.3 Explain how he/she can contribute to keeping colleagues and customers safe and healthy
	3.4 Contribute to a risk assessment
	3.5 Work safely following guidelines
	3.6 Explain and follow emergency procedures

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Introduction to health and safety awareness in the workplace

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the importance of health and safety in the workplace	1.1 State what is meant by health and safety in the workplace and why it is important
	1.2 Describe the legal responsibilities of employers, employees and the self-employed
	1.3 Describe how health and safety law is enforced
	1.4 Identify sources of health and safety information within his/her organisation
	1.5 Identify other sources of health and safety information
2. Understand the need for risk assessment	2.1 Define the terms 'hazard' and 'risk'
	2.2 Describe risk assessment
	2.3 Give examples of work related accidents and ill health
3. Be aware of the requirements for health and safety in his/her place of work or learning	3.1 List the health and safety information that should be provided for an employee or learner
	3.2 Describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning
	3.3 Describe the provision for first aid in his/her place of work or learning
	3.4 For a chosen occupational sector describe the appropriate personal protective equipment (PPE) and the hazards against which the PPE offers protection

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Standards and Assessment Guidance - Option Units

Working safely in the Recycling Industry

Working safely in the recycling industry

Level: 1	
Credit Value: 7	
Learning Outcome	Assessment Criteria
1. Carry out work operations in accordance with regulations, procedures and practices.	1.1 Select, wear and use the correct personal protective equipment in accordance with approved procedures and practices.
	1.2 Report unsafe operating conditions promptly and in line with company procedures and practices.
	1.3 Keep own work area clean and tidy.
	1.4 Recognise and report risks and hazards to self and other persons in own area of responsibility.
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.
	2.4 Inform appropriate person of routine problems within own area of responsibility.
	2.5 Refer to matters outside own responsibility to the correct person.
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.
	3.2 Demonstrate awareness of the effects of own actions.
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.
	4.2 Explain the procedures for handling hazardous materials.
	4.3 State the organisational accident and incident recording and reporting procedures.

5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used, cleaned and stored after use.
---	---

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Maintain effective working relationships in the recycling industry

Level: 1	
Credit Value: 7	
Learning Outcome	Assessment Criteria
1. Communicate with colleagues and others.	1.1 Check that the work to be done is understood before the work starts.
	1.2 Identify any potential problems and inform appropriate persons.
	1.3 Act in accordance with procedures which minimise offence and maintain goodwill, trust and respect.
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.
	2.4 Inform appropriate person of routine problems within own area of responsibility.
	2.5 Refer matters outside own area of responsibility to the correct person.
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.
	3.2 Demonstrate awareness of the effects of own actions.
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.
	4.2 Explain the procedures for handling hazardous materials.
	4.3 State the organisational accident and incident recording and reporting procedures.
5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.
6. Know how to maintain effective working relationships.	6.1 Explain the importance of understanding instructions before commencing work and what to do in the event of not understanding instructions.
	6.2 Describe how individuals' working practices could affect the work of others.

	6.3 Explain when, why and how to ask for help.
	6.4 List different methods of communication with colleagues and others.
	6.5 State the limits of own authority.
	6.6 State what information can be passed to others.
	6.7 State the person to whom complaints and requests should be passed.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Maintain standards of service during recycling activities

Level: 1	
Credit Value: 5	
Learning Outcome	Assessment Criteria
1. Carry out work in accordance with instructions and approved procedures and practices.	1.1 Ensure behaviour, appearance and clothing meet approved procedures and practices.
	1.2 Communicate appropriately with colleagues and others.
	1.3 Ensure information given to other persons is authorised, up to date and accurate.
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.
	2.4 Inform appropriate person of routine problems within own area of responsibility.
	2.5 Refer matters outside own area of responsibility to the correct person.
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.
	3.2 Demonstrate awareness of the effects of own actions.
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety at Work Regulations.
	4.2 Explain the procedures for handling hazardous materials.
	4.3 State the organisational accident and incident recording and reporting procedures.
5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.
6. Know how to maintain standards of service.	6.1 Explain work instructions and approved procedures.
	6.2 Explain the organisational standards of behaviour and appearance, and why they are important.

	6.3 State what information can be passed to others.
	6.4 List the range of services carried out by the organisation.
	6.5 Describe the importance of working safely.
	6.6 Describe the procedure for dealing with problems outside own responsibility.
	6.7 List the different methods of communication to colleagues and others.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Environmental protection within the recycling industry

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Work in a way that minimises environmental impact.	1.1 Operate equipment and use materials so as to minimise environmental impact.
	1.2 Carry out work in a manner that minimises impact to the environment and in accordance with approved procedures and practices.
	1.3 Identify environmental incidents and take action within own area of responsibility.
2. Report and act upon problems that could affect the safe working environment.	2.1 Recognise problems with machinery, equipment and materials.
	2.2 Report unsafe plant, equipment and hazardous situations to the correct person.
	2.3 Take action, within own area of responsibility, where incidents could affect the safe working environment.
	2.4 Inform appropriate person of route problems within own area of responsibility.
	2.5 Refer matters outside own area of responsibility to the correct person.
3. Work in a manner which underpins effective performance.	3.1 Demonstrate vigilance for potential risks and hazards.
	3.2 Demonstrate awareness of the effects of own actions.
4. Understand the regulations, procedures and requirements for recycling.	4.1 State the fundamental responsibilities of both the employer and employee under the Health and Safety Regulations.
	4.2 Explain the procedures for handling hazardous materials.
	4.3 State the organisational accident and incident recording and reporting procedures.
5. Know how to maintain a safe working environment.	5.1 State the types of personal protective equipment and clothing needed, when and how they must be used and cleaned and stored after use.
6. Know how to work in a way that minimises environmental impact.	6.1 Explain the ways in which equipment and materials should be used in order to minimise environmental impact.
	6.2 Describe the potential impact of pollution on the environment.

	6.3 Explain how to minimise wastage of energy, equipment and materials.
--	---

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Manual handling, lifting and moving of loads in a waste environment

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to prepare for handling and lifting loads	1.1 Describe the process for identifying if loads are safe to move
	1.2 Explain the reasons for planning a route when moving loads
	1.3 Give examples of safe handling techniques.
2. Understand procedures and instructions for handling and lifting loads	2.1 Describe company guidelines and procedures for safe handling and moving loads
	2.2 Describe the relevant health and safety regulations for the safe handling and movement of loads
	2.3 Give examples of the consequences of using unsafe techniques to self and others
3. Be able to handle and lift loads	3.1 Select safe and efficient routes for moving items
	3.2 Wears assigned personal protection equipment when moving loads
	3.3 Use safe and approved handling techniques when moving loads
	3.4 Resolves problems within own area of personal responsibility
	3.5 Report problems outside own personal responsibility to resolve to designated personnel

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Maintain personal hygiene standards when cleaning

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know why it is important to keep clean and hygienic in the workplace	1.1 State the importance of wearing clean clothes when cleaning
	1.2 List types of jewelry and accessories which may not be worn
	1.3 State why some types of jewelry and accessories may not be worn
	1.4 State the importance of keeping hair, skin and nails clean and hygienic
	1.5 Describe why it is important to follow the organisational requirements for hand hygiene
	1.6 Describe the difference between washing and decontaminating hands
2. Know how to select and use personal protective equipment	2.1 List different types of personal protective equipment which are available
	2.2 State why it is important to wear personal protective equipment
	2.3 state where and how to dispose of used personal protective equipment
3. Know how to report skin conditions and illnesses	3.1 State why it is important to report cuts, grazes, skin conditions or illnesses
	3.2 State how to report cuts, grazes, skin conditions or illnesses
4. Know how to cover cuts and skin conditions	4.1 List different types of treatments for cuts, grazes or skin conditions
(Learning Outcome 4 continued.../)	4.2 Explain why it is important to cover cuts, grazes or skin conditions when cleaning
5. Be able to keep clean and hygienic in the workplace	5.1 Follow organisational requirements for jewelry and accessories
	5.2 Store jewelry and accessories following organisational requirements
	5.3 Follow organisational requirements for hand hygiene
6. Be able to select and use personal protective	6.1 Select appropriate personal protective equipment

equipment appropriately	6.2 Check that the selected personal protective equipment is clean and fit for use
	6.3 Wear personal protective equipment in line with health and safety requirements
	6.4 Change personal protective equipment when necessary
	6.5 Dispose of used personal protective equipment correctly

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Working with other people

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Agree individual work activities when working with others	1.1 Agree the division of work with others before beginning work.
	1.2 Plan the best way to carry out the work to performance requirements.
	1.3 Confirm the working methods that will be used to comply with operational requirements.
2. Complete work activities with others	2.1 Carry out and complete work activities within performance requirements.
	2.2 Check with other people for any difficulties which arise from carrying out the work.
	2.3 Prevent disagreements between people from disrupting work.
3. Use and communicate data and information	3.1 Complete work documentation in accordance with operational requirements.
	3.2 Provide colleagues with information to enable them to undertake work in accordance with operational requirements.
	3.3 Obtain, and communicate to colleagues, information that is needed to enable tasks to be undertaken effectively and safely.
4. Resolve problems which could affect working with others	4.1 Notify the designated person when work is likely to be completed later than a pre-agreed schedule.
	4.2 Report instances of unsafe or disruptive behaviour in accordance with operational procedures.
	4.3 Report problems arising within own area of responsibility to the designated person.
	4.4 Notify matters outside the responsibility of the job role to the designated person.
	4.5 Resolve problems within own area of responsibility
5. Understand the regulations, procedures and requirements for working with other people	5.1 Determine how to identify work-related hazards and risks.
	5.2 Determine how to deal constructively with colleagues and other people and resolve disagreements.

	5.3 Determine the impact on self and others of not wearing appropriate Personal Protective Equipment (PPE)
	5.4 Determine how to develop productive working relationships with colleagues.
	5.5 Determine the nature of other people's work.
	5.6 Determine how each person's work affects each other.
	5.7 Determine how to resolve misunderstandings.
	5.8 Determine how to make helpful contributions to work-related meetings and discussions.
	5.9 Determine how to recognise difficulties in own work.
	5.10 Determine different styles of working.
6. Work in a manner which underpins effective performance	6.1 Recognise and act when others need support.
	6.2 Be receptive to new ways of working

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Work safely at heights in a waste sector environment

Level: 1	
Credit Value: 5	
Learning Outcome	Assessment Criteria
1. Understand how to carry out work safely at heights	1.1 Describe how personal activities and behaviour in the workplace can contribute to the health and safety of self and others.
	1.2 Describe individual responsibilities relating to maintaining safe working practices.
	1.3 Describe procedures when working at heights and how these link to health and safety legislation.
	1.4 Describe the risks associated with working at heights especially when carrying and handling objects.
	1.5 Describe how risks associated with working at heights can be controlled.
	1.6 Describe precautions which should be taken to minimise risks associated with working at heights.
	1.7 Describe organisational requirements for preparing for and working at heights.
	1.8 Describe organisational requirements for using, cleaning and storing: <ul style="list-style-type: none"> • Height access equipment • Personal protective equipment
	1.9 Describe, where fitted, how to operate fall protection equipment.
2. Be able to carry out work safely at heights	2.1 Carry out the work following an agreed plan.
	2.2 Assess the risks taking into account the potential dangers of: <ul style="list-style-type: none"> • Falling • Dropping tools and debris • Stability of ladders • The working area • Overhead cables • Equipment • Other people in the vicinity

	2.3 Take precautions to address identified risks.
	2.4 Check that personal protective equipment is functioning properly.
	2.5 Select and wear appropriate personal protective equipment including, where relevant, full body harness.
	2.6 Check that safety barriers are in place around the working area.
	2.7 Check that there is a permit to work, where required, before working at heights.
	2.8 Carry out all required pre-checks including ensuring that height access equipment is free from obvious defects before use.
	2.9 Check that height access equipment is deployed and secure.
	2.10 Maintain frequent communication with the appropriate person.
	2.11 Leave work areas clean, tidy and free of obstructions.
	2.12 Secure height access equipment and personal protective equipment in the correct storage area.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Planning for progression

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand own study or training programme	1.1 Define what he/she aims to achieve by the end of the study or training programme
	1.2 Describe what he/she needs to do in order to follow the programme
	1.3 Identify the centre rules and regulations that affect him/her as a learner
2. Know the facilities and services provided in the place of study or training	2.1 Describe the facilities provided in the place of study or training
	2.2 Outline the support available for learners
3. Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 Identify positive qualities and attitudes needed for study and work
	3.2 Outline his/her own personal strengths
	3.3 Give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing
4. Be able to action plan for self improvement	4.1 Identify areas for improvement
	4.2 Identify realistic targets
	4.3 Prepare an action plan or contract to meet targets
	4.4 Identify arrangements for reviewing progress

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Effective skills, qualities and attitudes for learning and work

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	1.1 Explain the importance of positive and appropriate behaviour
	1.2 Consistently demonstrate appropriate codes of conduct
	1.3 Demonstrate adaptability and flexibility
	1.4 Demonstrate motivation and enthusiasm
	1.5 Demonstrate commitment and professionalism
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication
	2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer
	2.3 Demonstrate effective communication with more than one other person
	2.4 Use positive body language
3. Be able to work effectively	3.1 Receive and respond to instructions
	3.2 Check own understanding of instructions
	3.3 Identify the tasks that need to be done and deadlines
	3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks
	3.5 Work safely following health and safety guidelines
	3.6 Complete tasks to required standard and deadlines
	3.7 Identify ways of working more effectively

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Career planning and making applications

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to choose a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 Research career options
	1.3 Agree a suitable career pathway
2. List sources of information for job vacancies, training programmes or courses	2.1 List sources of information for job vacancies, training programmes or courses
	2.2 Find a suitable job vacancy, training programme or course
3. Understand how to prepare a curriculum vitae	3.1 Identify own skills, qualities, experience and qualifications
	3.2 Draft a curriculum vitae
4. Understand how candidates are selected for interview	4.1 Describe how candidates are selected for an interview for a job, training programme or course
5. Be able to apply for a job, training placement or course	5.1 Obtain an application form and/or job details
	5.2 Complete the application
6. Understand the interview process	6.1 List what needs to be considered in preparation for the interview
	6.2 Observe or take part in a real or simulated interview
	6.3 Give examples of effective and ineffective interview practice

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Enterprise activity: producing products or services

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to plan an enterprise activity	1.1 Decide what product or service to sell
	1.2 Decide where and when to sell the product or service
	1.3 Identify what needs to be done to produce the product or service
	1.4 List who will do what (if this is a group activity)
	1.5 Identify the equipment and materials needed to make the product or provide the service
	1.6 Identify the possible health and safety hazards of the chosen activity
2. Be able to cost and price the enterprise activity	2.1 Research the cost of making the product or providing the service
	2.2 Decide the price to charge for each product or service
	2.3 Work out the profit on one product or one service
	2.4 Decide where to get the money to carry out this (or another) enterprise activity
3. Be able to make a product or produce a service	3.1 Obtain the materials needed to make the product or provide the service
	3.2 Make the product or provide the service
	3.3 Work safely
	3.4 Make sure the product or service is safe
4. Be able to promote and sell a product or service	4.1 Promote the product or service
	4.2 Sell the product or service

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Work-based experience

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to prepare for his/her work experience	1.1 Suggest options for or agree suitable work experience
	1.2 Apply or prepare for work experience
	1.3 State how this work experience relates to his/her employment and/or learning goals
2. Be able to plan a journey to work	2.1 Find out relevant bus or train times (or the times of another type of public transport)
	2.2 Decide which bus or train (or other public transport) to catch
	2.3 Work out the time he/she needs to leave home in order to arrive at a suitable time
3. Be able to follow requirements during the work experience	3.1 Attend suitable work experience for a minimum of fifteen hours
	3.2 Dress appropriately
	3.3 Follow safe working practice
	3.4 Follow instructions to complete tasks
	3.5 Speak to other people in a suitable manner
4. Be able to complete a work experience review	4.1 Identify what went well
	4.2 Describe what he/she has learned about himself/herself
	4.3 Explain how he/she is going to build on this experience

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

This unit supports the 'work placement' or 'vocational taster' for unemployed candidates. Evidence that the work-based element of the unit has taken place must be kept as part of the Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Contributing to a team

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to give reasons why effective teamwork is important	1.1 List some benefits of effective teamwork
2. Understand how team values and procedures can vary	2.1 List different types of teams
	2.2 Describe ways in which team members can make sure they work together effectively
	2.3 Outline different ways of making decisions
3. Understand the roles people may take in a teamwork situation	3.1 Give examples of formally allocated roles
	3.2 Give examples of less formal roles
	3.3 Identify the impact these roles could have on the way a team works and on members of the team
4. Understand what needs to be done to achieve a team goal	4.1 Explain the overall goal of the team
	4.2 Describe his/her own role as part of the team in a well-defined situation
5. Be able to work with others towards achieving shared objectives in a well-defined situation	5.1 Agree an action plan of individual and group activities needed to achieve the objectives
	5.2 Clarify action plan if necessary
	5.3 Identify who to ask for help if she/he needs it
	5.4 Work co-operatively
	5.5 Receive and act on constructive criticism
	5.6 Carry out well-defined individual and group activities as identified
	5.7 Work safely

6. Be aware of own contribution to team progress	6.1 Share own views on progress with other members of the team
	6.2 Identify how effective his/her contribution was to the team's progress
	6.3 Identify what went well and what went less well in working with others
	6.4 Suggest ways of improving own working with others in the future

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Valuing equality and diversity

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand aspects of equality	1.1 Define the term "equality"
	1.2 List the key legislation
	1.3 Give examples of inequality in a range of situations
	1.4 Identify bodies who work on equality issues
2. Understand aspects of diversity	2.1 Define the term "diversity"
	2.2 List the key legislation
	2.3 Give examples of positive and negative stereotyping
	2.4 Give examples of how diversity can benefit society
3. Understand aspects of discrimination	3.1 State the difference between discrimination and prejudice
	3.2 List the areas of discrimination covered by legislation
	3.3 Give an example of direct discrimination
	3.4 Give an example of indirect discrimination

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Dealing with problems in daily life

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know how to recognize a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe 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

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Environmental awareness

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment
	1.2 Give examples of human behaviours which help the environment
	1.3 Identify ways to raise awareness about environmental issues
2. Demonstrate an understanding of environmental issues which affect the local area	2.1 Describe an environmental issue which has an impact on their local area
	2.2 Identify ways in which this issue can be tackled to bring about improvements
3. Carry out activities to help improve the environment in the local area	3.1 Describe activities that they can carry out to improve the local environment
	3.2 Carry out at least two activities to improve the local environment
	3.3 Describe the benefits of these activities for the local area
	3.4 Say what actions are needed to maintain improvements in the future

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Individual rights and responsibilities

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand their individual rights	1.1 Give examples of their rights as an individual
	1.2 Give examples of barriers which may prevent the exercise of their rights
	1.3 Identify sources of support and information about rights and responsibilities and describe how these could help
2. Understand their individual responsibilities	2.1 Identify their responsibilities to themselves
	2.2 State their responsibilities to others
	2.3 Demonstrate how they take responsibility for themselves

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Preparation for work

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need
	1.2 Describe their own skills, qualities and achievements
	1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace
	1.4 Suggest areas for improvement
2. Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them
	2.2 Match their skills, qualities and achievements to a potential job role
	2.3 Identify and prepare key information needed for an application or interview

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Working as part of a group

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others
	1.2 Contribute to the planning of group and individual activities
2. Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities
	2.2 Make suggestions appropriately
	2.3 Deal with instructions appropriately
	2.4 Deal with feedback appropriately
	2.5 Support others and ask for support when required
3. Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together
	3.2 Describe how they contributed to the work of the group
	3.3 Describe what went well and what went less well
	3.4 Suggest how they could improve their skills in working with others

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Working towards goals

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve
	1.2 Identify at least one goal which is important for their development
	1.3 Explain why achieving this goal is important
	1.4 Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal
	2.2 Identify timescales and deadlines for the achievement of the goal
	2.3 Identify the resources needed to support them in achieving the goal
3. Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan
	3.2 Regularly review the activities and outcomes with an appropriate person
	3.3 Identify what has been achieved and what still needs to be done
	3.4 Amend the action plan to reflect their progress

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Career progression

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand skills and qualities needed to progress in a career	1.1 Discuss personal skills, qualities and experience relevant to career progression
	1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience
2. Understand information and guidance related to career progression	2.1 With support, identify sources of career progression information and guidance
	2.2 From sources of information and guidance, identify different career and course options
3. Understand the importance of career progression	3.1 Explain the importance of career progression for the individual
	3.2 Explain the importance of career progression for others
4. Be able to plan the next stage in their career progression	4.1 With support, identify short-term goals that will help them progress their career
	4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Developing personal skills for leadership

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know about the main features of leadership	1.1 Identify different types of leadership
	1.2 Outline the main features of leadership
2. Understand how to make decisions	2.1 Identify a decision that needs to be made about a task or situation
	2.2 Describe the step or steps needed to make the decision
3. Understand how to give instructions to members of a group	3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities
	3.2 Give instructions to group members
4. Understand how to give and receive feedback about a task or activity	4.1 Give examples of when they gave feedback about a task or activity to another group member
	4.2 Give examples of when they received feedback about a task or activity from another group member

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Practising leadership skills with others

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand leadership skills they could practise with others	1.1 Describe leadership skills they could practise with others
2. Demonstrate leadership skills in a group	2.1 Discuss instances when they have demonstrated leadership skills
3. Review their practice of leadership skills	3.1 Discuss the effectiveness of the leadership skills they have demonstrated
	3.2 Identify one aspect that went well and one that did not go so well

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Learning with Colleagues and Other Learners

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be aware of situations where they learn with others	1.1 Describe a situation in which they learn with co-workers or other learners
2. Know how to interact with colleagues or other learners in a learning situation	2.1 Express opinions or feelings about an aspect of their learning
	2.2 Respond appropriately to others' opinions and feelings about an aspect of learning
	2.3 Give and receive feedback about their learning
3. Understand that people have preferred methods of learning	3.1 Recognise own preferred method of learning
	3.2 Describe how this compares to others' methods of learning
4. Be able to record progress in learning	4.1 Describe the progress they have made towards an identified learning goal

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Communicating Solutions to Others

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to solve possible problems	1.1 With support, identify an appropriate problem that they can solve
	1.2 Identify a way in which they can solve the problem
2. Understand how to communicate the solution appropriately to others	2.1 Describe appropriate communication methods needed to present the solution to others
	2.2 Identify the appropriate information that is needed to communicate the solution
3. Communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way
	3.2 Respond appropriately to others' views

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Positive attitudes and behaviours at work

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand how positive attitudes and behaviours at work benefit themselves and their organisation	1.1 P1 Explain why it is important to follow an organisation's rules and procedures P2 Describe the benefits of positive attitudes and behaviours for themselves and their organisation
2. Demonstrate a range of positive attitudes and behaviours in the workplace	2.1 P3 Interact appropriately with colleagues and customers P4 Follow organisational procedures governing attitudes and behaviours at work
3. Evaluate their own conduct	3.1 P5 Describe what went well and what did not

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Learning from more experienced people

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand a range of more experienced people with whom they could come into contact	1.1 Describe more experienced people they could come into contact with, both within and outside the workplace or place of learning
2. Understand how they can learn from more experienced people	2.1 Describe ways in which they could learn from more experienced people
	2.2 Describe what is helpful or not helpful about the ways they could learn from more experienced people
3. Understand what they have learned from more experienced people	3.1 Describe skills that more experienced people have demonstrated
	3.2 Describe how they will use these skills themselves

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Building Working Relationships with Colleagues

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand why it is important to get on well with colleagues	1.1 P1 Describe different types of colleagues with whom an employee needs to interact positively at work P2 Explain why an employee needs to get on well with each type of colleague
2. Be able to work positively with employers and/or managers	2.1 P3 Complete a task as instructed by employers and/ or managers P4 Use appropriate language and tone when communicating with employers and/or managers
3. Be able to work positively with peers in the workplace	3.1 P5 Use appropriate language and tone when communicating with peers P6 Contribute ideas and opinions in a way that peers find acceptable P7 Carry out their own role or task in line with the agreed or designated expectations of their peers P8 Seek and accept help, guidance and feedback from peers when appropriate

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Building Working Relationships with Colleagues

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know that the way they present themselves makes an impression on a customer or client	1.1 Identify positive ways of presenting themselves to customers or clients including appearance, manner and language
	1.2 Describe the possible effects of positive and negative self-presentation on a customer or client
2. Know that organisations normally have protocols for dealing with customers or clients	2.1 Describe the basic rules in an organisation for dealing with customers or clients
3. Interact positively with customers or clients in line with given protocols	3.1 Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests
	3.2 Demonstrate polite behaviour towards customers
	3.3 Identify situations when it is necessary to refer the customer to another colleague or department

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Solving work-related problems

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand problems/issues that arise at work	1.1 P1 Describe the main causes of problems or issues that arise at work
2. Access sources of help	2.1 P2 Identify sources of help appropriate to a particular problem P3 Extract useful information and/or advice from these sources
3. Understand possible solutions to workplace problems	3.1 P4 Suggest appropriate solutions to a workplace problem which draw on their own previous experience and that of others P5 Suggest appropriate solutions to a workplace problem which draw on information/ advice gained from sources of help
4. Understand how to apply an appropriate strategy to solve a workplace problem	4.1 P6 Select an appropriate problem-solving strategy to solve a work-place problem from a range of possibilities that they have identified P7 Explain why they have chosen the problem- solving strategy P8 Explain how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Taking notes at meetings

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know that summaries are written for a particular audience and purpose	1.1 P1 Identify the audience and purpose for summaries
2. Be able to distinguish between the main points and supporting detail in straightforward documents	2.1 P2 Extract the key points from a straightforward document
3. Be able to summarise the key points of straightforward documents	3.1 P3 Produce a summary which contains the key points of the original document, has been proof read and edited for accuracy

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Summarising documents

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know that summaries are written for a particular audience and purpose	1.1 P1 Identify the audience and purpose for summaries
2. Be able to distinguish between the main points and supporting detail in straightforward documents	2.1 P2 Extract the key points from a straightforward document
3. Be able to summarise the key points of straightforward documents	3.1 P3 Produce a summary which contains the key points of the original document, has been proof read and edited for accuracy

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Contributing to meetings

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know the format of a meeting	1.1 P1 Outline an agenda for a meeting
2. Know how to prepare for meetings	2.1 P2 Identify the main issues or topics to be covered at a meeting P3 List questions that may be asked at a meeting, based on the agenda and papers provided P4 Identify some potential problems that might arise in preparing for the meeting or holding the meeting
3. Be able to contribute effectively at meetings	3.1 P5 Make an effective contribution at the meeting

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Preparing for work placement

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about the company or organisation where they plan to do the work placement	1.1 P1 Describe the company or organisation where they plan to do the work placement
2. Know what is expected of them during the work placement	2.1 P2 Identify the requirements for the placement, and why the requirements are necessary P3 Describe tasks they are likely to undertake in the work placement P4 Describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace P5 Describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement
3. Be able to set goals to help them get the most out of the work placement	3.1 P6 Set appropriate goals for the work placement

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Learning from work placement

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. P1 Produce evidence of tasks undertaken during work placement	1.1 P1 Produce evidence of tasks undertaken during work placement
2. Understand what they learned from the work placement	2.1 P2 Using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks P3 Using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again
3. Be able to use learning from the tasks undertaken in the work placement to set short term goals	3.1 P4 Set short term goals which build on their learning from carrying out tasks in the work placement

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Safe learning in the workplace

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand risks and hazards in the workplace	1.1 P1 Define hazard and risk in the workplace environment P2 Identify examples of hazard and risk in different workplace environments
2. Know how to reduce risk of harm to self or others	2.1 P3 Discuss how aspects of personal behaviour can reduce risk of harm P4 Discuss aspects of different workplace environments which could cause harm to self or others
3. Know procedures to deal with risks within the workplace environment	3.1 P5 Discuss procedures for reporting hazards and risks in the workplace P6 Discuss procedures for dealing with low risk hazards in accordance with instructions
4. Know the duties of the person responsible for health and safety in the workplace environment	4.1 P7 Discuss the duties of the person responsible for health and safety in the workplace environment

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Searching for a job

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know potential job sources	1.1 Describe different types of sources of employment available for job-seekers
	1.2 Describe the roles/functions of these sources
2. Know potential job roles related to their skills and interests	2.1 Match their skills and interests to potential job roles
3. Be able to search for job vacancies	3.1 Understand the layout and format of job adverts in relation to their personal circumstances
	3.2 Identify sources of information available for carrying out job searches
	3.3 Select appropriate methods to search for particular job vacancies

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Applying for a job

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand different methods of applying for jobs	1.1 Describe different methods of applying for a job
	1.2 Describe how and when different methods of applying for a job are used
2. Know how to complete a job application form	2.1 Identify the information needed to prepare the job application form
	2.2 Assemble the relevant information for the job application form
3. Be able to apply for a job using the appropriate method	3.1 Describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)
	3.2 Present the job application information accurately and in a suitable format

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Preparing for an interview

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know how to respond to questions they might be asked at the interview	1.1 Prepare answers to questions they might be asked at the interview
2. Identify questions to ask which show their interest in the job, placement or course	2.1 Identify questions to ask which show their interest in the job, placement or course
3. Plan to arrive at the interview on time	3.1 Confirm the time and place where the interview will be held
	3.2 Plan a route and means of transport which will allow them to arrive on time

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Interview skills

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Arrive in good time for the interview	1.1 Arrive in good time for the interview
	1.2 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice
2. Answer the interviewer's questions appropriately	2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation
3. Understand their performance in an interview	3.1 Describe what went well and what did not

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Self management skills

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to manage themselves in the workplace	1.1 Identify areas in which they need to manage their time appropriately
	1.2 Describe the benefits of taking proper breaks during the working day
2. Demonstrate self-management skills during the working day	2.1 Prioritise tasks and activities in order to achieve their daily objectives
	2.2 Take appropriate breaks during the working day
3. Evaluate self -management skills	3.1 Carry out a review of their performance
	3.2 Identify what went well and what did not

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Developing own interpersonal skills

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be aware of personal skills and their use.	1.1 List own strengths and weaknesses
2. Display awareness of the need for time management.	2.1 List ways of improving own time management
3. Show understanding of personal need to manage stress.	3.1 Identify signs and symptoms of stress in self and others
4. Understand the difference between constructive and destructive criticism.	4.1 List different types of criticism
5. Be aware of confident behaviour in themselves and others.	5.1 List real situations which illustrate confident behaviour
6. Be aware of body language and understand its application.	6.1 Identify simple examples of body language
7. Know the difference between aggressive, passive and assertive behaviour.	7.1 List examples of aggressive, passive and assertive behaviour

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Improving assertiveness and decision making

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Make a strong case for him/herself in a structured and supported situation through role play	1.1 Make decisions and choices about him/herself in a structured situation with confidence.
2. Make positive decisions and choices through discussion and role play	2.1 Recognise the rights and responsibilities of self and others in given situations.
3. Show in a group discussion that he/she can recognise own rights and responsibilities and the rights and responsibilities of others	3.1 Understand how to negotiate to achieve a desired outcome.
4. Show in a role-play situation how effective negotiation can be used to achieve a desired outcome	4.1 Show in a role-play situation how effective negotiation can be used to achieve a desired outcome
5. Recognise the implications and benefits of self-control and assertiveness.	5.1 Identify situations in which assertiveness can be used to achieve the desired outcome
	5.2 List the benefits of being assertive

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Recognising employment opportunities

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Appreciate different types of work.	1.1 List the key characteristics, and one advantage and/or disadvantage of each of the following: a) employment b) self-employment c) unemployment d) voluntary work.
2. Appreciate the concept of the labour market.	2.1 Give a meaning of the term labour market.
	2.2 List the key characteristics of the following labour markets: a) local b) national c) European d) global.
	2.3 List the main employment opportunities in his/her local labour market.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Time management skills

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know how he/she spends his/her time.	1.1 Record the number of hours he/she spends over a three-day period on the following activities: a) sleeping b) eating c) working d) studying e) socialising.
	1.2 Give two examples of activities for each of the following uses of time: a) productive time b) maintenance time c) leisure time.
	1.3 Indicate if he/she uses time effectively.
2. Know about time management.	2.1 Outline what is meant by time management.
	2.2 Identify how he/she uses time management skills for his/her use of time for two priorities in his/her daily life.
3. Know how to use time management as a way of reducing stress.	3.1 Give two examples of physical symptoms of stress.
	3.2 Give two examples of emotional reactions to stress.
	3.3 Give two examples of ways people suffering with stress might behave.
	3.4 Identify how time management can help reduce stress.
	3.5 Outline a plan of his/her time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Use tools and equipment for a practical activity

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know how to use tools and equipment for an agreed activity.	1.1 State the purpose of tools and equipment suitable for the agreed activity
	1.2 State and follow the safety precautions associated with the tools and equipment used for the agreed activity
	1.3 Use appropriate tools and equipment to produce an agreed artefact or complete an agreed task
2. Know how to care for, maintain and store a range of tools and equipment.	2.1 Outline the care and/or maintenance needed by the tools used in producing the agreed artefact or completing the agreed task
	2.2 State and follow the safety precautions relevant to the care and/or maintenance of the tools used in producing the agreed artefact or completing the agreed task
	2.3 Carry out as directed care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task
	2.4 Make safe and/or store safely tools and equipment as directed
	2.5 Clean and tidy the work area

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Understanding business communication

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Demonstrate an understanding of communication.	1.1 Identify forms of communication which takes place in an average day
2. Understand the advantages and disadvantages in the choice of communication.	2.1 Identify how to choose the right communication method
3. Demonstrate an understanding of effective communication.	3.1 Identify effective and ineffective communication
4. Demonstrate an understanding of a team and the behaviours within that team.	4.1 Identify individual and group behaviours in a team, for example, through a role-play exercise
5. Understand the benefits of an effective communication strategy.	5.1 Outline the measurable benefits of effective communication, for example, efficiency, effectiveness, moral, motivation etc

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Business and customer awareness

Level: 1	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the different types of business and organisations, their purposes and customers in their area.	1.1 Identify the main areas of business for 3 different types of organisations in their local area, at least one of which must be a national organisation.
	1.2 Identify the types of customer for one local and one national organisation identified.
2. Understand why employers might require particular attitudes from their staff in different situations.	2.1 Give 2 examples of particular attitudes employers might require from their staff in different situations.
	2.2 State why these attitudes are important to the employer and the business or organisation.
3. Be able to relate employer expectations to their own activities.	3.1 Identify activities they have undertaken that would meet an employer's expectations.
	3.2 Identify the attitudes they have shown within these activities

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Understanding conflict at work

Level: 1	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it.	1.1 Give 3 examples of common causes of conflict in a place of work.
	1.2 Identify how these could be prevented.
2. Understand employee rights in the place of work and recognise unacceptable behaviour.	2.1 Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (3 examples): a. Race Relations b. Disability Discrimination c. Equal Opportunities.
	2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act).

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Preparing for and learning from interviews

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to plan for interviews	1.1 Outline a job role or programme of learning for interview
	1.2 Outline arrangements for interview
2. Be able to prepare for interviews	2.1 Outline key information about an organisation being interviewed for
	2.2 Outline key information about a job role or programme of learning being interviewed for
	2.3 Outline skills, personal attributes and experience for a job role or programme of learning being interviewed for
	2.4 Prepare responses, including extended responses, to likely interviewer questions
	2.5 Identify questions about an organisation and a job role or programme of learning to ask at interview
3. Be able to communicate during interviews	3.1 Demonstrate ways to make a positive first impression at interview
	3.2 Demonstrate interview techniques by a) making introductions b) responding to questions c) asking planned questions
4. Be able to reflect on interviews	4.1 Outline things that went well during interview
	4.2 Outline improvements for future interviews
	4.3 Outline why someone might want or not want a job role or programme of learning after interview
	4.4 Outline training that might help progression in a job role or programme of learning

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Developing Group and Teamwork Communication Skills

Level: 1	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the roles and responsibilities associated with working in a group.	1.1 Identify different roles for group members when completing specific group tasks
2. Interact successfully with group members and staff in a range of contexts.	2.1 Communicate appropriately to others in a range of structured situations
3. Demonstrate listening and conversational skills for social interaction.	3.1 Select information being communicated orally and respond appropriately, showing that the information has been understood
4. Be aware of others' rights to communicate within a group situation.	4.1 Allow others to express their view/responses without interrupting on a number of occasions in different group situations
	4.2 Discuss why this is important
5. Recognise the importance of co-operation when working in group situations.	5.1 Identify a number of situations when co-operation is necessary to achieve a group task
6. Accept and respond to praise and criticism in a variety of context.	6.1 Identify the appropriate response to praise and constructive criticism from group members in different structured contexts
7. Be aware of the role of those in authority and their relationship with them.	7.1 Identify their relationship with those in authority

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.