

Waste Management Industry
Training and Advisory Board

WAMITAB Level 2 Award in Preparing for Employment (QCF)

Handbook



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Qualification Structure

Candidates must complete all three units from the Mandatory Units Group (6 credits) and a further 6 credits from the Option Group. Candidates will therefore achieve a total of 12 credits.

Mandatory Units

Title	Level	Credits	WAMITAB Code
Reduce risks to health and safety in the workplace	2	3	
Rights and responsibilities in the workplace	2	2	
Responsible work practice	2	1	

Option Units

Title	Level	Credits	WAMITAB Code
Contribute to the sustainability, maintenance and preservation of the environment	2	2	
Understand support services in the public sector	2	2	
Work in a team and develop yourself	2	3	
Maintain a healthy and safe working environment for waste management activities	2	6	
Effective skills, qualities and attitudes for learning and work	2	3	
Career planning and making applications	2	3	
Work-based experience	2	3	
Candidate project for learning and work	2	3	
Developing self for learning and work	2	2	
Teamworking skills	2	3	
Dealing with challenges	2	2	
Managing yourself	2	3	
Valuing customers	2	2	
Understanding the business environment	2	2	
Working for yourself	2	2	
Performing effectively at interviews	2	3	
Introduction to sustainable development and global citizenship	2	3	

Identity and Cultural Diversity	2	2	
Career Progression	2	2	
Practising Leadership skills with others	2	2	
Develop personal skills for leadership	2	2	
Learning with colleagues and other learners	2	2	
Communicating solutions to others	2	2	
Learning from more experienced people	2	2	
Solving work-related problems	2	2	
Summarising documents	2	1	
Contributing to meetings	2	1	
Preparing for work placement	2	1	
Learning from work placement	2	2	
Planning and enterprise activity	2	1	
Running and enterprise activity	2	1	
Producing a product	2	1	
Searching for a job	2	1	
Applying for a job	2	1	
Preparing for an interview	2	1	
Interview skills	2	1	
Self-management skills	2	2	
Effectiveness at work	2	1	
Developing own interpersonal skills	2	3	
Developing practical skills and techniques	2	3	
Investigating a vocational area	2	2	
Use tools and equipment for a practical activity	2	2	
Applying for work	2	2	
Building and managing workplace relationships	2	2	
Communication in the workplace	2	2	
Developing enterprise skills	2	3	
Developing meeting skills	2	2	
Improving own performance	2	2	
Operating in a work environment	2	3	
Oral presentation skills	2	3	

Recognising prejudice and discrimination	2	1	
Solving problems in the workplace	2	3	
Business and customer awareness	2	2	
Dealing with conflict	2	1	

Qualification Summary

This Level 2 qualification, which forms part of the suite of WAMITAB Pre-Employment qualifications, is suitable for people new to looking for a job and/or progressing further 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.

Standards and Assessment Guidance - Mandatory Units

Reduce risks to health and safety in the workplace

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know about their organisation's health and safety procedures	1.1 Describe their responsibilities and legal duties for health and safety in the workplace
	1.2 Identify responsibilities and legal duties for health and safety specific to their own job role
	1.3 Name and locate the person responsible for health and safety in their area of work
	1.4 Describe where and when to get additional health and safety assistance
	1.5 Give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products
2. know how to identify the hazards in the workplace	2.1 Define the term 'hazard'
	2.2 Give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role
	2.3 Give reasons why it is important to remain alert to the presence of hazards in the whole workplace
	2.4 Describe why personal presentation and behaviour is important in maintaining health and safety in the workplace
3. know how to evaluate risks in the workplace	3.1 Define the term 'risk'
	3.2 Give reasons why they should deal with or report risks
	3.3 Describe procedures for reporting risks which they are unable to deal with.
	3.4 Describe the risks to the environment which may be present in the workplace and your own job
4. be able to identify the hazards and risks in the workplace	4.1 Select the workplace instructions are relevant to the job
	4.2 Identify aspects of the workplace which could pose a danger to themselves or others

	4.3 Give examples of working practices in the job which could pose a danger to people in the workplace
	4.4 Assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person
	4.5 Deal with hazards in accordance with instructions and legal requirements
5. be able to reduce the risks to health and safety in the workplace	5.1 Perform duties in accordance with workplace instructions, manufacturer's instructions and legal requirements
	5.2 Use equipment materials and products safely and in accordance with instructions
	5.3 Use relevant equipment to control risks to health and safety
	5.4 Make suggestions on how to reduce risks to health and safety in the workplace to the relevant person
	5.5 Describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person
	5.6 Describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/her self 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.

Rights and responsibilities in the workplace

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the need for policies to comply with employment legislation.	1.1 Describe the function of at least four different policies that an organisation should have in place.
	1.2 Explain why it is important that these policies are implemented.
2. Understand the purpose of and need for a contract of employment.	2.1 Explain the purpose of the main sections of a written contract of employment.
	2.2 Describe ways in which an employer may breach a contract of employment.
	2.3 Describe ways in which an employee may breach a contract of employment
	2.4 Describe possible outcomes of a breach of contract

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.

Responsible work practice

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand the importance of motivation in the workplace.	1.1 Describe at least three things that motivate people in the workplace
	1.2 Explain the impact on a team/organisation of a lack of motivation on the part of individuals
2. Understand the importance of punctuality and reliability in the workplace.	2.1 Describe why punctuality and reliability is important in the workplace
	2.2 Describe strategies for maintaining punctuality
3. Understand the importance of time management in the workplace.	3.1 Describe the advantages to self and others of managing own time effectively
	3.2 Assess strengths and weaknesses in own time management
	3.3 Describe strategies that can be used to manage time to deal with pressure and meet deadlines
	3.4 Identify at least three examples of time-wasting behaviour and describe how they can impact on 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.

Standards and Assessment Guidance - Option Units

Contribute to the sustainability, maintenance and preservation of the environment

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to recognise opportunities to minimise environmental impact when operating equipment and using materials.	<p>1.1 Operate and look after equipment and materials so as to reduce environmental damage:</p> <ul style="list-style-type: none"> • Recyclable materials. • Static and mobile plant. • Pollution. • Physical disturbance.
	<p>1.2 Make sure work is carried out in accordance with approved procedures and practices:</p> <p>Health, Safety and Environmental related to:</p> <ul style="list-style-type: none"> • the individual and others • the organisation • regulatory and statutory requirements • relevant company policies • risk assessment.
	<p>1.3 Recognise any likely or actual environmental damage and take the appropriate action:</p> <ul style="list-style-type: none"> • pollution • physical
	<p>1.4 Recognise Health, Safety and Environmental incidents related to:</p> <ul style="list-style-type: none"> • the individual and others • the organisation • regulatory and statutory requirements • relevant company policies • risk assessment.

	<p>1.5 Carry out work in a manner which minimises environmental damage:</p> <ul style="list-style-type: none"> • Pollution. • Physical disturbance.
2. Understand operational processes to recommend improvements to maintain environmental good practice	2.1 Describe the operational process to maintain environmental good practice.
3.3. Understand how to contribute to the sustainability, maintenance and preservation of the environment	3.1 Describe ways in which tools and materials should be used in order to minimise environmental damage
	3.2 Describe the consequences of pollution
	3.3 Describe how to recognise wastage of energy, equipment and materials
	3.4 Describe working methods that will minimise pollution and waste of resources
	3.5 Describe types of damage which may occur, the impact these can have on the environment and the corrective actions to be taken
	3.6 Describe methods of waste disposal which will minimise the risk to the 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.

Understand support services in the public sector

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the contribution public services make to people's lives	1.1 Describe the diverse needs of a range of customers for public services drawn from different communities and groups
	1.2 Give examples of services the public sector provide
	1.3 Describe the positive effects of at least 3 types of service on individuals and local communities
	1.4 Describe the contribution their job makes to the service delivered to the public
	1.5 Describe how they may be able to provide additional help to members of the public whilst carrying out their job
2. Understand the way in which public services are responsible to the public	2.1 Describe how to give a good service in a working environment which is not commercially competitive
	2.2 Describe how the public can influence the quality of services provided to them
3. Understand the nature of public services provided by outside contractors	3.1 Describe the difference between providing services to the public on an "in house " basis and through external private contractors.
	3.2 Describe why staff employed by an external contractor need to provide good service to all "customers" of the public sector body to which their employer is contracted.
	3.3 Describe how value for money influences service delivery provided by an outside contractor
	3.4 Give reasons why public service contracts are monitored

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 in a team and develop yourself

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know how to work with others	1.1 Give examples of tasks that may be shared within the team
	1.2 Describe the limits of their responsibility in demonstrating jobs to others
	1.3 Give examples of areas of work where they may be able to assist colleagues
	1.4 Describe how to resolve disagreements in a way which does not have a negative affect on the work of the team
	1.5 Give reasons why it is important to resolve disagreements as soon as possible
	1.6 Describe when disagreements should be reported and to whom
	1.7 Explain how to ask for help in carrying out work
	1.8 Give reasons why it is important to join in discussions about their work
2. know how to develop him/her self in the job	2.1 Identify activities that could help with self development
	2.2 Describe how to set targets for personal development
	2.3 Give reasons why it is important that these are achievable
	2.4 Identify the types of support available to achieve targets
	2.5 Describe the procedures for accessing support
	2.6 Give reasons why it is important to review and update progress against targets
	2.7 Describe the procedures for reviewing and updating progress
	2.8 List the benefits of discussing progress with others
3. be able to work with others	3.1 Agree how to share work so that the team works effectively

	3.2 Welcome new colleagues to the team
	3.3 Within the limits of their responsibility demonstrate how to undertake tasks a new team member may not have done before
	3.4 Respond appropriately to work related questions from other members of the team
4. be able to develop him/her self in the job	4.1 Identify and agree areas where they could develop him/her self further
	4.2 Agree targets for personal development that are achievable
	4.3 Agree the time and support required to achieve targets
	4.4 Demonstrate new skills in the workplace
	4.5 Request and use feedback on their performance from the appropriate person

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 a healthy and safe working environment for waste management activities

Level: 2	
Credit Value: 6	
Learning Outcome	Assessment Criteria
1. Maintain personal hygiene	1.1 Maintain personal standards of hygiene in accordance with organisational requirements.
	1.2 Select and use the designated personal protective equipment (PPE) in accordance with operational procedures and legislation.
	1.3 Use approved safe working and hygiene methods and techniques when carrying out work activities.
	1.4 Check work areas are kept clean and tidy and contribute to maintaining them in a suitable condition.
2. Comply with safety procedures at the work site	2.1 Follow safe working procedures and practices in accordance with organisational requirements.
	2.2 Carry out work routines in accordance with organisational procedures.
	2.3 Check risk assessments are in place for all aspects of own work, prior to commencing operations, and ensure their requirements are complied with.
	2.4 Keep to specified walkways in the work place.
	2.5 Give warnings to people who might be at risk from hazardous conditions.
	2.6 Comply with the organisation's requirements for lone working situations.
3. Use and communicate data and information in line with operational procedures	3.1 Report unsafe materials, plant and equipment.
	3.2 Report unsafe locations to the designated person.
	3.3 Report unsafe operating conditions in the work environment.
	3.4 Report hazards which have the potential to be risks.
	3.5 Report emergencies promptly.
4. Resolve problems which could affect health and safety	4.1 Deal with unsafe behaviour in accordance with responsibilities of the job role and workplace procedures.

	4.2 Take steps to deal with conditions that are hazardous to people.
	4.3 Report problems within own area of responsibility in accordance with operational procedures.
	4.4 Refer - to the designated person - health and safety issues that fall outside the responsibility of the job role.
	4.5 Resolve problems within the limits of own responsibility
5. Understand the regulations, procedures and requirements for maintaining a healthy and safe working environment for waste management activities	5.1 Describe appropriately the classifications and types of waste.
	5.2 Describe appropriately the potential hazards associated with different wastes.
	5.3 Describe appropriately details of operational procedures and documentation.
	5.4 Describe appropriately operational procedures and why it is important to comply with them.
	5.5 Determine how to identify work-related hazards and risks.
	5.6 Determine how to deal constructively with colleagues and other people and resolve disagreements.
	5.7 Determine how to use personal protective equipment (PPE) in line with operational procedures.
	5.8 Determine the limits of the job responsibility when communicating with others.
	5.9 Describe appropriately the organisational requirements for personal hygiene.
	5.10 Describe appropriately the importance of good housekeeping.
	5.11 Describe appropriately Risk Assessments in the work place.
	5.12 Describe appropriately the organisational requirements for reporting risks, hazards and dangerous incidents.
	5.13 Determine the differences between a hazard and a risk.
	5.14 Determine the importance of identifying hazards and how to minimise them.
	5.15 Determine the importance of warning others about risks and ways to do it.

	5.16 Determine the different types of plant equipment and potential risks from it.
	5.17 Determine hazard warning signs and their purposes.
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.

This unit supports the 'work placement' or 'vocational taster' for unemployed candidates.

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: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to demonstrate a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment
	1.2 Consistently demonstrate appropriate codes of conduct
	1.3 Demonstrate his/her adaptability and flexibility
	1.4 Demonstrate his/her motivation and enthusiasm
	1.5 Demonstrate his/her commitment and professionalism
	1.6 Reflect on his/her positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication
	2.2 Demonstrate effective face-to-face communication with colleagues or customers
	2.3 Demonstrate effective communication with colleagues or customers who are not present
	2.4 Explain and discuss ideas using technical language where appropriate
	2.5 Give examples of different forms of written communication and when they are used
	2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines
	3.2 Produce a plan for the working day
	3.3 Work safely following health and safety guidelines
	3.4 Carry out multiple tasks or projects
	3.5 Complete tasks to required standard and deadlines

	3.6 Reflect on his/her work and identify ways of working more effectively
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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: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to choose a suitable career pathway	1.1 Research career options
	1.2 Outline two career pathways
	1.3 Evaluate these career pathways
	1.4 Agree a suitable career pathway
2. Be able to select a suitable job, training programme or course	2.1 List and use sources of information for job vacancies, training programmes or courses
	2.2 Select a suitable job vacancy, training programme or course
	2.3 Give reasons for choice
3. Communicate own skills, qualities and experience in relation to the chosen career pathway	3.1 Explain the need to 'sell himself/herself'
	3.2 Describe own skills, qualities, experience and qualifications in relation to chosen career pathway
	3.3 Describe own achievements relevant to the chosen job, training programme or course
	3.4 Prepare a focussed curriculum vitae for his/her chosen career pathway
4. Understand the application process	4.1 Describe how candidates are selected for an interview for a job, training programme or course
	4.2 Complete an application for a specific job, training programme or course
	4.3 Produce relevant documentation to support application

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: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand how to plan effectively for work-based experience	1.1 Research information related to work experience
	1.2 Apply or prepare for work experience
	1.3 Describe how this work experience relates to his/her employment and/or learning goals
	1.4 State personal goals for this work experience
2. Understand what is expected during work-based experience	2.1 Describe behaviours and attitudes expected by work place supervisors and colleagues
	2.2 Explain why personal hygiene and appearance is important
	2.3 Plan how to arrive at work on time
3. Be able to follow requirements during the work-based 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 to given standards and deadlines
	3.5 Interact with other people in an appropriate manner
	3.6 Accept feedback
	3.7 Describe the procedures for reporting progress or any concerns
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 Illustrate how and to what extent personal goals were met

	4.4 Explain how he/she is going to build on this experience
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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.

Candidate project for learning and work

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Plan a project (activity or piece of research)	1.1 Agree a suitable project and state desired outcomes
	1.2 List the stages involved in the project
	1.3 Suggest a timescale for the activities
	1.4 Identify the potential hazards and risks in carrying out the project
	1.5 Submit the plan to a suitable person for feedback
	1.6 Respond to feedback
2. Carry out a project	2.1 Follow the project plan
	2.2 Review progress with a suitable person
	2.3 Amend the project plan if necessary
	2.4 Complete the project
3. Present a project	3.1 Describe process
	3.2 Present project outcomes
4. Evaluate a project	4.1 Obtain and reflect on feedback
	4.2 Explain what went well
	4.3 Explain what did not go well
	4.4 Describe what he/she has learned from planning, carrying out and presenting the project

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Candidates must produce a project and reflect on the outcomes and process of the project; this should form part of the Candidate Portfolio and must be retained as evidence.

Developing self for learning and work

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to improve own performance through learning	1.1 Identify formal learning opportunities
	1.2 Identify informal learning opportunities
	1.3 Describe how he/she learns effectively
	1.4 Identify how to maximise own learning opportunities
2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work	2.1 Describe positive qualities and attitudes needed for learning and work
	2.2 Outline own personal strengths and weaknesses
	2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses
3. Understand the importance of transferable skills for success in learning and work	3.1 Differentiate between vocational skills and transferable skills
	3.2 Explain the importance of transferable skills
	3.3 Outline own current transferable skills
4. Be able to action plan for self development	4.1 Identify areas for development in his/her: a) vocational skills b) transferable skills c) personal attributes
	4.2 Identify realistic short term targets and long term goals for each area
	4.3 Prepare an action plan or contract to meet short term 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.

Teamworking skills

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand why effective teamwork is important	1.1 Define effective teamwork
	1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles
	2.2 Give examples of less formal roles
	2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team
	3.2 Explain how conflicting views could be an advantage
	3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team
	4.2 Identify own strengths, skills and experiences relevant to the teamwork situation
	4.3 Describe his/her own role as part of the team
5. Work with others towards achieving shared objectives	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 he/she needs it
	5.4 Carry out the individual and group activities as agreed
	5.5 Motivate the team to achieve its objectives
	5.6 Provide feedback in an appropriate and constructive manner
	5.7 Receive and respond to constructive feedback
6. Reflect on own performance and that of the team	6.1 Reflect on his/her own performance and the performance of the team
	6.2 Suggest ways of improving own team working skills

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 challenges

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand different types of challenge	1.1 List different types of challenge
	1.2 Describe potential opportunities of challenging situations
	1.3 Describe potential threats of challenging situations
	1.4 Describe attitudes to challenge
2. Understand how to cope with challenges	2.1 Describe personal strengths (qualities, skills, attitudes and behaviours) needed to cope with challenges
	2.2 Identify his/her own abilities to cope
	2.3 Explain the possible effects of emotions on his/her ability to cope
	2.4 Recognise signs of stress
	2.5 Describe ways of dealing with stress
3. Be able to respond positively to challenges	3.1 Describe a challenge
	3.2 Demonstrate a positive response
	3.3 Analyse his/her approach and actions
	3.4 Review the effectiveness of his/her actions
	3.5 State what he/she has learnt from this experience

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.

Managing yourself

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the importance of life/work balance	1.1 State why life/work balance is important
	1.2 List the roles he/she has in life and the time implications of these roles
	1.3 List the support available for these roles
	1.4 Complete a time log for a given period and identify any areas of concern
2. Understand the importance of a healthy lifestyle for personal effectiveness	2.1 State why sleep is important
	2.2 State why regular exercise is important
	2.3 List the benefits of eating healthily
	2.4 Describe the effects of alcohol and drugs on performance
3. Understand how to 'work smart'	3.1 List possible internal and external barriers to effective working
	3.2 State the difference between urgent and important tasks
	3.3 State when and where he/she works best
4. Carry out an analysis of self management skills	4.1 Analyse current self management skills
	4.2 Identify ways of making him/herself more effective
	4.3 Produce an action plan for personal improvement

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 customers

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the importance of customers to organisations	1.1 Explain why customers are important to organisations
	1.2 Differentiate between internal and external customers
2. Understand the importance of customer confidence and retention	2.1 Describe how to create customer confidence
	2.2 Outline the benefits to an organisation of having a positive reputation
	2.3 List ways in which an organisation can build a good reputation
	2.4 Give examples of how an organisation's reputation can be damaged
3. Know how to interact effectively with customers	3.1 List some positive and some negative aspects of personal presentation that can affect customers' perceptions of an organisation
	3.2 Explain the importance of effective communication skills in dealing with customers
4. Understand how to develop productive relationships with customers	4.1 Describe the benefits to an organisation of having a customer service policy
	4.2 Describe ways of responding positively to customers' needs, expectations and complaints
	4.3 Give examples of when behaviour may need to be adapted to meet the specific needs of customers
	4.4 Give examples of situations where support may be needed when dealing with customers

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 the business environment

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand that there are different types of business	1.1 Define the private sector and give examples of types of private sector businesses
	1.2 Define the public sector and give examples of public sector organisations
	1.3 Define the voluntary sector and give examples of voluntary sector organisations
	1.4 Explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary
2. Understand how businesses function	2.1 Describe the following business functions: <ul style="list-style-type: none"> • Operations • People • Information • Research and development • Finance
	2.2 Compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME)
3. Understand changing patterns of employment	3.1 Outline some of the changes in patterns of employment locally
	3.2 Outline some of the changes in patterns of employment nationally
	3.3 Outline some of the changes in patterns of employment in Europe and globally
	3.4 Describe how changing patterns of employment may affect his/her choices for learning or work
4. Understand how business activity is affected by market forces	4.1 Explain the relationship between supply and demand in the business environment
	4.2 Describe the relationship between price and profit
	4.3 Identify the connections between markets and competition

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.

Performing effectively at interviews

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the interview process	1.1 Describe the interview process
	1.2 Explain how interviews are a two-way process
	1.3 Describe different types of interview (eg panel, group) and activities you may be asked to complete
	1.4 Describe ways to make a positive impression
2. Prepare for an interview	2.1 Outline research completed regarding the interviewing organisation
	2.2 Outline research completed regarding the selected job, course or placement
	2.3 Organise relevant documentation to take to an interview
	2.4 Suggest possible interview questions and answers
	2.5 Plan how to arrive at the interview on time
3. Participate in an interview	3.1 Take part in a real or simulated interview
	3.2 Dress appropriately
4. Be able to make an informed decision	4.1 Describe the impression gained and any information obtained during the interview
	4.2 State whether or not he/she would still like the job, course place or placement and give reasons for his/her decision
5. Reflect on own performance	5.1 Evaluate own interview practice
	5.2 Describe how he/she will build on this experience

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 for yourself

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the rewards and risks of working for yourself	1.1 Define what is meant by self-employment
	1.2 Explain the potential rewards of working for yourself
	1.3 Explain the possible risks of working for yourself
2. Know the skills needed to start-up and run his/her business	2.1 List the skills needed to start-up and run his/her business
	2.2 Analyse his/her current skills
	2.3 Describe what he/she could do to address any deficit between current skills and skills needed and/or where he/she could get support
3. Understand how to fund his/her business	3.1 Evaluate ways of funding his/her business
	3.2 List the main items of business expenditure
	3.3 Explain what is meant by cash flow and why it is important
4. Understand the legal and regulatory requirements of self-employment	4.1 State the legal requirements in relation to self-employment
	4.2 Describe regulations for: <ul style="list-style-type: none"> • Licences • Business insurance • Health and safety • Data protection • Intellectual property

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 sustainable development and global citizenship

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the significance of sustainable development	1.1 Define sustainable development
	1.2 List some of the principles of sustainable development
	1.3 Describe some of the threats to sustainable development
2. Understand the significance of global citizenship	2.1 Define global citizenship
	2.2 List some of the key features of global citizenship
	2.3 Choose one of these features and explain why it is important
3. Understand the relationship between sustainable development and global citizenship	3.1 Give examples of how sustainable development and global citizenship relate to one another
4. Be aware of actions to promote sustainable development and/or global citizenship	4.1 Describe a global initiative
	4.2 Describe a local project
5. Conduct a sustainability survey	5.1 Survey own workplace, home or learning environment in relation to sustainable development
	5.2 List areas that contribute to sustainable development
	5.3 List areas that threaten sustainable development
	5.4 Make appropriate recommendations to address these areas
6. Know how to take action to promote sustainable development and/or global citizenship	6.1 Describe actions he/she is taking/could take to promote sustainable development and/or global citizenship

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.

Identity and cultural diversity

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the meanings of the terms social diversity and inclusion	1.1 describe the key features of social diversity
	1.2 define the term social inclusion
	1.3 describe the key features of diversity (eg ethnicity, gender)
	1.4 identify bodies who work on equality/diversity issues (e.g.CEHR)
2. Understand equality, discrimination and prejudice	2.1 give examples of inequality in a range of situations
	2.2 explain the differences between discrimination and prejudice
	2.3 give examples of positive and negative stereotyping
3. Understand the diversity of communities	3.1 describe the common characteristics of a range of diverse groups in Society
	3.2 explain how society can benefit from a diverse society

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand that personal skills, qualities and experience influence career progression	1.1 P1 Analyse their own skills, qualities and experience P2 Discuss reasons why their personal qualities, skills and experiences might be more suited to some areas of work or learning than others
2. Be able to access information and guidance related to career progression	2.1 P3 Find different sources of information related to career progression P4 Evaluate the relevance of the information to their own skills, qualities, experience and career aspirations
3. Understand the importance of work or study opportunities in career progression	3.1 P5 Discuss the career benefits of different examples of work or study opportunities P6 Explain how one job role or stage of career development may lead to another
4. Be able to plan their career progression	4.1 P7 Produce a career progression plan P8 Explain the timeline and resources that might be needed to support their career progression plan P9 Discuss appropriate ways of reviewing their career progression plan

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 Other

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to lead a group activity	1.1 Explain how their leadership skills will contribute to a given group activity
2. Demonstrate effective leadership skills with others	2.1 Give support to other members of the group
	2.2 Allocate tasks and activities appropriately to other members of the group
	2.3 Give and receive appropriate feedback
	2.4 Make decisions about tasks and activities appropriately
3. Evaluate their leadership performance	3.1 Carry out an evaluation of their leadership performance
	3.2 Suggest areas for improvement of their leadership performance

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the main features of leadership	1.1 Describe the main features of leadership
	1.2 Explain how their own skills and qualities relate to the main features of leadership
2. Plan how to demonstrate leadership skills	2.1 Describe the range of skills they will use to lead others
	2.2 Explain how they will put these skills into practice in order to lead others
3. Prepare for a leadership activity	3.1 Select a suitable activity to demonstrate their leadership skills
	3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the importance of learning with colleagues or other learners	1.1 Explain why learning with their colleagues or other learners is important for their own development
2. Plan the learning they will undertake with colleagues or other learners	2.1 Describe a learning goal which they will be able to undertake with colleagues or other learners
	2.2 Explain how they will work towards achieving the learning goal
3. Be able to interact appropriately with colleagues or other learners in a learning situation	3.1 Respond appropriately to advice from others
	3.2 Express beliefs and opinions to others appropriately
	3.3 Give helpful feedback to others
4. Review the learning they have undertaken with colleagues or other learners	4.1 Give examples of how they have learned with colleagues or other learners
	4.2 Reflect on their experience of learning with a group of other colleagues or other learners

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand why they need to solve a problem	1.1 Describe a possible problem to solve
	1.2 Explain why the problem requires a solution
	1.3 Describe a way to solve the problem
2. Communicate the solution effectively to others	2.1 Using appropriate communication methods, explain to others how the problem was solved
	2.2 Use appropriate information to support their explanation
3. Provide appropriate responses to questions or objections	3.1 Identify possible questions or objections to their solutions to a problem
	3.2 Plan how to deal with feedback and questions from others in the group
	3.3 Respond appropriately to questions or objections from others
4. Evaluate their performance	4.1 Evaluate how effective their performance was
	4.2 Suggest areas for improvement

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand situations where they might interact with more experienced people	1.1 P1 Describe situations in which they might interact with more experienced people
2. Understand how more experienced people work effectively	2.1 P2 Describe an effective way of working demonstrated by a more experienced person P3 Explain why this way of working was effective
3. Understand how they can improve their performance by learning from those who have more experience	3.1 P4 Describe an example of a skill or process they have learned from others with more experience P5 Explain how they can use what they have learned to improve their performance
4. Review what they have learned from more experienced people	4.1 P6 Carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand that both individuals and organisations encounter workplace problems	1.1 P1 Explain the main reasons that individuals encounter problems in the workplace P2 Describe some of the common types of problem that an organisation or company might need to solve
2. Use sources of help effectively	2.1 P3 Explain how sources of help available to both individuals and to organisations can help in solving work-related problems P4 Extract relevant information or advice from several different sources to help solve workplace problems
3. Consider possible solutions to workplace problems	3.1 P5 Describe possible solutions to different work-place problems P6 Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order
4. Apply appropriate strategies to solve workplace problems	4.1 P7 Plan how to execute the solutions they consider most likely to work

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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to distinguish between the key points and supporting detail in documents of several pages	1.1 P1 Extract the key points from a document of several pages
2. Understand that the intended purpose and audience for a summary should influence the way in which it is written	2.1 P2 Explain how summaries can be written and presented differently according to purpose and audience
3. Be able to summarise the key points of documents of several pages in a way that is consistent with the intended purpose and audience	3.1 P3 Produce a summary which: <ul style="list-style-type: none"> • captures the key points of a document accurately • is presented in a format and uses language appropriate for the intended purpose and audience • 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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know key aspects of meetings	1.1 P1 Describe key aspects of the meeting process and procedures
2. Know solutions to common meeting problems	2.1 P2 Describe appropriate solutions to common meeting problems
3. Be able to contribute to the discussion at a meeting	3.1 P3 Record personal notes from meeting P4 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4. Be able to take responsibility for an agenda item at a meeting	4.1 P5 Present an agenda item at a meeting P6 Answer questions to help move the discussion forward and reach decisions

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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand the company or organisation where they plan to do the work placement	1.1 P1 Explain key information about the company or organisation providing the work placement and where this information was obtained
2. Understand information they need before starting work placement	2.1 P2 Explain the terms and conditions of the work placement P3 Explain the tasks they would need to perform as part of the work placement
3. Understand what the company or organisation expects of the learner during the work placement	3.1 P4 Explain why workplace values are important for success at the work placement P5 Describe personal presentation requirements appropriate to the placement P6 Explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4. Be able to set goals for the work placement including skills development	4.1 P7 Set specific, realistic goals for the work placement, including a goal that relates to skills development

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to present evidence of learning gained from tasks undertaken during the work placement	1.1 Show evidence that explains the learning gained from tasks undertaken during the work placement
2. Understand what skills were used or gained during the work placement	2.1 Explain how they used their strengths or skills during the work placement and where they experienced challenges
3. Understand aspects of the work placement that could have been improved	3.1 Explain any aspect of the work placement experience that could have been improved and how it could have been improved
4. Be able to use learning from the work placement to set career-related goals	4.1 Describe how the work placement experience might assist them in making choices about a future career
	4.2 Set short-term and long-term goals which build on their learning from the work placement

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

This unit supports the 'work placement' or 'vocational taster' for unemployed candidates.

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

Planning an enterprise activity

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand how to choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service
	1.2 Describe why people might want to buy their product or service
2. Draw up a plan for an enterprise activity	2.1 Prepare a plan for implementing an enterprise activity
3. Understand the risks involved in running the enterprise activity	3.1 Assess the main risks that may occur in implementing the enterprise activity

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.

Running an enterprise activity

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to provide a strategy to ensure the success of an enterprise activity	1.1 Explain the features of an effective strategy to ensure success for their enterprise activity
2. Be able to complete an enterprise activity using appropriate skills and procedures	2.1 Demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures
	2.2 Explain the importance of handling money correctly in an enterprise activity
3. Be able to evaluate the success of the enterprise activity	3.1 Use financial records to explain the reasons for the success or failure of the enterprise activity
4. Know how to review their personal involvement in an enterprise activity	4.1 Describe their role in the enterprise activity and any skills they have gained

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.

Producing a product

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand how to plan the manufacture of a product or item	1.1 Prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product
2. Understand the new skills required to make the product or item	2.1 Explain the new skills needed to make the product or item
	2.2 Explain how and where the new skills will be learned
3. Be able to produce the product or item safely	3.1 Demonstrate how the planned levels of safety were met in producing the product or item
4. Be able to evaluate the product or item produced	4.1 Describe how the plan for making the product or item affected the level of quality
	4.2 Suggest possible future improvements that could be made in producing the product or item

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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand how to use potential job sources	1.1 Evaluate a range of sources of employment available for job-seekers
	1.2 Select appropriate sources of job vacancies for their own purposes
	1.3 Identify potential job roles from the appropriate sources of employment
2. Understand how their skills, interests and achievements might relate to potential job roles	2.1 Explain how their skills, interests and achievements relate to potential job roles identified from appropriate sources of employment
3. Be able to investigate job vacancies	3.1 Search for potential job vacancies
	3.2 Communicate with employers or the employer's representative to obtain further information about 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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application
	2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience

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: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that the interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by the interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/ course and explain why it is useful for the interview
	3.2 Identify what information they do not have about the job/placement/course which they could request at the 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.

Interview skills

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to present themselves appropriately at an interview	1.1 Arrive in good time for the interview and have prepared information about the name or job role or title of the interviewer
	1.2 Introduce themselves at the interview location
	1.3 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course
2. Be able to answer the interviewer's questions appropriately	2.1 Explain the importance of clarifying an interviewer's questions if they are unclear
	2.2 Give full responses which provide answers to the questions asked by the interviewer
3. Reflect on their performance in an interview	3.1 Analyse what went well and what did not
	3.2 Suggest ways of improving their performance in a future 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.

Self management skills

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the importance of managing themselves effectively in the workplace	1.1 Explain how and why they need to manage themselves in the workplace
	1.2 Explain how appropriate self management benefits themselves, their colleagues and their employer
2. Demonstrate effective self-management skills	2.1 Produce a plan for a working day
	2.2 Structure appropriate breaks during their working day
	2.3 Agree and prioritise work appropriately to achieve their daily objectives
3. Carry out an analysis of their self- management skills	3.1 Analyse their self-management skills
	3.2 Suggest areas for improvement

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.

Effectiveness at work

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand effective workplace behaviour	1.1 P1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace
2. Demonstrate effective working practice	2. P2 Interact appropriately with a wide range of colleagues in the workplace P3 Represent the workplace positively when dealing with customers or others outside of the workplace P4 Apply organisational procedures appropriately
3. Evaluate their own practice	3.1 P5 Describe what went well and what did not P6 Suggest areas for improvement of their performance

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: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be aware of personal skills and their use.	1.1 Describe his/her own strengths and show how these skills could be transferred to other roles.
2. Display awareness of the need for time management.	2.1 Describe ways of improving own time management
3. Show understanding of personal need to manage stress.	3.1 Describe own strategies for managing stress
4. Understand the difference between constructive and destructive criticism.	4.1 Describe real situations which illustrate and show use of appropriate criticism
5. Be aware of confident behaviour in themselves and others.	5.1 Describe real situations which illustrate confident behaviour
6. Be aware of body language and understand its application.	6.1 Describe the application of body language in real situations
7. Know the difference between aggressive, passive and assertive behaviour.	7.1 Describe how s/he can respond appropriately to 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.

Developing practical skills and techniques

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know how to use practical skills and techniques for a chosen activity.	1.1 Describe the skills/techniques to undertake a chosen activity
	1.2 Use skills/techniques to undertake a chosen activity
2. Know how to plan and execute an activity.	2.1 Plan the activity detailing each stage of the process/development
	2.2 Select materials and equipment needed for each stage
	2.3 Describe any problems encountered at each stage
3. Understand the Health and Safety requirements to undertake chosen craft.	3.1 Describe safe working practices
	3.2 Assess risks and hazards
	3.3 Follow safe working practices
4. Review own development.	4.1 Comment on the practical skills and techniques learnt
	4.2 Assess areas for improvement

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.

Investigating a vocational area

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know how to research a vocational area.	1.1 Use relevant sources of information to research a vocational area, and explain what has been learned from each
	1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
	1.3 Describe three job roles associated with the vocational area
	1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
	1.5 Explain how a candidate might show that they meet the job specification for one of the job roles identified
1.2 Know how to develop the skills and knowledge for a chosen job role.	2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
	2.2 Assess and prioritise areas for own development
	2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know how to use a range of tools and equipment for an agreed activity.	1.1 Describe the purpose of tools and equipment suitable for the agreed activity.
	1.2 Describe and follow the safety precautions associated with the tools and equipment used for the agreed activity
	1.3 Select and 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 Describe the care and/or maintenance needed by the tools used in producing the agreed artefact or completing the agreed task
	2.2 Describe 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 appropriate 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
	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.

Applying for work

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Recognise different ways of applying for jobs.	1.1 Describe the different ways of applying for jobs and what is involved in each approach
2. Be able to produce a Curriculum Vitae (CV).	2.1 Produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills
	2.2 Modify a CV for a specific purpose, including all relevant information
3. Be able to write a covering letter.	3.1 Describe the range of information required in a covering letter to meet the needs and expectations of employers
	3.2 Produce a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register
	3.3 Adapt the letter appropriately for both a direct and a speculative approach
4. Be able to complete job application forms.	4.1 Read the job requirements and specifications and describe the range of information required
	4.2 Describe own skills and experience relevant to the job specifications and prepare draft text
	4.3 Complete the form providing the information requested and the level of detail required
	4.4 Present the information in a style and register appropriate to the audience
	4.5 Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary

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 and managing workplace relationships

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand acceptable boundaries to behaviour in the workplace.	1.1 Describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace
	1.2 Describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace
2. Know how to recognise and respond to different behaviours.	2.1 Describe examples of aggressive, passive and assertive behaviour in workplace situations
	2.2 Describe the potential impact of these different behaviours on workplace relationships
	2.3 Demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations
3. Know how to give and respond to constructive criticism.	3.1 Demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations
	3.2 Describe how constructive criticism can benefit an individual and contribute to their personal development and growth
	3.3 Demonstrate how to respond to constructive criticism in an open and non-defensive way
4. Understand how conflict can be dealt with constructively in the workplace.	4.1 Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace.

Evidence Requirements:

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Communication in the workplace

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the importance of positive verbal and non-verbal interaction in the workplace.	1.1 Describe the importance and benefits of positive verbal communication with colleagues in the workplace
	1.2 Describe the importance and benefits of positive verbal communication with customers/clients
	1.3 Describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction
	1.4 Describe the importance of clarity, tone and manner when communicating by telephone
2. Be able to demonstrate positive verbal and non-verbal interaction.	2.1 Demonstrate appropriate and inappropriate ways of communicating verbally
	2.2 Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication
	2.3 Listen and respond to others, acknowledging their right to hold opinions that differ from own
3. Be able to produce positive written communications in the workplace.	3.1 Produce written business communications in at least two formats, using language, tone and register appropriate to the recipient and the formality of the situation.

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 enterprise skills

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to identify a viable product or service to market and sell.	1.1 Describe the selected product or service and give reasons for choice
	1.2 Describe the target market for the product or service
	1.3 Describe the main competitors and assess risk
2. Be able to plan an enterprise activity.	2.1 Devise an action plan describing each stage of the enterprise activity
	2.2 Identify resources and set targets for completion
	2.3 Obtain feedback from others on plan and amend where appropriate
	2.4 Describe potential risks to the activity
3. Be able to run an enterprise activity.	3.1 Run the activity, putting the plan into action and monitoring at each stage
	3.2 Review the action plan, suggesting alternative ways to achieve objectives where necessary
4. Be able to evaluate an enterprise activity.	4.1 Describe the strengths and weaknesses of the enterprise activity and the impact these had on the success or failure of the activity
	4.2 Describe lessons learnt and how these would affect future enterprise activities undertaken
	4.3 Assess own role in the activity and identify skills and/or knowledge acquired and areas for own future development

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 meeting skills

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand that there are different purposes to meetings.	1.1 Describe a range of reasons and purposes for holding meetings
	1.2 Describe how meetings differ depending on their nature and purpose, size, the people involved and the organisational culture
2. Understand meeting conventions and processes.	2.1 Describe key aspects of the meeting process and procedures
	2.2 Describe the importance of having an agenda
	2.3 Describe the structure of a conventional agenda
	2.4 Describe the types of information and documentation that may be needed at a meeting
	2.5 Describe the importance of taking notes and recording outcomes and decisions
	2.6 Describe the role of the Chair in a meeting
	2.7 Give examples of acceptable and unacceptable behaviours in a meeting
3. Be able to participate in a meeting.	3.1 Make clear contributions to a meeting which are relevant to the point in discussion
	3.2 Listen to others' contributions without interrupting
	3.3 Communicate in a style appropriate to the purpose and level of formality of 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.

Improving own performance

Level: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to assess own performance.	1.1 Describe areas of work s/he enjoys and/or feels s/he is good at
	1.2 Describe areas of work s/he feels less confident about
	1.3 Describe areas of own work s/he would like to improve, giving reasons
2. Be able to create and implement an action plan to improve own performance.	2.1 Produce a plan to improve performance in a number of areas, using a suitable format
	2.2 Set realistic short term targets for improvement on the basis of existing strengths, aptitudes and skills
	2.3 Consider differing demands on time when setting targets
	2.4 Describe actions they will take to meet the targets
	2.5 Identify possible obstacles and ways of overcoming them
	2.6 Manage time and other resources in order to achieve targets
	2.7 Use feedback from others to aid progress towards targets
3. Be able to review the effectiveness of an action plan to improve own performance.	3.1 Describe progress made in meeting targets and improving own performance
	3.2 Review and revise the plan accordingly, suggesting alternative ways to achieve targets where necessary

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.

Operating in a work environment

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the structure and purpose of the organisation.	1.1 Describe the main purpose of the organisation
	1.2 Describe the most important activities undertaken by the organisation
	1.3 Describe the organisational and management structure, including departments and their functions
	1.4 Describe how information is gathered and communicated across the organisation and between departments
2. Understand own role within the organisation and perform tasks accordingly.	2.1 Describe own role and activities, and the agreed limitations to own responsibilities
	2.2 Carry out tasks as directed, following instructions where appropriate and requesting guidance if necessary
3. Be able to comply with agreed conventions for personal presentation, behaviour and time-keeping.	3.1 Maintain personal presentation at work and behave within agreed standards consistently
	3.2 Meet time-keeping and attendance requirements, following the organisational procedures if there are unavoidable difficulties
4. Understand and comply with safe working practices.	4.1 Describe the main safety hazards in the work placement, the precautions to address them and how to report them
	4.2 Describe the organisation's procedures in the event of an accident or emergency
	4.3 Describe the location of the First Aid Box and its main contents
	4.4 Describe how to use key safety equipment, for example fire extinguisher
	4.5 Work in a way that does not endanger self or others
5. Be able to reflect on and learn from experience of work.	5.1 Monitor own development and experiences, including positive achievements, key incidents, lessons learnt and skills acquired
	5.2 Describe how previous learning helped them in their work

	5.3 Identify areas for own further development in order to enhance future employment opportunities
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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.

Oral presentation skills

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to source information for and plan a presentation.	1.1 Identify and locate different sources of information relevant to the topic of presentation
	1.2 Prepare a plan and/or notes that reflect appropriate content and structure for the task
2. Be able to deliver a structured presentation to an audience.	2.1 Introduce topic clearly
	2.2 Present material logically, linking ideas together
	2.3 Present an effective conclusion
	2.4 Explain key concepts
	2.5 Use appropriate evidence to support ideas, arguments and opinions presented
3. Be able to demonstrate an awareness of the audience.	3.1 Speak audibly, using tone and register appropriate to audience and level of formality
	3.2 Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest
	3.3 Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate
4. Be able to handle questions effectively.	4.1 Listen attentively, and respond to, questions and points raised by the audience
5. Understand the strengths and weaknesses of the presentation.	5.1 Describe strengths and weaknesses of own presentation
	5.2 Identify areas for improvement in presentation skills

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 prejudice and discrimination

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know how stereotyping people can lead to discrimination.	1.1 Identify examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they can and do lead to discrimination
2. Understand the impact of discrimination on individuals and society.	2.1 Identify examples of discriminatory language and describe the effect of this language on individuals and society
	2.2 Identify examples of discriminatory behaviour and describe the effect of this behaviour on individuals and society

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 problems in the workplace

Level: 2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the types of problems that may occur in a workplace.	1.1 Describe a range of problems which may be encountered in the workplace and the different reasons for them
	1.2 Identify the cause of a problem
	1.3 Describe a range of factors which might influence/limit solutions to a problem
2. Understand potential sources of advice and support to inform decision making.	2.1 Discuss a problem with others and consider and assess other points of view to inform decision making
	2.2 Use information from other sources to explore new and creative ways of problem solving
3. Understand and apply the process of problem solving.	3.1 Assess potential solutions to a problem and make recommendations in discussion with others
	3.2 Select and implement an agreed solution to a problem
	3.3 Assess to what extent the action taken addressed the problem, describing what worked well and what could have been done differently

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: 2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to research local businesses and identify how they differ in purpose and customer base.	1.1 Collect information about 3 different local businesses, including one national business, from a given list of business types.
	1.2 Describe what each business is about, showing: <ul style="list-style-type: none"> a. What it does b. How it is owned c. The type of people it employs and the skills needed to work there d. The type of customer it has.
	1.3 Present their findings including their sourced material in a clear and appropriate way.
2. Understand the relationship between qualities and business and how this changes depending on the nature of the business.	2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities.
	2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers.
3. Be able to source information on a local business and identify the qualities they are likely to look for in employees.	3.1 Determine the nature of an important local business by examining information collected on the business.
	3.2 Describe the business customer base.
	3.3 Identify the qualities that the business will look for in its employees.
	3.4 Present findings in a clear and appropriate way describing the businesses customer base.

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 conflict

Level: 2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand how conflicts can arise and how they are commonly resolved.	1.1 Describe some of the common causes of conflict in the place of work.
	1.2 Describe 3 different approaches used to prevent conflict arising or escalating
2. Understand what attitudes and behaviours help when dealing with conflict.	2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise.
	2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: <ul style="list-style-type: none"> a. Emails b. Conversation c. Giving instructions
	2.3 Describe some of the types of language an employee might encounter in the work place.
3. Understand employee rights in the place of work and recognise unacceptable behaviour.	3.1 Describe what would constitute unacceptable behaviour and unacceptable language.
	3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected.
	3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings.

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

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