Qualification Specification

Highfield Entry Level Award in Personal Development for Employability (Entry 3) (RQF)

Qualification Number: 603/6237/6

Highfield Entry Level Certificate in Personal Development for Employability (Entry 3) (RQF)

Qualification Number: 603/6239/X

Highfield Entry Level Extended Certificate in Personal Development for Employability (Entry 3) (RQF)

Qualification Number: 603/6240/6

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Highfield Entry Level Award in Personal Development for Employability (Entry 3) (RQF)
Highfield Entry Level Certificate in Personal Development for Employability (Entry 3) (RQF)
Highfield Entry Level Extended Certificate in Personal Development for Employability (Entry 3) (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Entry Level Award in Personal Development for Employability (Entry 3) (RQF), Highfield Entry Level Certificate in Personal Development for Employability (Entry 3) (RQF) and Highfield Entry Level Extended Certificate in Personal Development for Employability (Entry 3) (RQF) have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualifications are also regulated by Qualifications Wales.

Key facts

Highfield Entry Level Award in Personal Development for Employability (Entry 3) (RQF)

Qualification number:	603/6237/6
Learning aim reference:	60362376
Assessment method:	Multiple-choice question (MCQ) examination, Portfolio, Practical Demonstration
Guided learning hours (GLH):	37
Total qualification time (TQT):	60

Highfield Entry Level Certificate in Personal Development for Employability (Entry 3) (RQF

Qualification number:	603/6239/X
Learning aim reference:	6036239X
Assessment method:	Multiple-choice question (MCQ) examination, Portfolio, Practical Demonstration
Guided learning hours (GLH):	105
Total qualification time (TQT):	120

Highfield Entry Level Extended Certificate in Personal Development for Employability (Entry 3) (RQF)

Qualification number:	603/6240/6
Learning aim reference:	60362406
Assessment method:	Multiple-choice question (MCQ) examination, Portfolio, Practical Demonstration
Guided learning hours (GLH):	200
Total qualification time (TQT):	270

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Qualification overview and objective

The objective of these qualifications is to prepare learners for employment and/or support a role in the workplace. The content of the qualification is designed to be flexible for learners to achieve a variety of employment-based skills, along with a number of work-related tasters.

Entry requirements

Learners should be 14 or over and it is recommended that they have a good level of literacy (verbal and written) skills.

Guidance on delivery

The total qualification time (TQT) and recommended guided learning hours (GLH) for these qualifications are:

	TQT	GLH
Award	60	37
Certificate	120	105
Extended Certificate	270	200

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

These qualifications are assessed by multiple-choice question (MCQ) examination, portfolio, practical demonstration or open response workbook.

The following the table lists the units that are assessed by anything other than portfolio.

If the unit is not mentioned below then it is assessed by portfolio of evidence.

Unit reference	Unit title	Assessment method
Employability Units		
F/615/5158	Principles of Health and Safety within the Workplace	MCQ (30-minute, 15 question paper with a pass mark of 60%)
Accounting Unit		
K/615/6207	An introduction to Accounting	MCQ (45-minute, 20 question examination with a pass mark of 60%)
Fire Safety Units		
Y/615/7451	Principles of Fire Safety Awareness	MCQ (30-minute, 15 question examination with a pass mark of 60%)
Food Safety Units		
D/616/6880	Food Safety Awareness in Catering	MCQ (30-minute, 15 question examination with a pass mark of 60%)
H/616/6881	Food Safety Awareness in Manufacturing	MCQ (30-minute, 15 question examination with a pass mark of 60%)

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Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

These general requirements apply to all units within these qualifications.

Additional unit or sector requirements may be necessary, and these are outlined within Appendix 4.

Highfield Qualifications **requires** nominated tutors for this qualification to meet the following:

- have experience or hold a relevant subject area qualification for the unit(s) they are teaching
- hold, or be working towards, a recognised teaching qualification [or experience], which could include any of the following:
  - Level 3 or 4 Education and Training
- maintain appropriate continued professional development for the subject area

Assessor requirements

These general requirements apply to all units within these qualifications. Additional unit or sector requirements may be necessary, and these are outlined within Appendix 4.

Highfield Qualifications **requires** nominated assessors for this qualification to meet the following:

- have experience or hold a relevant subject area qualification for the unit(s) they are assessing
- have experience or hold, or be working towards, a recognised assessing qualification, which could include any of the following:
  - A1
  - D32/D33
  - Highfield Level 3 Award in Assessing Vocationally Related Achievement
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications **requires** internal quality assurers for this qualification to meet the following:

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- have experience or hold a relevant subject area qualification for the unit(s) they are assessing
- hold, or be working towards, a recognised internal quality assurance qualification [or experience], which could include any of the following:
    - D34
    - V1
    - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or above
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

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Progression opportunities

Learners who successfully complete one of these qualifications may progress in one of the following routes:

- **Employment**: Successful learners in completing this qualification will gain the skills and knowledge required to start work in a variety of different sector areas e.g. security, customer service, retail.
- **Education**: Successful learners may wish to continue with their educational development and look towards completing the higher-level qualification in personal development for employability (Level 1) available from Highfield, or work towards a more specific work-based qualification.

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Appendix 1: Qualification structure

To complete the **Highfield Entry Level 3 Award in Personal Development for Employability (RQF),** learners must complete the following:

- **One mandatory unit**
- a **minimum of 12 GLH from either optional unit group**

To complete the **Highfield Entry Level 3 Certificate in Personal Development for Employability (RQF),** learners must complete the following:

- **One mandatory unit**
- a **minimum of 80 GLH** from the optional units comprising:
  - **a minimum of 30 GLH from Optional Group 1**
  - **a maximum of 50 GLH from Optional Group 2**

To complete the **Highfield Entry Level 3 Extended Certificate in Personal Development for Employability (RQF),** learners must complete the following:

- **One mandatory unit**
- a **minimum 175** from the optional units comprising:
  - **a minimum of 80 GLH from Optional Group 1**
  - **a maximum of 95 GLH From Optional Group 2**

Mandatory group
Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
L/505/4047	Assessing myself for work	Entry 3	25	3

Optional Group 1 (Entry Level 3 Units)

Unit reference	Unit title	Level	GLH	Credit
Employability Units				
A/506/4704	Completing an Application Form	Entry 3	10	1
A/505/6926	Developing Personal Presentation Skills for the Workplace	Entry 3	10	1
H/506/4700	Developing time-management skills for the workplace	Entry 3	10	1
T/506/4698	Job searching	Entry 3	20	2
D/505/3842	Learning to be financially aware	Entry 3	25	3
D/504/3361	Personal Behaviour for Success	Entry 3	30	3
A/502/0461	Preparation for work	Entry 3	20	2
A/616/6546	Produce a Curriculum Vitae	Entry 3	20	2

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Digital Skills Units				
R/617/7293	Using devices and handling information	Entry 3	9	2
Y/617/7294	Creating and editing	Entry 3	4	1
D/617/7295	Communicating	Entry 3	4	1
H/617/7296	Transacting	Entry 3	4	1
K/617/7297	Being safe and responsible online	Entry 3	9	2
M/617/7298	Using technology for collaboration	Entry 3	55	8
T/617/7299	Using technology for career development	Entry 3	45	6
Land Based Units				
R/600/0288	Assist with potting up rooted cuttings, large seedlings or plugs by hand	Entry 3	20	2
T/502/1026	Construct a composter	Entry 3	20	2

Optional Group 2 (Entry Level 2 and Level 1 Units)

Unit reference	Unit title	Level	GLH	Credit
Employability Units				
A/502/3019	Completing a job application form	Entry 2	10	1
D/502/0436	Dealing with Problems in daily life	Entry 2	20	2
Y/503/2827	Alternatives to Paid Work	1	10	1
H/503/2832	Applying for a Job	1	10	1
F/501/5827	Being Responsible for Other People's Money	1	10	1
D/503/2845	Building Working Relationships with Colleagues	1	20	2
H/503/2846	Building Working Relationships with Customers	1	20	2
F/503/2837	Career Progression	1	20	2
J/503/2841	Communicating Solutions to Others	1	20	2
A/503/2853	Contributing to Meetings	1	10	1
M/506/4702	Developing effective communication skills for the workplace	1	20	2
J/503/2838	Developing Personal Skills for Leadership	1	20	2
Y/600/0616	Effective Teamwork	1	19	2
M/503/2834	Interview Skills	1	10	1
K/503/2847	Investigating Rights and Responsibilities at Work	1	10	1
J/502/4206	IT User Fundamentals	1	20	3
R/502/4256	IT Security for Users	1	10	1
Y/503/2844	Learning from More Experienced People	1	20	2
J/503/2855	Learning from Work Placement	1	10	2
M/505/3845	Learning to be financially capable	1	26	3
F/503/2840	Learning with Colleagues and Other Learners	1	20	2

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F/600/3168	Making informed career and progression choices	1	20	2
M/503/2848	Managing your Health at Work	1	10	1
H/503/2829	Managing Your Own Money	1	20	2
H/504/3362	Personal Behaviour for Success	1	30	3
J/505/6928	Personal Presentation for the Workplace	1	20	2
F/501/5942	Planning an Enterprise Activity	1	10	1
K/505/4055	Planning for and learning from a job interview	1	25	3
L/503/2842	Positive Attitudes and Behaviours at Work	1	10	1
L/503/2839	Practising Leadership Skills with Others	1	20	2
K/503/2833	Preparing for an Interview	1	10	1
F/503/2854	Preparing for Work Placement	1	10	1
F/615/5158	Principles of Health and Safety within the Workplace	1	4	1
T/505/4057	Providing personal information for the workplace	1	28	3
F/501/5939	Running an Enterprise Activity	1	10	1
L/503/2856	Safe Learning in the Workplace	1	10	1
D/503/2831	Searching for a Job	1	10	1
T/503/2835	Self-management Skills	1	20	2
T/503/2849	Setting and Meeting Targets at Work	1	20	2
T/503/2852	Summarising Documents	1	10	1
J/502/4299	Using Email	1	15	2
T/502/4296	Using the Internet	1	20	3
D/503/2828	Working as a Volunteer	1	10	2
R/503/2843	Working in a Team	1	30	3
H/617/5824	Understanding mind-set towards work	1	20	2
M/617/5826	Problem solving in a work-related environment	1	18	2
F/617/5829	Personal presentation and hygiene at work	1	10	3
Accounting Unit				
K/615/6207	An introduction to accounting	1	70	8
Business and Administration Units				
F/601/2453	Communicate in a business environment	1	21	4
K/601/2446	Make and receive telephone calls	1	10	3
M/601/1508	Recognise and deal with customer queries, requests and problems	1	33	5
Y/601/2460	Use a filing system	1	13	2
COVID-19 Unit				
M/618/2954	Keeping yourself and others safe from COVID-19	1	4	1

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Customer Service Units				
T/617/5410	Creating First Impressions	1	16	2
F/617/5412	Making Conversation and Building Rapport	1	22	3
D/617/5417	Complaint Resolution	1	36	5
K/617/5419	Listening Techniques	1	16	2
D/617/5420	Standardised Approach to Customer Service	1	22	3
K/617/5422	Communication Methods	1	36	5
A/617/5425	Expectations of Working in Customer Service	1	16	3
J/617/5427	Use of online and digital software and systems	1	22	3
L/617/5428	Legislation and Regulation in the Customer Service Environment	1	22	2
J/617/5430	Personal Development within Customer Service	1	22	3
R/617/5432	Awareness of Equality and Diversity	1	22	3
Y/617/5433	Customer Feedback	1	22	3
A/617/5554	Teamwork in Customer Service	1	22	3
Digital Skills Units				
D/617/7300	Using devices and handling information	1	12	2
H/617/7301	Creating and editing	1	11	2
K/617/7302	Communicating	1	7	1
M/617/7303	Transacting	1	8	1
T/617/7304	Being safe and responsible online	1	12	2
A/617/7305	Using technology for collaboration	1	40	7
F/617/7306	Using technology for career development	1	20	3
Fire Safety Units				
Y/615/7451	Principles of Fire Safety Awareness	1	4	1
Health and Social Care, Early Years and Childcare Units				
J/602/6189	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	1	26	3
A/602/6187	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	1	26	3
Hospitality and Catering Units				
T/502/8297	Principles of Providing a Counter and Takeaway Service	1	6	1
R/600/0615	Safe, Hygienic and Secure Working Environments in Hospitality	1	16	2
Food Safety Units				
D/616/6880	Food Safety Awareness in Catering	1	4	1
H/616/6881	Food Safety Awareness in Manufacturing	1	4	1

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Land Based Units				
R/600/0288	Assist with potting up rooted cuttings, large seedlings or plugs by hand	Entry 3	20	2
T/502/1026	Construct a composter	Entry 3	20	2
D/502/4101	Assist with the movement of animals	1	18	2
R/504/0182	Aerate turf by hand	1	15	2
L/502/4742	Assist with harvesting and preparing crops	1	27	3
T/502/4055	Assist with the Maintenance of Equipment	1	36	4
H/504/0171	Collect and prepare produce or plant material for transport	1	20	2
M/504/0013	Determine soil pH with colour indicator test kit under supervision	1	15	2
L/504/0178	Lay paving blocks on sand	1	20	2
D/504/0198	Maintain hand tools	1	15	2
D/504/0203	Mix mortar or concrete	1	15	2
Y/600/0292	Planting and staking a tree	1	18	2
F/502/4740	Principles of the maintenance of equipment	1	18	2
Retail Units				
T/502/5819	Understanding customer service in the retail sector	1	17	2
M/502/5804	Understanding how a retail business maintains health, safety and security on its premises	1	15	2
R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business	1	15	2
A/502/5756	Understanding the business of retail	1	8	1
J/502/5808	Understanding the control, handling and replenishment of stock in a retail business	1	11	2
T/502/5805	Understanding the retail selling process	1	13	2

This qualification contains the following barred combinations. Learners must achieve either one or the other, not both:

Barred Combinations	
Personal Behaviour for Success (D/504/3361)	Personal Behaviour for Success (H/504/3362)
Searching for a Job (D/503/2831)	Job searching (T/506/4698)
Completing an Application Form (A/506/4704)	Completing a job application form (A/502/0436)
Using devices and handling information (R/617/7293)	Using devices to handle information (D/617/7300)
Creating and editing (Y/617/7294)	Creating and editing (H/617/7301)
Communicating (D/617/7295)	Communicating (K/617/7302)
Transacting (H/617/7296)	Transacting (M/617/7303)

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Barred Combinations	
Being safe and responsible online (K/617/7297)	Being safe and responsible online (T/617/7304)
Using technology for career development (T/617/7299)	Using technology for career development (F/617/7306)

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Appendix 2: Qualification content
Mandatory Unit

Unit Title: **Assessing myself for work**
Unit number: L/505/4047
Credit: 3
GLH: 25
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know what skills and personal attributes are needed for success in work	1.1 Identify actions which may lead to success in work 1.2 State the skills needed for success in different workplace activities 1.3 Identify the personal attributes needed for success in different workplace activities
2. Be able to assess level of own skills and personal attributes	2.1 Identify own: • skills • personal attributes 2.2 Assess current level of own skills and personal attributes, to include: • own assessment • confirmation of own assessment by person(s) supervising
3 Know skills and personal attributes that need to be developed for specific jobs	3.1 Identify a specific job of personal interest 3.2 Identify skills to be developed for a specific job 3.3 Identify personal attributes to be developed for a specific job
4. Be able to produce an action plan to develop skills and personal attributes for a specific job	4.1 Produce an action plan to develop skills for a specific job, to include: • a start date • skills to be developed • ways to develop the skills • who can help with the development • target dates 4.2 Produce a plan to develop personal attributes for a specific job to include: • a start date • personal attributes to be developed • ways to develop the personal attributes • who can help with the development • target dates

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EMPLOYABILITY UNITS

Unit Title: **Completing a job application form**
Unit number: A/502/3019
Credit: 1
GLH: 10
Level: Entry 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to complete a simple job application form	1.1 Collect the information needed for the application form, with help 1.2 Complete a simple job application form, with help

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Unit Title: **Dealing with Problems in daily life**
Unit number: D/502/0436
Credit: 2
GLH: 20
Level: Entry 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Demonstrate an awareness of how to recognise straightforward problems	1.1 Identify a straightforward problem 1.2 Identify a way of tackling the problem, with appropriate support
2. Tackle straightforward problems	2.1 Tackle the problem using a given procedure 2.2 Ask for advice or support if needed

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Unit Title: **Completing an Application Form**
Unit number: A/506/4704
Credit: 1
GLH: 10
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the information required when completing an application form	1.1 List the main sections to be completed on an application form 1.2 Identify personal information to be included on an application form
2. Be able to complete an application form	2.1 Collect own information to complete an application form 2.2 Use own information to complete an application form 2.3 Present own application form in an agreed format, with help 2.4 Check that the application form has been completed correctly

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Unit Title: **Developing Personal Presentation Skills for the Workplace**
Unit number: A/505/6926
Credit: 1
GLH: 10
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about personal presentation for the workplace	1.1 State why personal presentation is important at work 1.2 Identify appropriate personal presentation for an area of work 1.3 Identify inappropriate personal presentation for an area of work
2. Be able to present self appropriately for the workplace	2.1 Adhere to dress codes in line with workplace requirements 2.2 Follow workplace requirements for own hygiene and cleanliness

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Unit Title: **Developing time-management skills for the workplace**
Unit number: H/506/4700
Credit: 1
GLH: 10
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of time-management skills for the workplace	1.1 Identify time-management skills used in the workplace 1.2 List the benefits of time-management skills for the workplace
2. Be able to use time-management skills	2.1 List own tasks for a work-related activity, with help 2.2 Estimate the time needed for each task, with help 2.3 Prioritise own tasks for a work-related activity 2.4 Complete tasks within the time agreed 2.5 Identify what action to take if you are unable to complete agreed work activities

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Unit Title: **Job searching**
Unit number: T/506/4698
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know where to find information on job vacancies	1.1 List sources of information for job vacancies
2. Know how to search for suitable job roles	2.1 Identify suitable occupational sectors for own job search 2.2 List roles suitable for own job search 2.3 Identify skills and knowledge required for selected job roles
3. Be able to search for job vacancies	3.1 Identify suitable job vacancies from sources of information 3.2 Select a job vacancy that matches own skills and knowledge

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Unit Title: **Learning to be financially aware**
Unit number: D/505/3842
Credit: 3
GLH: 25
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how money is used	1.1 Identify different uses of money 1.2 Identify financial risks and financial rewards of using money 1.3 Identify different ways of paying for goods and services
2. Know about United Kingdom (UK) state financial benefits	2.1 Identify different United Kingdom (UK) state financial benefits 2.2 Identify how different groups of people might gain from United Kingdom (UK) state financial benefits
3. Be able to plan personal spending for a week	3.1 Identify total income for one week 3.2 Identify the cost of different items to be bought 3.3 Calculate the difference between income and expenditure
4. Understand financial documents	4.1 Identify the purpose of routine financial documents 4.2 List key information found on financial documents 4.3 Demonstrate the use of a routine financial document
5. Be able to carry out financial transactions	5.1 Demonstrate how to buy products/services using cash 5.2 Demonstrate how to buy products/services using a card or voucher
6. Know the consequences of getting into debt	6.1 Identify different ways of getting into debt 6.2 Identify problems that debt may cause an individual 6.3 Identify sources of help for people in debt

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Unit Title: **Personal Behaviour for Success**
Unit number: D/504/3361
Credit: 3
GLH: 30
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how behaviours influence different situations	1.1 List different situations where behaviours change 1.2 Give examples of positive behaviour in given situations
2. Know how own behaviour impacts on others	2.1 Describe how verbal communication influences given situations 2.2 Describe how non-verbal communication influences given situations 2.3 Describe appropriate dress for given situations 2.4 Describe how own behaviour impacts on others
3. Know strategies that can be used to modify behaviour in different situations	3.1 Identify techniques to manage different types of behaviours in self 3.2 Identify techniques to respond to different types of behaviour in others
4. Know how personal behaviour affects personal success	4.1 List factors that contribute to personal success

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Unit Title: **Preparation for work**
Unit number: A/502/0461
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need 1.3 Identify areas for development
2. Investigate personal career opportunities	2.1 Find out about potential job roles which interest them 2.2 Identify a suitable potential job role 2.3 Prepare key personal information needed to apply for the job role

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Unit Title: **Produce a Curriculum Vitae**
Unit number: A/616/6546
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1 Know the purpose of a Curriculum Vitae (CV)	1.1 Outline why a CV might be used when applying for a job
2 Know information required in a CV	2.1 Identify core information needed to complete a CV
3 Be able to produce a CV	3.1 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include: • name • contact details • work experience (with dates) • education (with dates) • personal skills and attributes • other relevant information 3.2 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is: • legible • logical • in an appropriate format • checked and free from errors

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Unit Title: **Alternatives to paid work**
Unit number: Y/503/2827
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know different types of alternatives to paid work	1.1 Outline different types of alternatives to paid work 1.2 List ways to access information on alternatives to paid work 1.3 Identify opportunities for alternatives to paid work from organisations
2. Understand the value of skills and qualities gained from participating in alternatives to paid work	2.1 Outline skills and qualities gained from participating in alternatives to paid work 2.2 Explain how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life

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Unit Title: **Applying for a Job**
Unit number: H/503/2832
Credit: 1
GLH: 10
Level: 1

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

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Unit Title: **Being Responsible for Other People's Money**
Unit number: F/501/5827
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know different methods of payment and when they could be used	1.1 Identify different methods of payment 1.2 Describe when different methods of payment are likely to be used
2. Understand the importance of handling other people's money responsibly	2.1 Explain the consequences of not handling other people's money responsibly
3. Know procedures that might apply when responsible for other people's money	3.1 Describe procedures that might apply when responsible for other people's money
4. Be able to handle financial transactions responsibly	4.1 Carry out simple financial transactions accurately 4.2 Keep an accurate record of simple financial transactions

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Unit Title: **Building Working Relationships with Colleagues**
Unit number: D/503/2845
Credit: 2
GLH: 20
Level: 1

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

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Unit Title: **Building Working Relationships with Customers**
Unit number: H/503/2846
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know that the way of presenting self makes an impression on a customer or client	1.1 Identify positive ways of presenting self to customers or clients, including appearance, manner and language 1.2 Outline effects of presenting self positively on a customer or client 1.3 Outline effects of presenting self negatively on a customer or client
2. Know that organisations normally have protocols for dealing with customers or clients	2.1 Outline the basic rules in an organisation for dealing with customers or clients
3. Be able to 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

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Unit Title: **Career Progression**
Unit number: F/503/2837
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand career progression	1.1 Explain the importance of career progression for the individual 1.2 Describe the role of work and study in career progression
2. Be able to assess skills and qualities for career progression	2.1 Outline personal skills, qualities and experience relevant to career progression 2.2 Identify areas of work or study suited to own personal skills, qualities or experience
3. Be able to plan short-term goals for career progression	3.1 Identify sources for information and guidance for own career progression 3.2 Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences 3.3 Identify short-term goals that will help progress own career 3.4 Identify a timeline for achieving the short-term career progression goals 3.5 Identify resources for achieving the short-term career progression goals

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Unit Title: **Communicating Solutions to Others**
Unit number: J/503/2841
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to solve problems	1.1 Identify an appropriate problem that can be solved 1.2 Identify a way in which to solve the problem
2. Know how to communicate the solution appropriately to others	2.1 Identify appropriate communication methods to present the solution to others 2.2 Identify appropriate information to communicate the solution
3. Be able to communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way 3.2 Respond appropriately to others' views
4. Be able to review own performance	4.1 Identify one aspect that went well and one that did not go so well 4.2 Suggest a solution for the aspect that did not go so well

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Unit Title: **Contributing to Meetings**
Unit number: A/503/2853
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the format of a meeting	1.1 Outline main types of meetings 1.2 Define main terms used at formal meetings 1.3 Identify the main parts of an agenda 1.4 Outline the activities carried out after the meeting
2. Know how to prepare for meetings	2.1 Identify the main issues or topics to be covered at a meeting 2.2 List questions that may be asked at a meeting, based on the agenda and papers provided 2.3 Identify potential problems that might arise in preparing for the meeting 2.4 Identify potential problems that might arise during the meeting
3. Be able to contribute effectively at meetings	3.1 Make an effective contribution at the meeting

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Unit Title: **Developing effective communication skills for the workplace**
Unit number: M/506/4702
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of effective communication for the workplace	1.1 List types of communication used in the workplace 1.2 Identify types of communication used for different purposes 1.3 Identify the benefits of effective communication for the workplace 1.4 State the importance of listening to instructions
2. Understand how to communicate effectively with others	2.1 Identify how to communicate effectively with others 2.2 Outline the importance of communicating effectively with others
3. Be able to use communication skills with others	3.1 Demonstrate effective communication skills with others 3.2 Demonstrate how to listen to instructions

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Unit Title: **Developing Personal Skills for Leadership**
Unit number: J/503/2838
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about the main features of leadership	1.1 Identify different types of leadership 1.2 Outline main features of leadership
2. Know how to make decisions	2.1 Identify a decision that needs to be made about a task or situation 2.2 Outline steps needed to make the decision
3. Know how to give instructions to members of a group	3.1 Identify instructions needed by members of a group to carry out an aspect of their tasks or activities 3.2 Give instructions to group members
4. Know how to give and receive feedback about a task or activity	4.1 Give examples of when feedback was given about a task or activity to another group member 4.2 Give examples of when feedback was received about a task or activity from another group member

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Unit Title: **Effective Teamwork**
Unit number: Y/600/0616
Credit: 2
GLH: 19
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to organise their own work	1.1 State the order of work to complete a task 1.2 Describe situations when it is appropriate to ask for help 1.3 Describe situations when it is appropriate to help and support others 1.4 State the importance of working to deadlines 1.5 State why it is important to follow instructions accurately 1.6 State the importance of keeping work areas clean and tidy
2. Know how to support the work of a team	2.1 State the benefits of helping team members 2.2 State the importance of passing information to the relevant people 2.3 State the importance of clear communication 2.4 Describe ways to maintain good working relationships in a team 2.5 State problems in working relationships that should be reported to line managers
3. Know how to contribute to their own learning and development	3.1 List benefits of self-development 3.2 State the importance of feedback from team members 3.3 Describe how a learning plan could improve aspects of work 3.4 List types of activities that help learning

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Unit Title: **Interview Skills**
Unit number: M/503/2834
Credit: 1
GLH: 10
Level: 1

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

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Unit Title: **Investigating Rights and Responsibilities at Work**
Unit number: K/503/2847
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know employee 'rights' and 'responsibilities' in a place of work	1.1 Outline employee 'rights' at work 1.2 Outline employee 'responsibilities' at work
2. Know how the rights of individuals are supported in a place of work	2.1 Describe the factors that may affect the rights of individuals at work 2.2 Describe how to respect the rights of individuals at work 2.3 Identify laws that can protect the rights of employees at work
3. Know the responsibilities of employers in a place of work	3.1 Identify employer responsibilities at work, in regard to: • fulfilling a contract • health and safety • equal opportunities and prevention of discrimination

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Unit Title: **IT User Fundamentals**
Unit number: J/502/4206
Credit: 3
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Use IT systems to meet needs	1.1 Use correct procedures to start and shutdown an IT system 1.2 Use interface features effectively to interact with IT systems 1.3 Adjust system settings to meet individual needs 1.4 Use a communication service to access the Internet 1.5 Use appropriate terminology when describing IT systems
2. Organise, store and retrieve information efficiently	2.1 Work with files and folders so that it is easy to find and retrieve information 2.2 Identify what storage media to use 2.3 Organise and store information, using general and local conventions where appropriate
3. Follow and understand the need for safety and security practices	3.1 Work safely and take steps to minimise physical stress 3.2 Recognise the danger of computer viruses, and how to minimise risk 3.3 Keep information secure 3.4 Outline why it is important to stay safe and to respect others when using ICT-based communication 3.5 Follow relevant guidelines and procedures for the safe and secure use of IT
4. Carry out routine maintenance of IT systems and respond to routine IT system problems	4.1 Identify why routine maintenance of hardware is important and when to carry it out 4.2 Identify where to get expert advice 4.3 Carry out regular routine maintenance of IT systems safely 4.4 Take appropriate action to handle routine IT problems

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Unit Title: **IT Security for Users**
Unit number: R/502/4256
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Use appropriate methods to minimise security risks to IT systems and data	1.1 Identify security issues that may threaten system performance 1.2 Take appropriate security precautions to protect IT systems and data 1.3 Identify threats to information security associated with the widespread use of technology 1.4 Take appropriate precautions to keep information secure 1.5 Follow relevant guidelines and procedures for the secure use of IT 1.6 Describe why it is important to backup data securely 1.7 Ensure personal data is backed up to appropriate media

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Unit Title: **Learning from More Experienced People**
Unit number: Y/503/2844
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to identify more experienced people	1.1 Identify people with more experience they could come into contact within the workplace or place of learning 1.2 Identify people with more experience they could come into contact with outside the workplace or place of learning
2. Be able to learn from people with more experience	2.1 Identify what is useful about the ways to learn from people with more experience 2.2 Identify appropriate ways to learn from someone with more experience 2.3 Use an appropriate method to learn from someone with more experience
3. Understand what they have learned from people with more experience	3.1 Identify skills that people with more experience have demonstrated 3.2 Describe how these skills could be used in own context

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Unit Title: **Learning from Work Placement**
Unit number: J/503/2855
Credit: 2
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to reflect on what has been learned from the work placement	1.1 Keep an accurate record of tasks undertaken during work placement 1.2 Identify what has been learned from key tasks undertaken during the work placement experience
2. Know how tasks could be undertaken differently or improved	2.1 Identify tasks undertaken during the work placement that could be carried out differently or improved 2.2 Outline different ways to carry out tasks
3. Be able to use learning from work placement to set short-term goals	3.1 Set short-term goals which build on own learning from work placement

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Unit Title: **Learning to be financially capable**
Unit number: M/505/3845
Credit: 3
GLH: 26
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how money is used	1.1 Outline different uses of money, to include: • making money • regular spending • non-essential spending • saving • borrowing • gambling 1.2 Identify financial services used by individuals 1.3 Describe aspects of financial services, to include: • financial risks and rewards • importance to individuals 1.4 Describe advantages and disadvantages of different payment methods 1.5 Describe how money can help achieve personal aspirations
2. Know about United Kingdom (UK) state financial benefits	2.1 Outline different United Kingdom (UK) state financial benefits 2.2 Describe how different groups of people might gain from United Kingdom (UK) state financial benefits
3. Be able to plan personal spending for a week	3.1 Describe how different groups of people might gain from United Kingdom (UK) state financial benefits 3.2 Identify the cost of different items to be paid for in one week 3.3 Calculate the difference between income and expenditure 3.4 Describe actions to help budgeting
4. Understand financial documents	4.1 Outline the purpose of routine financial documents 4.2 Outline the importance of information found on routine financial documents
5. Be able to carry out financial transactions	5.1 Demonstrate making and checking payments, to include: • cash • debit/credit cards 5.2 Research features of a financial account 5.3 Identify documentation required to open a financial account

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
6. Understand the consequences of getting into debt	6.1 Describe different ways of getting into debt 6.2 Outline problems that getting into debt may cause for an individual and family 6.3 Identify sources of help for people in debt

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Unit Title: **Learning with colleagues and other learners**
Unit number: F/503/2840
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know of situations where learning can take place	1.1 Outline learning situations with co-workers 1.2 Outline learning situations with other learners
2. Be able to interact with colleagues or other learners in a learning situation	2.1 Give opinions about an aspect of own learning 2.2 Respond appropriately to others' opinions and feelings about an aspect of learning 2.3 Give and receive feedback about own learning
3. Know that people have preferred individual learning styles	3.1 Identify own preferred method of learning 3.2 Outline how this compares to how other people prefer to learn
4. Be able to record progress in learning	4.1 State own learning goal 4.2 Identify the progress made towards own identified learning goal 4.3 Outline what went well and what did not go so well in own learning 4.4 Create a new learning plan to achieve the next learning goal

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Unit Title: **Making informed career and progression choices**
Unit number: F/600/3168
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how career choices are influenced	1.1 Define career 1.2 Describe factors which may influence career choices 1.3 Outline influences on own career choices
2. Be able to match needs, interests, values, skills, abilities and attitudes to career options	2.1 Carry out a self-evaluation of needs, interests, values, skills, abilities and attitudes 2.2 Use information sources to research career options which match needs, interests, values, skills, abilities and attitudes 2.3 Identify career options
3. Be able to prepare for a career guidance interview	3.1 Prepare a personal statement 3.2 Plan questions to ask in a career guidance interview
4. Be able to plan learning for career management	4.1 Contribute to individual learning plans to reflect career options

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Unit Title: **Managing your Health at Work**
Unit number: M/503/2848
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the risks to health for a chosen area of work	1.1 Describe risks to employee health for a chosen area of work
2. Understand how to maintain good health in a chosen area of work	2.1 Explain measures to safeguard health for a chosen area of work 2.2 Identify sources of information on safeguarding own health

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Unit Title: **Managing Your Own Money**
Unit number: H/503/2829
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to compare personal income with expenditure	1.1 Identify different sources of income 1.2 Identify regular weekly expenditure 1.3 Use calculations to compare weekly income with expenditure
2. Know how to save money	2.1 Outline ways to make savings in weekly expenditure 2.1 Outline features of different types of savings accounts 2.2 Identify a savings account to match own needs
3. Understand borrowing money	3.1 Identify reasons why borrowing money could be necessary 3.2 Explain factors to take into account before borrowing money 3.3 Outline the features of different ways to borrow money

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Unit Title: **Personal Behaviour for Success**
Unit number: H/504/3362
Credit: 3
GLH: 30
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how different factors affect behaviour	1.1 Identify different situations where behaviour changes 1.2 Explain why behaviour changes in different situations
2. Know how different codes of behaviour influence different situations	2.1 Describe how verbal communication can be used in different situations 2.2 Describe how body language can influence situations 2.3 Describe how dress codes influence situations
3. Know strategies to use to manage behaviour in different situations	3.1 Compare different strategies for managing behaviour 3.2 Identify techniques to manage behaviour in different situations
4. Be able to manage own behaviour, in given situations	4.1 Use techniques to manage own behaviour, in given situations 4.2 Use techniques to respond to behaviour in others, in given situations
5. Know how personal behaviour affects personal success	5.1 Identify factors that contribute to personal success 5.2 Describe how personal behaviour affects personal success

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Unit Title: **Personal Presentation for the Workplace**
Unit number: J/505/6928
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the requirements for personal presentation for the workplace	1.1 Outline why personal presentation is important for the workplace 1.2 Identify effects of inappropriate personal presentation in the workplace
2. Know how requirements for personal presentation vary across different types of workplace	2.1 List personal presentation requirements for different types of workplace 2.2 Outline why expected requirements for personal presentation vary across different types of workplace
3. Be able to present self for the workplace	3.1 Adhere to dress codes in line with workplace requirements 3.2 Follow workplace requirements for own hygiene and cleanliness 3.3 Demonstrate attitudes and behaviours at work in line with organisational procedures

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Unit Title: **Principles of Health and Safety within the Workplace**
Unit number: F/615/5158
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand main responsibilities for health and safety in the workplace	1.1 State the main responsibilities of employers in health and safety 1.2 State the main responsibilities of employees in health and safety
2. Understand how the workplace can affect health and safety	2.1 Define the terms hazard and risk 2.2 Identify common hazards in a typical workplace 2.3 Identify controls measures for common hazards 2.4 Recognise the benefits of maintaining a tidy, well organised workplace 2.5 Identify the types of personal protective equipment 2.6 Identify the different classes of health and safety signage

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Unit Title: **Planning an Enterprise Activity**
Unit number: F/501/5942
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2. Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3. Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service
4. Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service

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Unit Title: **Planning for and learning from a job interview**
Unit number: K/505/4055
Credit: 3
GLH: 25
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to organise personal arrangements for a specific job interview	1.1 Outline job details, to include: • job title • name and address of organisation • job responsibilities • working arrangements 1.2 Prepare personal arrangements for a specific job interview, to include: • date and time • name of interviewer • dress code • travel method • journey start and end time • method of confirming attendance 1.3 Identify sources of information for a specific job interview
2. Be able to research information about a specific job offered for interview	2.1 Describe the importance of facts about an organisation 2.2 Describe the importance of facts about a job 2.3 Outline skills and personal attributes needed for a job
3. Be able to prepare questions and answers for a specific job interview	3.1 Identify questions an individual may be asked at a job interview, to include: • open questions • closed questions 3.2 Prepare answers to interview questions an individual may be asked, to include: • short answers • extended answers 3.3 Prepare questions to ask an interviewer at a job interview, to include: • about the job • about the organisation 3.4 Describe the importance of preparing questions and answers for an interview

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Be able to communicate during a specific job interview	4.1 Demonstrate ways to make a positive first impression at interview, to include: • punctuality • courtesy • positive body language • personal hygiene • personal appearance 4.2 Demonstrate interview techniques, to include: • introducing self • responding to open questions • responding to closed questions • asking relevant questions • using listening skills
5. Be able to reflect on a specific job interview	5.1 Review own performance during the interview, to include: • what went well • what did not go well 5.2 Outline improvements for future interviews 5.3 Identify own reasons for wanting or not wanting a job following the interview

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Unit Title: **Positive Attitudes and Behaviours at Work**
Unit number: L/503/2842
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of positive attitudes and behaviours at work	1.1 Explain why it is important to follow an organisation's rules and procedures 1.2 Describe the benefits of positive attitudes and behaviours for self 1.3 Describe the benefits of positive attitudes and behaviours at work
2. Be able to demonstrate a range of positive attitudes and behaviours in the workplace	2.1 Interact appropriately with colleagues and customers 2.2 Follow organisational procedures governing attitudes and behaviours at work
3. Be able to assess own attitudes and behaviours in the workplace	3.1 Identify own positive attitudes and behaviours 3.2 Describe how own attitudes and behaviours could be improved

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Unit Title: **Practising Leadership Skills with Others**
Unit number: L/503/2839
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know which leadership skills to use with others	1.1 Identify leadership skills to use with others 1.2 Identify situations that require leadership skills
2. Be able to demonstrate leadership skills in a group	2.1 Identify instances when leadership skills have been demonstrated 2.2 Use an appropriate leadership skill
3. Be able to review own practice of leadership skills	3.1 Outline why use of a leadership skill was a success 3.2 Identify one aspect of leadership that did not go well 3.3 Explain why use of a leadership skill was not so successful

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Unit Title: **Preparing for an Interview**
Unit number: K/503/2833
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know information required to prepare for an interview	1.1 Identify the purpose of the interview 1.2 Outline the key information about the job/ placement/course drawing on application information
2. Be able to prepare for interview questions	2.1 Prepare answers to questions that might be asked at the interview 2.2 Identify questions to ask which show interest in the job, placement or course
3. Be able to plan travel for an interview	3.1 Confirm the time and place where the interview will be held 3.2 Plan a route and means of transport to arrive on time for the interview

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Unit Title: **Preparing for Work Placement**
Unit number: F/503/2854
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about the work placement company or organisation	1.1 Describe the work placement company or organisation 1.2 Outline key objectives of the company or organisation
2. Know what is expected of the learner during the work placement	2.1 Identify the requirements for the placement, and why the requirements are necessary 2.2 Outline tasks likely to be undertaken in the work placement 2.3 Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace 2.4 Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement workplace
3. Be able to set goals to help the learner get the most out of the work placement	3.1 Set appropriate goals for the work placement

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Unit Title: **Providing personal information for the workplace**
Unit number: T/505/4057
Credit: 3
GLH: 28
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how personal information is used and provided in workplace situations	1.1 Identify personal information an individual would need to provide in routine and non-routine workplace situations 1.2 Explain why different types of personal information are needed for routine and non-routine situations 1.3 Identify ways in which personal information is provided 1.4 Explain situations when personal information should not be given out
2. Be able to provide personal information during telephone calls	2.1 Make or receive a routine telephone call for a familiar situation, providing personal information 2.2 Make or receive a non-routine telephone call for a non-familiar situation, providing personal information
3. Be able to produce documents requiring personal information in relation to the workplace	3.1 Complete handwritten or electronic forms for different workplace purposes, to include: • following instructions • completing all sections (according to guidance) • accurate spelling, punctuation and grammar • free from alterations or changes 3.2 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include: • name • contact details • work experience (with dates) • education (with dates) • personal skills and attributes • other relevant information 3.3 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is: • legible • logical • in an appropriate format • checked and free from errors

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Be able to present, in different formats, evidence of personal achievements	4.1 Collate evidence of personal achievements 4.2 Present evidence of personal achievements in different formats
5. Know how to develop personal skills for presenting personal information	5.1 Identify the skills used when presenting personal information, to include: • making a telephone call • receiving a telephone call • completing forms • producing a Curriculum Vitae (CV) • presenting evidence of personal achievements 5.2 Identify improvements to own skills for future use when presenting personal information 5.3 Outline ways to improve own skills, for future use, when presenting personal information
6. Understand the importance of providing personal information during working life	6.1 Identify situations when presenting personal information will be important during working life 6.2 Outline personal information needed during working life 6.3 Explain why it is important to give personal information during working life

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Unit Title: **Running an Enterprise Activity**
Unit number: F/501/5939
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2. Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
3. Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity

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Unit Title: **Safe Learning in the Workplace**
Unit number: L/503/2856
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to identify risks and hazards in the workplace	1.1 Identify examples of risk in the workplace environment 1.2 Identify examples of hazard in the workplace environment
2. Know how to reduce risk of harm to self or others	2.1 Identify aspects of different workplace environments which could cause harm to self or others 2.2 Outline how aspects of personal behaviour can reduce risk of harm
3. Know how to deal with hazards and risks within the workplace environment	3.1 Identify the person responsible for health and safety in the workplace environment 3.2 Outline the duties of the person responsible for health and safety in the workplace environment 3.3 Outline reporting procedures for hazards and risks in the workplace 3.4 State the procedures for dealing with low-risk hazards in accordance with instructions

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Unit Title: **Searching for a Job**
Unit number: D/503/2831
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know sources of information about jobs	1.1 Outline different sources of information about jobs 1.2 Outline the assistance provided by different recruitment services
2. Know how to recognise own interests and skills for job roles	2.1 Identify own interests and skills for employment 2.2 Identify potential job roles which match own skills and interests
3. Know how to search for job vacancies	3.1 Outline relevant information to look for in job adverts for potential jobs 3.1 Identify appropriate methods to search for potential job vacancies

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Unit Title: **Self-management Skills**
Unit number: T/503/2835
Credit: 2
GLH: 20
Level: 1

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

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Unit Title: **Setting and meeting targets at work**
Unit number: T/503/2849
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of setting and meeting targets in the workplace	1.1 Explain the benefits of individual and team targets in the workplace 1.2 Describe how individual targets link to team targets
2. Be able to set personal targets in line with organisational procedures	2.1 Identify potential personal targets 2.2 Describe how to record personal targets in line with organisational procedures 2.3 Record and agree personal targets with an appropriate person
3. Be able to review personal targets in line with organisational procedures	3.1 Carry out a review of progress against personal targets in line with organisational procedures 3.2 Outline next steps towards meeting personal targets

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Unit Title: **Summarising Documents**
Unit number: T/503/2852
Credit: 1
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know that summaries are written for a particular audience and purpose	1.1 Identify the audience and purpose for summaries
2. Be able to distinguish between the key points and supporting material in straightforward documents	2.1 Identify key points from a straightforward document
3. Be able to summarise the key points of straightforward documents	3.1 Produce a summary which contains the key points of the original document 3.2 Proofread and edit the summary for accuracy

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Unit Title: **Using Email**
Unit number: J/502/4299
Credit: 2
GLH: 15
Level: 1

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

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Unit Title: **Using the Internet**
Unit number: T/502/4296
Credit: 3
GLH: 20
Level: 1

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

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Unit Title: **Working as a Volunteer**
Unit number: D/503/2828
Credit: 2
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the role volunteers play in different volunteering situations	1.1 Identify different situations where volunteers are used 1.2 Explain why the role of volunteers is important in different volunteering situations
2. Be able to undertake voluntary work	2.1 Identify the skills required for different types of voluntary work 2.2 Apply for voluntary work, adhering to application requirements 2.3 Complete a voluntary work activity according to a given brief

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Unit Title: **Working in a Team**
Unit number: R/503/2843
Credit: 3
GLH: 30
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know that effective teamwork requires team members to behave in certain ways	1.1 Outline positive behaviours necessary for teamwork
2. Know how to contribute to a team task	2.1 Outline own strengths, skills and experiences that might be relevant to team task 2.2 Identify team skills needed to complete team task 2.3 Outline how own strengths and skills could match the needs of the team task
3. Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1 Identify what the task is about and what the team is working to achieve 3.2 Identify own role and responsibilities and those of others in the team 3.3 Outline how own role contributes to the work of the team as a whole
4. Be able to work positively as a member of a team	4.1 Give examples of listening to the ideas and suggestions of others 4.2 Give ideas and suggestions as to how the team might complete their task 4.3 Give examples of offering help or support to other team members 4.4 Give examples of accepting the help or advice of others 4.5 Complete the aspects of the allocated task, in line with the brief
5. Be able to review own performance as a member of a team	5.1 Identify which positive teamworking behaviours were demonstrated by self in undertaking the task 5.2 Identify own teamworking skills that could be improved

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Unit Title: **Understanding mind-set towards work**
Unit number: H/617/5824
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know why having the right mind-set is important	1.1 Define what **mind-set** is 1.2 State why having a positive mind-set is important 1.3 Define what a positive mind-set in work is 1.4 Identify the impact a negative attitude can have on self, team and organisation
2. Know how to improve mind-set	2.1 Describe how own mindset could be improved 2.2 State how a better mind-set can improve opportunities

Amplification / Indicative content / Range
• **The right mind-set includes** ○ Definition of how attitude drives behaviours ○ Positive approach to work ○ Teamworking, helpful, sharing ideas & suggestions ○ Respect for others ○ Awareness of diversity & bias. ○ Building relationships and networks

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Unit Title: **Problem solving in a work-related environment**
Unit number: M/617/5826
Credit: 2
GLH: 18
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understanding work related problems	1.1 Define what **problems** could occur in a workplace 1.2 State why communication is important regarding problems 1.3 Identify who should be told if there is a problem
2. Know how to resolve problems	2.1 Identify potential **solutions** to problems 2.2 State how organisations might look to resolve problems with customers 2.3 Identify the signs of a problem developing or getting worse 2.4 Identify what the signs are of a situation getting better 2.5 State why it is important to recognise repeated problems

Amplification / Indicative content / Range
• **Problems** ○ Problems related to faulty products, unsatisfactory services offered, H&S issues, customer complaints, problems arising within teams, problems likely to be related to junior roles in organisations (a minimum of three examples to be given) • **Solutions** ○ A minimum of three potential ways to solve an identified problem must be given

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Unit Title: **Personal presentation and hygiene at work**
Unit number: F/617/5829
Credit: 3
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the requirements for personal presentation for the workplace	1.1 Outline why **personal presentation** is important for the workplace 1.2 Identify effects of inappropriate personal presentation in the workplace
2. Know how requirements for personal presentation vary across different types of workplace	2.1 List personal presentation requirements for different types of workplace 2.2 Outline why expected requirements for personal presentation vary across different types of workplace
3. Know how to present self for the workplace	3.1 State what may be deemed a suitable dress code for a workplace 3.2 Identify what the workplace requirements for own hygiene and cleanliness might be 3.3 State what attitudes and behaviours would be successful for work
4. Know the importance of maintaining personal hygiene for the workplace	4.1 List **good personal hygiene practices** 4.2 List reasons why having good personal hygiene is important for the workplace 4.3 Outline why having poor personal hygiene has a negative impact

Amplification / Indicative content / Range
• **Personal Presentation** ○ Uniform ○ Personal Protective Equipment (PPE) ○ Badges/Passes ○ Tattoos/jewellery ○ Positive attitude and behaviours, house style/script • **Good personal hygiene practices** ○ Washing hands ○ Reporting illnesses ○ Dealing with cuts, wounds and skin infections

Unit Guidance
AC 3.1 and AC 3.2 – A fictional or real workplace can be used for these assessment criteria.

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DIGITAL SKILLS UNITS

Unit Title: **Using devices and handling information**
Unit number: R/617/7293
Credit: 2
GLH: 9
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Know what is meant by hardware, software, operating systems and applications	2.3 List items of **hardware** 2.4 List **software or applications** 2.5 State the role of an **operating system** 2.6 Outline how to install software 2.7 State **software requirements** 2.8 State how **system settings** can be changed 2.9 State how **accessibility settings** can be used
4. Be able to navigate online content	2.1 Use a web browser to access a page on the internet 2.2 Navigate online content using hyperlinks, menus and **browser navigation controls** 2.3 Use a search engine to find a website 2.4 Carry out a search online for information
5. Be able to open, read and save information	3.1 List different types of **file format** 3.2 Outline the factors that contribute to the size of a file 3.3 Demonstrate how to open a file in a suitable program 3.4 Demonstrate how to save a file to your device with an appropriate name 3.5 Demonstrate how to create a new folder for files 3.6 State what **local storage** and **remote storage** are 3.7 Open a file from a local storage device 3.8 Open a file from remote storage 3.9 Save a file to a local storage device 3.10 Save a file to a remote storage device
6. Be able to recognise when a technical problem has been encountered	4.1 Give examples of **technical problems** 4.2 List typical **user errors** 4.3 Demonstrate **typical troubleshooting** methods for a technical problem 4.4 Seek assistance when unable to solve a technical problem

Amplification

• **Hardware**
  ○ the machines, wiring, and other physical components of a computer or other electronic system
• **Software or applications**
  ○ programs and other operating information used by a computer, tablet or mobile device

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- **Operating system**
  - the basic software that supports a computer's basic functions, such as scheduling tasks and controlling peripherals
- **Software requirements**
  - the hardware requirements to be able to run software, for example, disk space or memory
- **System settings**
  - configure the appearance or actions in an application, operating system or the hardware, for example, display settings, mouse sensitivity etc.
- **Accessibility settings**
  - can help visually or physically impaired people to use the computer, tablet or device
- **Browser navigation controls**
  - these are features in a web browser that enable movement around the web such as the back/forward buttons, refresh and bookmark
- **File format**
  - e.g. JPEG, BMP, DOCX, PDF
- **Local storage**
  - a local storage device is a physical device that can be attached to or linked physically to a computer or device and used to store documents and files
- **Remote storage**
  - examples of this are iCloud, Google Drive, SharePoint
- **Technical problems**
  - includes when there is a problem with a device or software and knowing that some problems are caused by user error
- **User errors**
  - typical user errors could include using incorrect credentials or incorrectly connecting hardware
- **Typical troubleshooting**
  - application restart, device reboot or network reconnection

Unit Guidance
AC 1.1 – Learner should be able to list 5 items of hardware
AC 1.2 – Learner should be able to list 5 examples of software/application
AC 1.5 – Learner should state 2 examples of software requirements
AC 1.6 – State at least 1 example of how to change a system setting
AC 1.7 – State at least 1 example of how accessibility settings can be used
AC 3.1 – List 4 different file format types
AC 4.1 – Give are least 2 examples of different technical problems
AC 4.2 – List 2 different user errors

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Unit Title: **Creating and editing**
Unit number: Y/617/7294
Credit: 1
GLH: 4
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to use a suitable application to enter, edit and format information	1.1 List programs/applications that can be used to **enter, edit and format** text and numbers 1.2 List programs/applications that can be used to enter, edit and format a **graphic/image** 1.3 Use a program/application to enter, edit and then format text and numbers 1.4 Use a program/application to enter, edit and then format a graphic/image
2. Be able to capture and save images, sound and video	2.1 State common media file types 2.2 Use a device to **create and save** an image to your device 2.3 Use a device to create and save a sound file to your device 2.4 Use a device to create and save a video to your device

Amplification

- **Enter, edit and format**
  - includes entering or amending, selecting, copying, cutting and pasting text
  - includes bold, underline, italics, font sizes, and colours, text alignment, bulleted and numbered lists
- **Graphic/image**
  - includes positioning, sizing and borders
- **Create and save**
  - using a device to grab an image, record video or sound and storing the result on a device

Unit Guidance

AC 1.1 – Give examples of 2 different programs or applications
AC 1.2 – List 1 application or program that can be used for editing images
AC 1.3 – Use 1 application or program to enter edit and format text and numbers
AC 2.1 – State 2 different media file types

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Unit Title: **Communicating**
Unit number: D/617/7295
Credit: 1
GLH: 4
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to create, edit and use contacts	1.1 Use an **online communication application/program** to create, edit and use contacts 1.2 Use an online communication application/program to **manage** contacts 1.3 Use an application/program to **send** content to another user 1.4 Use a program/application to conduct a **one-to-one video call**
2. Know the types of digital activities that leave a 'digital footprint' and understand the implications	2.1 State what a **digital footprint** is 2.2 Give examples of **public and private** communication 2.3 Identify when it is appropriate to send public and/or private communications 2.4 Understand the **implications** of your own digital activities

Amplification

- **Online communication application/program**
  - websites used online to communicate with others including social media
- **Manage**
  - add, edit, block and delete
- **Send**
  - sending content can include images, sound or video files and other contact information
- **One-to-one video call**
  - refers to a simple one-to-one communication via live video; it does not include a video conference involving groups of people or scheduling meetings
- **Digital footprint**
  - the trail of electronic data a user leaves when using most internet services or apps
- **Public and private**
  - e.g. private messaging or posting on social media
- **Implications**
  - what are the consequences of the online activity you have been undertaking?

Unit Guidance

AC 1.1 – Create 1 contact, edit it and then use it
AC 1.2 – Create, edit and use at least 2 contacts
AC 1.3 – Send 1 item of content to another contact
AC 2.2 – Learner should be giving at least 1 example of public communication and at least 1 example of private communication
AC 2.4 – Name at least 2 implications of own digital activities

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Unit Title: **Transacting**
Unit number: H/617/7296
Credit: 1
GLH: 4
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to complete and submit a form as part of an online transaction	1.1 Complete an **online form** to register for or request a service 1.2 Perform an online verification check 1.3 Give examples of features that may be present in an online form
2. Be able to buy an item/service online	2.1 Demonstrate how to **purchase an item online**

Amplification

- **Online form**
  - typically comprises a simple single page form used to enter information to register for, or to request a service e.g. make an appointment or organise collection of something like household rubbish

- **Purchase an item online**
  - methods may include:
    - credit/debit cards
    - third-party online services
    - mobile payment service
    - digital wallet services

Unit Guidance

AC 1.3 – Learner should give at least 2 examples of features that are in an online form

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Unit Title: **Being safe and responsible online**
Unit number: K/617/7297
Credit: 2
GLH: 9
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know where personal information may be stored by devices and online activity	1.1 Identify situations where **personal information** may be stored by devices and online activity 1.2 Identify ways to keep personal information secure 1.3 State the risks to privacy and personal data
2. Know of online risks and threats	2.1 Give examples of online risks and threats 2.2 Identify basic methods that can be used to protect your device 2.3 Identify the risks of using public Wi-Fi 2.4 State the potential risks associated with sharing personal data 2.5 Outline how to **protect personal information** 2.6 Identify how to combat **online risks** and threats
3. Be able to configure and use secure ways to access devices and online services	3.1 Set up and use **secure ways to access a device** 3.2 Set up and use secure ways to access **online services**
4. Know how to report concerns with online content	4.1 Identify online content that would be of concern 4.2 State how to report **concerns about online content**
5. Know how to recognise and minimise the effects of physical stresses of being online	5.1 Identify what the physical health risks of using a device online are 5.2 List equipment that can reduce physical stress/strain 5.3 State the benefits of using correctly adjusted equipment when using a device

Amplification

- **Personal information**
  - refers to the collection and use of personal information and data by organisations (often used to personalise online experiences and targeted advertisements)

- **Protect personal information**
  - guarding your date of birth and telephone number online
  - using a pseudonym on some social media sites
  - looking for 'https:' in the URL bar when entering login credentials or other personal data
  - being aware that the security of your digital devices can be compromised, hacked and/or hijacked

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- being aware of using public Wi-Fi networks
- being aware of phishing emails
- being aware of risks associated with clicking on links found in emails and other digital messages

- **Online risks**
  - these could include spam emails offering things such as refunds or forged emails from a bank/building society asking for confirmation of PIN or account details

- **Secure ways to access a device**
  - using anti-virus and firewalls
  - securing mobile devices using a lock screen or similar
  - using secure passwords
  - fingerprint encryption
  - face/voice recognition

- **Concerns about online content**
  - could include illegal, inappropriate or harmful content

Unit Guidance
AC 1.1 – Learner should identify at least 2 situations
AC 1.2 – The learner should identify at least 2 ways to keep personal information secure
AC 1.3 – The learner can name at least 2 risks to privacy/personal data
AC 2.1 – Give at least 2 examples of online risks and threats
AC 2.2 – Identify at least 2 methods that can be used to protect devices
AC 2.3 – Learner can identify at least 2 risks of public Wi-Fi
AC 2.4 – State at least 2 potential risks relating to sharing personal data
AC 5.1 – Learner can identify 2 physical health risks of using a device online
AC 5.2 – Learner should list at 3 items of equipment that can reduce physical stress/strain
AC 5.3 – State at least 2 benefits of using correctly adjusted equipment

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Unit Title: **Using technology for collaboration**
Unit number: M/617/7298
Credit: 8
GLH: 55
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know of the growing importance of technology to aid communication and collaboration in the workplace	1.1 List **different types of technology** that can be used to aid collaboration 1.2 State how technology can be used to collaborate 1.3 Identify the benefits of using technology for collaboration purposes in the workplace
2. Be able to use asynchronous communication	2.1 Give an example of **asynchronous communication** 2.2 State the benefits of using asynchronous communication
3. Be able to use hardware and software for a form of online collaboration	3.1 Use a piece of hardware to work together with someone else 3.2 Use software to work together with someone
4. Be able to use 'track changes' in a shared document	4.1 Use the 'track changes' feature in a document 4.2 Accept or reject a tracked change
5. Be able to take part in a one-to-one video conference	5.1 Identify the hardware required for a **video conference** 5.2 Identify the software required for a video conference 5.3 Use suitable hardware and software to take part in a video conference
6. Be able to send an instant message to a single recipient	6.1 Log into an instant messaging application/program 6.2 Use an instant messaging application/program to send a message to a single recipient
7. Be able to send an email with an appropriate subject line	7.1 Create a new email 7.2 Create a new email with a **suitable subject** 7.3 Send an email to a new recipient 7.4 Understand the difference between 'reply' and 'reply all' 7.5 Use the 'forward' feature to send an email to a single recipient using a suitable subject line
8. Be able to locate business forums in a chosen business area	8.1 Locate a suitable **business or community forum** 8.2 Carry out a search for a relevant business or community forum posting
9. Know what a blog is and what it is used for in business	9.1 State what a blog is 9.2 State why a business or community group may use a blog
10. Know methods a business can use to communicate online	10.1 List ways that a business or community group can communicate online 10.2 State why it is important for businesses or community groups to communicate online

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Amplification

• **Different types of technology**
  ○ this can include hardware and software/programs/applications
 	
• **Asynchronous communication**
  ○ communication that does not rely on data or information being processed immediately. This form of communication means that you can send data/information to someone and they can work on it later. A suitable example of this would be an email as the message is there to be viewed at any time
 	
• **Video conference**
  ○ a group meeting involving more than 2 people that takes place using a video application or software
 	
• **Suitable subject**
  ○ the subject must be relevant to the recipient and the industry they work in
 	
• **Business or community forum**
  ○ a relevant business to the work being undertaken by the learner or a local community forum

Unit Guidance
AC 1.1 – The learner should list at least 3 different types of technology AC 1.3 – Identify at least 2 benefits of using technology for collaboration AC 2.2 – State 2 benefits of using asynchronous communication AC 3.2 – Use only 1 piece of software AC 10.1 – List at least 1 way that a business or community group can communicate online

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Unit Title: **Using technology for career development**
Unit number: T/617/7299
Credit: 6
GLH: 45
Level: E3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the difference between online and face-to-face learning	1.1 State what face-to-face learning means 1.2 State what online learning is 1.3 Describe differences between face-to-face learning and online learning 1.4 Describe different methods of **online learning**
2. Be able to use in-software support	2.1 Use the features of a program to find help 2.2 Use the internet to find help for using software
3. Be able to view an online webinar	3.1 Use the internet to search for an **appropriate online webinar** 3.2 Book onto an online webinar
4. Be able to use software for specific learning purposes	4.1 Use a piece of software to help your learning/development
5. Be able to find business specific connection websites	5.1 Use the internet to search for websites that are relevant to your job role 5.2 Find websites that enable you to connect with other people based on their work 5.3 Bookmark a website that enables you to make business connections with other people
6. Be able to use social media to find companies in your industries	6.1 Use social media to find companies that relate to job roles that meet specific requirements 6.2 Describe how you can use social media to build your own business profile
7. Be able to find people in your industry using a business-related social media site	7.1 Use a business-related social media site to find a company to meet **specific requirements** 7.2 Perform a search on a business-related social media site for people who have a specific job role

Amplification

• **Online learning**
  ○ e-learning, online classroom learning, webinar style learning, courses with interactive tutor support
• **Appropriate online webinar**
  ○ an online webinar can be a live stream on a video hosting site or social media, it can be hosted on an online webinar page or can be pre-recorded content that is being played back

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Unit Guidance
AC 1.3 – The learner should describe at least 2 differences between online and face-to-face learning AC 1.4 – The learner should describe at least 2 different online learning methods AC 2.1 and 2.2 – Find help through help features and online for using 1 program/application AC 6.1 – The specific requirements are either the job role the learner currently has or the job industry they are interested by

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Unit Title: **Using devices and handling information**
Unit number: D/617/7300
Credit: 2
GLH: 12
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to keep an operating system and applications up to date	1.1 State why an **operating system** must be kept up to date 1.2 Demonstrate how to check for updates on a device operating system 1.3 Perform a manual operating system update for a device 1.4 Set up automatic operating system updates for a device 1.5 Manually update an **application** or software for a device 1.6 Set up automatic software updates for a device
2. Be able to use appropriate techniques to carry out and refine searches	2.1 Use a **suitable method** to carry out and refine an internet search considering 2.2 Identify search results that are **relevant, reliable and current** 2.3 List reasons why search results would not be reliable/relevant 2.4 State a ranking system of a search engine 2.5 Search for a **file on a device** or drive
3. Be able to organise and store information	3.1 Identify the size of a file 3.2 Create a folder structure 3.3 Access files across devices using cloud storage 3.4 Identify the **factors that affect data transfer** speeds
4. Be able to identify and apply solutions to common technical problems	4.1 Identify **common technical problems** 4.2 Demonstrate typical troubleshooting methods for a technical problem 4.3 Identify sources of information when solving technical problems 4.4 Use sources of information to resolve a technical problem
5. Be able to identify and use appropriate online learning resources to maintain and improve digital skills	5.1 Identify **online learning resources** to maintain and improve digital skills 5.2 Use online learning resources to maintain and improve digital skills

Amplification
• **Operating system** ○ Windows, Apple macOS, Google, Linux etc. • **Application** ○ includes applications for computers and mobile devices

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- **Suitable method**
  - using quotation marks to look for specific terms
  - using image database or image search service if searching for images
  - applying filters relating to time or origin
  - searching within a specific website or social media platform for information, images, music or video
  - searching online may involve using a 'traditional' search engine (text based) or using a digital assistant through voice control
- **Relevant, reliable and current**
  - checking that a website URL uses https and has a valid certificate
  - being wary of poor-quality websites (low quality design/graphics, broken links, poor English)
  - checking the date of the information provided
  - checking more than one source when searching for information or consuming news online
  - considering the source of the information and whether they might have a reason to provide biased or false information
- **File on a device**
  - this may include searching for file names, partial file names and/or file content
- **Factors that affect data transfer**
  - limitations on file sizes when using some services
  - benefits of using file compression to make effective use of storage capacity and reduce data transfer times
- **Common technical problems**
  - resetting login credentials
  - changing Wi-Fi settings
  - following the instructions in an online tutorial to change a software or app setting
  - disabling an app, or uninstalling and reinstalling software
- **Online learning resources**
  - includes FAQs, guides, videos, tutorials and advice forums

Unit Guidance

AC 2.1 – Use at least 3 different suitable methods to carry out an internet search
AC 2.2 – Identify 2 ways that information can be checked for relevance, reliability and accuracy
AC 2.3 – List 3 reasons why search results would not be reliable/relevant
AC 2.5 – Search for 1 file on a device or drive
AC 3.3 – Access 2 different files from cloud storage
AC 3.4 – Identify at least 2 different factors affecting data transfer speeds
AC 4.1 – Identify 3 common technical problems that can affect users of a computer/device
AC 4.2 – Identify 2 typical troubleshooting methods to a technical problem that may occur to a system user
AC 4.3 – Identify at least 2 different sources
AC 5.1 – Identify a minimum of 2 online learning resources

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Unit Title: **Creating and editing**
Unit number: H/617/7301
Credit: 2
GLH: 11
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to use applications to enter, edit, format and layout information	1.1 Identify layout styles relevant to different document purposes and audiences 1.2 Use a program/application to enter, edit, format and layout text for a range of purposes and audiences 1.3 Use a program/application to **enter, edit, format and layout a table** for a range of purposes and audiences 1.4 Use a program/application to enter, edit, format and **layout** an image for a range of purposes and audiences 1.5 Use a program/application to enter, edit, format and layout a chart for a range of purposes and audiences
2. Be able to edit and enhance an image	2.1 Select an appropriate program/application to edit and enhance an image 2.2 Use an appropriate program/application to adjust the contrast or colour balance 2.3 Use an appropriate program/application to add a text caption to an image 2.4 Use an appropriate program/application to crop an image 2.5 Use an appropriate program/application to resize an image
3. Be able to enter, edit, sort, process, format and chart numeric data	3.1 Select an appropriate program/application to **process numerical data** 3.2 Use an appropriate program/application to **format cells** 3.3 Use an appropriate program/application to carry out simple calculations and use **simple formulae** 3.4 Use an appropriate program/application to create a **simple chart** 3.5 Use an appropriate program/application to sort data 3.6 Use an appropriate program/application to filter data

Amplification
• **Enter, edit, format and layout a table**   ○ includes positioning, sizing, captioning, borders and flow of text • **Layout**

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- includes adopting appropriate common conventions for specific purposes and audiences e.g. a formal report for managers, an advertisement for consumers, a presentation for colleagues etc.

- **Process numerical data**
  - includes using an application's functionality to carry out simple calculations, filtering, using simple formulae and creating simple charts

- **Format cells**
  - includes cell alignment, number formatting, merging/splitting cells

- **Simple formulae**
  - sum – add (+), subtract (-), multiply (*), divide (/)
  - count
  - average
  - max
  - min

- **Simple chart**
  - includes bar charts, pie charts and line charts

Unit Guidance
AC 1.1 – Identify 2 different layout styles that can be used for 2 types of audience AC 1.2, 1.3, 1.4 and 1.5 – For these AC's the learner must enter, edit, format and layout text/2 tables/2 images and 2 charts firstly for the purpose of a job interview and then secondly for presenting information to the general public

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Unit Title: **Communicating**
Unit number: K/617/7302
Credit: 1
GLH: 7
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to identify and use appropriate modes of online communication for a range of contexts and audiences	1.1 State **modes of online communication** 1.2 Select an appropriate mode of online communication for a range of **contexts and audiences**
2. Be able to take steps to manage online identity	2.1 State what a digital footprint is 2.2 State ways to **manage your online identity** 2.3 State ways to manage your digital footprint

Amplification

- **Modes of online communication**
  - include email, instant message, text message, social media, blog, collaboration tools and services
- **Contexts**
  - refers to the range of circumstances in which an online communication could be made e.g. at work, socially and in general public
- **Audiences**
  - refers to different individuals or groups of people e.g. a colleague, a friend, a group of friends, users of a social media platform
- **Manage your online identity**
  - this may include things like the use of privacy settings, managing the number of accounts in use and oversharing information

Unit Guidance

AC 1.1 – The learner should state at least 3 modes of online communication.

AC 1.2 – The training centre should identify what contexts and audiences they feel their learners should be interacting with. The learner must select an appropriate mode of communication for at least 2 different audiences.

AC 2.2 and 2.3 – The learner should state at least 3 different ways.

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Unit Title: **Transacting**
Unit number: M/617/7303
Credit: 1
GLH: 8
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to interact with online transactional services and manage account settings	1.1 Interact with **online transactional services** 1.2 Manage account settings
2. Be able to compare online buying options for an item/service and identify best option	2.1 Compare **online buying options** for a product or service 2.2 Outline methods of identifying scam sites

Amplification

- **Online transactional services**
  - includes online shopping, finance, utilities, government services and media
- **Online buying options**
  - includes comparing different product options, prices, delivery options etc. across multiple providers or retailers and selecting the best option in terms of fitness for purpose, price and delivery

Unit Guidance

AC 1.1 – The learner should interact with 2 different online transactional services.
AC 1.2 – The learner should manage 2 different account settings in the transaction stage of a purchase or service request. An example of an account setting is the billing information.
AC 2.1 – The learner should compare at least 4 different options available for products or services.
AC 2.2 – The learner should identify a minimum of 3 different ways a scam site can be identified by comparison to a genuine site.

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Unit Title: **Being safe and responsible online**
Unit number: T/617/7304
Credit: 2
GLH: 12
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to protect personal information and privacy, understanding personal rights and options for controlling the use of personal data	1.1 List methods of protecting personal information and privacy 1.2 Identify situations where personal information may be stored by devices and online activity 1.3 State key rights available under data protection law
2. Be able to protect devices and data from online risks and threats	2.1 List methods of protecting devices and data storage service 2.2 State the nature of and threats posed by: • worms • trojans • ransomware • identity theft 2.3 State the risk to the work environment of potential data threats
3. Be able to configure and use multifactor authentication to access and use online services	3.1 Configure and use **multifactor authentication** to access and use online services
4. Be able to backup data locally and using a cloud provider	4.1 State the advantages of backing up data locally 4.2 State the advantages of backing up data to a cloud 4.3 Backup data locally and using cloud provider
5. Be able to use appropriate language and behaviour online	5.1 State examples of inappropriate behaviour online 5.2 State what the **implications of using inappropriate behaviour** online are 5.3 State how to block or filter inappropriate content or behaviour 5.4 State personal obligations with respect to copyright and other intellectual property
6. Be able to apply simple methods to avoid physical and psychological health risks while using devices	6.1 State the physical health risks associated with using devices 6.2 State the psychological health risks associated with using devices and the internet 6.3 State methods to avoid/overcome **physical health risks** associated with using devices 6.4 State methods to avoid/overcome **psychological health risks** associated with using devices

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Amplification

• **Multifactor authentication**
  ○ more than one method to access information or services. These systems are commonly employed in financial services with the use of facial recognition or fingerprint recognition combined with PIN or security information being entered.
 	
• **Implications of using inappropriate behaviour**
  ○ these could include criminal offences, company policies (internal and external) or employee responsibilities
 	
• **Physical health risks**
  ○ physical health risks such as back pain
 	
• **Psychological health risks**
  ○ cyberbullying, trolling and the potential effects of device and internet use on personal mental health

Unit Guidance
AC 1.1 – The learner should list at least 4 ways to protect personal information AC 1.2 – The learner should identify at least 2 situations AC 1.3 – The learner should state a minimum of 3 key rights available AC 2.1 – List at least 4 methods of protecting devices and data AC 2.3 – The learner should state 3 risks AC 5.1 – The learner should give 3 examples of inappropriate behaviour AC 5.2 – State at least 3 implications AC 6.1 and 6.2 – The learner should state a minimum of 2 physical and psychological health risks AC 6.3 and 6.4 – The learner should state at least 3 methods of overcoming physical and psychological health risks

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Unit Title: **Using technology for collaboration**
Unit number: A/617/7305
Credit: 7
GLH: 40
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to use appropriate workplace collaborative tools	1.1 Outline the importance of **digital collaboration** in the workplace 1.2 List different types of technology that can be used to aid collaboration 1.3 Use technology to work collaboratively
2. Be able to identify the differences between a range of different tools used for asynchronous collaboration	2.1 List different tools used for asynchronous collaboration 2.2 Identify the differences between asynchronous tools
3. Be able to use common hardware and software required for online collaboration	3.1 Use a piece of hardware to work together with someone else 3.2 Use software to work together with someone
4. Be able to use an online document sharing tool	4.1 List online document sharing tools 4.2 Use an **online document sharing system**
5. Be able to use appropriate techniques to set up a video conference	5.1 List examples of video conferences applications 5.2 Invite participants to a video conference 5.3 **Set up a video conference** 5.4 Use a video conference application
6. Know the main hardware requirements for a group video conference	6.1 Identify the main hardware requirements for a group video conference 6.2 Identify the differences in hardware requirements between group and individual video conferences
7. Be able to use appropriate collaboration techniques on social media	7.1 Use appropriate collaboration techniques on social media
8. Be able to set up a group chat for instant messaging for collaborative purposes	8.1 Log into an instant messaging application/program 8.2 Use an instant messaging application/program to set up a group chat for a collaborative purpose 8.3 Use an instant messaging application/program to send a message to a group
9. Be able to use BCC and CC in an email	9.1 Identify the difference between **CC and BCC** when sending an email 9.2 State reasons for using CC and BCC when sending an email 9.3 Use BCC and CC when sending an email
10. Be able to use attachments to emails	10.1 State considerations when adding attachments to emails

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	10.2 Add an attachment to an email
11. Be able to follow a thread in a business forum	11.1 Locate a suitable business forum 11.2 Carry out a search for a relevant business forum posting 11.3 Follow a business forum thread
12. Understand the differences in social media etiquette	12.1 State the differences in etiquette when using social media for business and in personal life 12.2 State the reasons for using social media in business
13. Know different types of blogs	13.1 Identify different types of blogs 13.2 State how different types of blogs can be used effectively by businesses
14. Be able to participate in a collaborative online meeting	14.1 Participate in an online collaborative meeting
15. Be able to use a range of methods business can use to communicate between employees online	15.1 Identify an appropriate range of methods businesses can use to communicate between employees online 15.2 Use an appropriate range of methods to communicate between employees online

Amplification

- **Digital collaboration**
  - connects a broader network of participants who can accomplish much more than they would on their own through the use of technology

- **Online document sharing system**
  - document sharing is the process of distributing a file to one or more users online. It then allows the users to access and modify the document on an internet-based server, online storage or sharing service

- **Setup a video conference**
  - this includes setting up the hardware, software and program/application for the video conference to run correctly

- **CC and BCC**
  - CC – Carbon Copy
  - BCC – Blind Carbon Copy

Unit Guidance

AC 1.2 – The learner should list 3 types of technology
AC 2.1 – The learner should list 3 different tools
AC 4.1 – The learner should list 3 document sharing tools
AC 5.1 – The learner should list a minimum of 4 video conference applications

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AC 5.3 – The learner should set up all of their own hardware and software to enable them to take part in a video conference

AC 11.1 – The learner has to locate a business forum that is relevant to either a job they are working in presently or an industry they would want to work in

AC 11.2 – The learner should be searching a business forum and then locating a post that is relevant to a job they are in presently or a job industry they would want to work in

AC 11.3 – The learner only has to follow 1 business thread that is relevant to their current job or an industry they would want to work in

AC 12.2 – The learner should state at least 2 reasons businesses use social media

AC 13.2 – For the blogs identified in AC 13.1, the learner should state how these can be used by a business

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Unit Title: **Using technology for career development**
Unit number: F/617/7306
Credit: 3
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to participate in an online learning activity	1.1 Access an **online learning resource** 1.2 Use an online learning resource to participate in an activity
2. Be able to find appropriate online training materials for a given task	2.1 Use an application/website to find online training materials for a given task
3. Be able to participate in a webinar	3.1 Use the internet to search for an appropriate **online webinar** 3.2 Book onto an online webinar 3.3 Participate in an online webinar
4. Know the difference between tutor based and non-tutor-based training software	4.1 Define the terms 'tutor based' and 'non-tutor based' training software
5. Be able to use specific educational software tools e.g. driving test software, language learning software, typing tutors	5.1 Find **educational software tools** 5.2 Access educational software tools 5.3 Use educational software tools
6. Be able to use the internet to find business connections within your chosen field	6.1 Use the internet to search for websites that are relevant to your job role 6.2 Find websites that enable you to connect with other people based on their work 6.3 Find other professionals within your chosen profession
7. Be able to use social media to showcase your expertise	7.1 State the benefits of using social media to showcase your expertise 7.2 Identify the drawbacks of using social media to showcase your expertise
8. Be able to interact with like-minded people on social media	8.1 Register with a business-related social media site 8.2 Send a connection request to a colleague on a business-related social media site using appropriate language and etiquette

Amplification

• **Online learning resource**
  ○ any resource available on the internet in an online educational environment
  ○ could include HTML documents, audio or video lessons, interactive exercises or exams and links to other websites
• **Online webinar**

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- web-based seminar, a webinar is a presentation, lecture, workshop or seminar transmitted over the internet
- a webinar can be conducted live or can be recorded and posted online

- **Education software tools**
  - software/program or application designed with the purpose of providing users new information, knowledge and skills

Unit Guidance
AC 1.2 – The learner should use an online learning resource to complete a learning activity AC 2.1 – The learner should use an app or website to find training materials for a task that relate to their current job or an industry that they want to get involved with

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ACCOUNTING UNIT

Unit Title: **An introduction to Accounting**
Unit number: K/615/6207
Credit: 8
GLH: 70
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Apply basic mathematics in a financial context	1.1 Carry out simple mathematical calculations 1.2 Carry out simple accountancy calculations
2. Understand the language of basic accounting	2.1 Define the following key terms • Assets • Income • Liabilities • Expenditure • Profit • Loss 2.2 Provide examples of the following: • Assets • Income • Liabilities • Expenditure • Profit • Loss 2.3 Identify the **difference** between cash transactions and credit transactions 2.4 Identify the different **methods** of transferring money
3. Understand the different roles and responsibilities within accounting	3.1 Identify the accounting needs of different business needs 3.2 Identify the different accounting roles and their responsibilities 3.3 State the ethical and professional behaviour that is expected within the accounting profession 3.4 State why is it important to maintain confidentiality of information
4. Understand how to communicate effectively	4.1 Identify appropriate methods of communicating financial information 4.2 State the importance of communicating accounting information to clients accurately and clearly
5. Understand the advantages of different IT programmes which support accounting	5.1 Identify different IT software programmes that are available to support the recording of accounting information and transactions 5.2 Identify the advantages of using an IT software programme to record accounting information and transactions

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
6. Know how to produce business documents	6.1 Identify the different methods of recording business transactions 6.2 Identify the different types of accounting documents and their purpose 6.3 Outline the possible consequences of poor information storage
7. Understand how to use office equipment	7.1 Identify the features and uses of different types of office equipment 7.2 State the importance of following correct procedures within an office environment 7.3 Summarise how work areas should be left after use 7.4 Identify ways to minimise waste in the use of resources

Additional assessment guidance/requirements

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

LO1: Apply basic mathematics in a financial context

- Carry out simple mathematical calculations eg.
  - Add and Subtract whole numbers
  - Add and Subtract numbers up to 2 decimal places
  - Divide and multiply whole numbers
  - Divide and multiply numbers up to 2 decimal places
  - Calculate simple percentages eg. 10%, 20%, 25%
  - Calculate averages
- Carry out simple accountancy calculations eg.
  - Gross profit
  - Net profit
  - Loss
  - VAT

LO2: Understand the language of basic accounting

- Define the following key terms:
  - Assets: Something a business owns
  - Income: Money received in exchange for providing goods or services
  - Liabilities: Something a business owes
  - Expenditure: Cost a business pays for goods or services
- Identify the difference between cash transactions and credit transactions
  - Cash transactions are immediate
- Identify the different methods of transferring money
  - Bank transfer
  - Direct debits
  - Telephone Banking
  - BACS
  - Standing orders
  - Cheques

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- Cash deposits

LO3: Understand the different roles and responsibilities within accounting

- The accounting needs of different business sectors eg.
  - Public
  - Private
  - Charitable
- The different accounting roles eg.
  - Management accountant
  - Purchase Ledger Clerk
  - Sales Ledger Clerk
  - Credit Controller
  - Accounting Assistant
  - Bookkeeper
  - Payroll Assistant
- Responsibilities of different accounting roles
  - Document financial transactions
  - Preparing accounts
  - Compile reports, budgets, financial statements
  - Check and produce invoices
- The ethical and professional behaviors that are expected within the accounting profession
  - Honesty
  - Integrity
  - Have respect for others
- State why is it important to maintain confidentiality of information
  - Data protection

LO4: Understand how to communicate effectively

- Appropriate methods of communicating financial information eg.
  - Emails
  - Letters
  - Reports
- Importance of communicating accounting information to clients accurately and clearly eg.
  - Maintaining the reputation of the company
  - Reducing the number of complaints
  - Appropriate use of Body language and Tone of voice
  - Appropriate use of Formal language or Informal language

LO5: Understand the advantages of different IT programmes which support accounting

- The different IT software programmes that are available to support recoding of accounting information and transactions
  - Excel
  - Sage
  - Quick Books
- The advantages of using an IT software programme to record accounting information and transactions eg
  - Better control of processes
  - Quicker processing times
  - Eliminate cost inefficiencies
  - Better reporting functions

LO6: Know how to produce business documents

- Identify the different methods of recording business transactions

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- Cash receipts daybook
- Sales daybook
- Purchase daybook
- Ledgers

- Identify the different types of accounting documents and their purpose
  - Balance Sheet
  - Cash Flow Statement
  - Profit and Loss statement
  - Invoices
  - Receipts
- Outline the possible consequences of poor information storage
  - Data protection breach
  - Legal action being taken

LO7: Understand how to use office equipment

- Features and uses of different types of office equipment
  - Computers (Emails, Electronic diaries, Word processing, Internet, Spreadsheets)
  - Printers/Photocopiers
  - Franking Machines
  - Telephones
- The importance of following correct procedures within an office environment eg.
  - Health and Safety practices in the office
  - Fire drills
  - Manufacturer's instructions

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BUSINESS ADMINISTRATION UNITS

Unit Title: Communicate in a business environment

Unit number: F/601/2453
Credit: 4
GLH: 21
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the purpose of planning communication	1.1 Identify the purpose of communication 1.2 State different methods of communication and when to use them
2. Understand how to communicate in writing	2.1 Give reasons for using language that suits the purpose of the communication 2.2 Describe how to format information so that it is clear and accurate 2.3 Give reasons for accurate use of grammar, punctuation and spelling 2.4 Explain what is meant by plain English, and why it is used 2.5 Explain the need to check work 2.6 Outline ways of recognising work that is important and work that is urgent 2.7 Outline organisational procedures for saving and filing written communications
3. Know how to communicate verbally	3.1 Identify methods of verbally presenting information and ideas clearly 3.2 Identify ways of contributing to discussions 3.3 Identify ways of listening actively
4. Understand the purpose of feedback in developing communication skills	4.1 Identify ways of getting feedback on communications 4.2 Describe the purpose of using feedback to develop communication skills
5. Be able to plan communication	5.1 Identify the purpose of communications to be presented 5.2 Select methods of communication to be used 5.3 Confirm methods of communication, as required
6. Be able to communicate in writing	6.1 Format information so that it is clear and accurate 6.2 Use language that suits the purpose of the communications 6.3 Use accurate grammar, spelling and punctuation, and plain English to make sure that the message is clear 6.4 Check communications and make amendments, as required 6.5 Agree what is important and what is urgent

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	6.6 Produce communications to meet agreed deadlines 6.7 Keep a file copy of communications sent
7. Be able to communicate verbally	7.1 Verbally present information to others so that it is clear and accurate 7.2 Contribute to discussion(s) 7.3 Actively listen to information given by other people 7.4 Ask relevant questions to clarify own understanding, as required
8. Be able to identify and agree ways of developing communication skills	8.1 Get feedback to confirm whether the communication has achieved its purpose 8.2 Use feedback to identify and agree ways of improving own communication skills

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Unit Title: **Make and receive telephone calls**
Unit number: K/601/2446
Credit: 3
GLH: 10
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to make telephone calls	1.1 Describe the different features of telephone systems and how to use them 1.2 Give reasons for identifying the purpose of a call before making it 1.3 Describe different ways of obtaining the names and numbers of people that need to be contacted 1.4 Describe how to use a telephone system to make contact with people inside and outside an organisation 1.5 Explain the purpose of giving a positive image of self and own organisation 1.6 Explain the purpose of summarising the outcomes of a telephone conversation before ending the call 1.7 Describe how to identify problems and who to refer them to 1.8 Describe organisation structures and communication channels within an organisation 1.9 Describe how to follow organisational procedures when making a telephone call 1.10 Explain how to report telephone system faults
2. Understand how to receive and transfer telephone calls	2.1 Describe how to identify callers and their needs 2.2 Explain the purpose of giving accurate and up to date information to callers 2.3 Explain the purpose of confidentiality and security when dealing with callers 2.4 Describe the types of information that could affect confidentiality and security and how to handle these 2.5 Describe ways of identifying the appropriate person to whom a call is transferred 2.6 Describe the information to be given when transferring calls or leaving messages 2.7 Describe how to identify problems and who to refer them to 2.8 Describe how to follow organisational procedures when receiving a telephone call 2.9 Explain how to report telephone system faults

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Be able to make telephone calls	3.1 Identify the purpose of the call 3.2 Obtain the name and number of the person to be contacted 3.3 Make contact with the person 3.4 Communicate information to achieve the purpose of the call 3.5 Project a positive image of self and organisation 3.6 Summarise the outcomes of the conversation before ending a call 3.7 Report telephone system faults, if necessary
4. Be able to receive telephone calls	4.1 Answer a phone following organisational procedures 4.2 Give a positive image of self and organisation 4.3 Identify the caller, where they are calling from, and what they need 4.4 Give accurate and up to date information whilst protecting confidentiality and security 4.5 Transfer calls, if required 4.6 Take and pass on messages according to the caller's needs 4.7 Summarise the outcomes of the conversation before ending the call 4.8 Report telephone system faults, if necessary

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Unit Title: **Recognise and deal with customer queries, requests and problems**
Unit number: M/601/1508
Credit: 5
GLH: 33
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. recognise and deal with customer queries and requests	1.1 deal with queries and requests from customers in a positive and professional way 1.2 seek information or help from a colleague if they cannot answer their customer's query or request 1.3 obtain help from a colleague if they are not able to deal with their customer's request 1.4 always tell their customer what is happening
2. recognise and deal with customer problems	2.1 recognise when something is a problem from the customer's point of view 2.2 avoid saying or doing anything which may make the problem worse 2.3 deal with a difficult customer calmly and confidently 2.4 recognise when to pass a problem on to an appropriate colleague 2.5 pass the problem on to their colleague with the appropriate information 2.6 check that the customer knows what is happening
3. know how to recognise and deal with customer queries, requests and problems	3.1 list who in the organisation is able to give help and information 3.2 state the limits of what they are allowed to do 3.3 identify what professional behaviour is 3.4 describe how to speak to people who are dissatisfied 3.5 describe how to deal with difficult people 3.6 state what customers normally expect 3.7 identify how to recognise a problem from what a customer says or does 3.8 describe what kinds of behaviours/actions would make situations worse 3.9 list the organisational procedures they must follow when they deal with problems or complaints 3.10 identify the types of behaviour that may make a problem worse

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Unit Title: **Use a filing system**
Unit number: Y/601/2460
Credit: 2
GLH: 13
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know methods and procedures for storing and retrieving information	1.1 Describe methods of storing and retrieving information 1.2 Describe procedures to be followed for storing and retrieving information 1.3 Describe legal and organisational procedures for security and confidentiality of information
2. Be able to store information	2.1 Identify and collect information to be stored 2.2 Follow procedures for security and confidentiality of information 2.3 Store information in approved locations 2.4 Refer problems, if required
3. Be able to retrieve information	3.1 Identify information to be retrieved 3.2 Follow procedures for security and confidentiality of information 3.3 Locate and retrieve the required information 3.4 Provide information in the agreed format and timescale 3.5 Refer problems, if required

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COVID-19 UNIT

Unit Title: **Keeping yourself and others safe from COVID-19**
Unit number: M/618/2954
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know what Coronavirus and COVID-19 are	1.1 State the difference between coronavirus and COVID-19 1.2 State how coronavirus **spreads,** both directly and indirectly 1.3 State the incubation period of coronavirus 1.4 Define the term '**carrier'** in the context of infectious diseases
2. Know how COVID-19 can affect the body	2.1 State the **symptoms** of COVID-19 2.2 Define the term immunity 2.3 State the **ways an immune system can fight a virus** 2.4 Identify the **high-risk groups** of COVID-19
3. Know how to protect yourself from COVID-19	3.1 State the most effective way of washing hands 3.2 State why it is important to maintain a safe distance from others 3.3 State **practical ways** of reducing the spread of infection to keep yourself and others safe 3.4 State **sources** of information regarding COVID-19

Amplification

- **How spread**:
  - Coughing
  - Sneezing
  - Being in close contact with an infected person
  - Touching a contaminated surface

- **Carrier**:
  - An infected person who does not show symptoms

- **Symptoms**:
  - Fever
  - Tiredness
  - Persistent dry cough
  - Breathing difficulties

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- Bad sore throat
- Loss of sense of smell or taste

- **Ways an immune system can fight a virus:**
  - Expelling the infection e.g. mucous, vomiting, diarrhoea, pus, sneezing
  - Fevers
  - Developing immunity

- **High-risk groups**:
  - Very old
  - Very young
  - Already ill
  - Weakened immune systems
  - Expectant mothers

- **Practical ways**:
  - Sneeze or cough into elbow or shoulder
  - Maintain distance from others
  - Use face coverings
  - Self-isolate for 14 days if you have symptoms
  - Use hand santiser and/or wash hands regularly
  - Don't touch face with unwashed hands
  - Pay using contactless payment methods
  - Don't share food or utensils
  - Good ventilation of areas
  - Keep hand-contact surfaces clean and disinfected regularly

- **Sources of information:**
  - Government websites
  - NHS
  - World Health Organisation

Unit Guidance
AC 1.2 – at least 3 methods must be identified AC 2.1 – at least 3 symptoms must be identified AC 3.3 – at least 3 ways must be identified AC 3.4 – at least 2 sources must be identified

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CUSTOMER SERVICE UNITS

Unit Title: **Creating First Impressions**
Unit number: T/617/5410
Credit: 2
GLH: 16
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
5. Understand the factors that can influence a customers' first impressions	2.3 State what a **first impression** is 2.4 Identify ways in which you can **influence a first impression** 2.5 List **potential factors** that can influence a customers' first impression 2.6 State the importance of different factors that can influence a **customer**
6. Know how you can create a positive first impression	3.4 Identify **what skills can help** create a good first impression 3.5 Describe how **personal presentation** can impress a customer 3.6 Identify ways to make a confident introduction 3.7 Describe how your personality can affect a customers' first impression 3.8 Outline the role of body language in customer interactions

Amplification / Indicative content / Range

• **First Impression:**
  ○ An idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence
• **Potential factors:**
  ○ Advertising, previous experiences, word of mouth
• **Customer**
  ○ Both internal and external customers
• **Personal presentation**
  ○ Appearance, body language and behaviours e.g. friendly approach, courtesy and respect, punctuality and being in the right place at the right time
• **A first impression can be influenced**:
  ○ Assumptions, beliefs and values, previous interaction/experience
• **What skills can help:**

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○ Communication, empathy, conflict management, questioning, problem solving, active listening

Unit Title: **Making Conversation and Building Rapport**
Unit number: F/617/5412
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Understand the importance of building rapport with customer	1.5 Define the meaning of rapport 1.6 Identify the reasons why **building rapport** with external customers is important 1.7 State reasons why employees building rapport with internal customers is important
4. Know ways to build rapport	2.5 State ways to introduce yourself 2.6 Identify **ways to engage in a conversation** 2.7 State how body language can affect rapport 2.8 State the importance of personal appearance in building rapport 2.9 List appropriate greetings that can be used toward customers 2.10 State how empathy can be used to create rapport 2.11 Identify why good communication is required to build rapport
5. Know how to use suitable questioning techniques when making conversation	3.1 State different ways of approaching and **questioning customers** 3.2 Identify when the right time is to ask questions 3.3 State the difference between 'open' and 'closed' questions 3.4 State what open questioning is used for 3.5 Identify why questioning is important in the customer service environment 3.6 Identify questions that can be used to establish customer needs 3.7 Outline what a 'probing' question is

Amplification / Indicative content / Range
• **Building rapport:** ○ Elicits information, facts, requirements, expectations. Minimises the risk of conflict, customer engagement & loyalty.

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- **Ways to build rapport**:
  - Knowledge of organisations dress code, 'house style' or culture. Greeting, introduction, handshake, making small talk.
  - List the factors involved in rapport building e.g. trust, commonalities, empathy.
- **Ways to engage in a conversation**:
  - Face to face, telephone and other media.
  - Friendly, professional approach, use of active listening
  - Knowledge of organisations products or services
- **Questioning customers**:
  - Identify good, and less useful, questions e.g. open, probing, reflective, closed, leading, multiple.

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Unit Title: **Complaint Resolution**
Unit number: D/617/5417
Credit: 5
GLH: 36
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Understand the differences between handling and resolving complaints	1.5 Describe reasons why people complain 1.6 State what complaint handling is 1.7 State what complaint resolution is
4. Understand how to deal with complaints on social media	2.5 List social media platforms used for customer service 2.6 Outline the organisations procedures that must be followed when on social media 2.7 Identify the **ways that organisations respond** to complaints on social media 2.8 State what customers expect on social media when they make a complaint
5. Know the signs of complaint intensification and methods of avoidance	3.1 Identify what **behaviour a complaining customer might have** 3.2 Identify how to recognise a problem based on what a customer says or does 3.3 List what actions could potentially lead to complaints becoming more intense 3.4 Identify ways that a difficult situation can be resolved before it becomes a complaint
6. Know the skills, attributes and techniques that can be used to resolve complaints	4.1 State why knowing your own level of authority is important when providing customer service 4.2 Identify when it is appropriate to refer a complaint to another person 4.3 List the **skills that can be used** when dealing with a difficult customer 4.4 Outline why tone of voice/body language is important in resolving a complaint 4.5 State an organisation's procedure to resolving complaints

Amplification / Indicative content / Range
• **Ways that organisations respond:**   ○ Social media platforms could include any company/industry/sector specific sites such as Intranet pages

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- **Behaviour a complaining customer might have:**
  - Behaviour, body language, words used (including inappropriate language), tone
- **Skills that can be used:**
  - Communication skills, empathy, conflict resolution techniques.
  - Using own authority level and escalation procedure

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Unit Title: **Listening Techniques**
Unit number: K/617/5419
Credit: 2
GLH: 16
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Understand active listening	1.4 Outline the difference between listening and hearing 1.5 Define what **active listening** is 1.6 Identify what **behaviours** you could display to demonstrate active listening
4. Know how to listen to customers effectively	2.2 State **different ways to listen to people** 2.3 State what key information should be listened for when dealing with customers 2.4 State **why it is important to listen** to a customer 2.5 Describe the **barriers to listening** 2.6 Describe the implications of not listening 2.7 Describe **techniques to enable effective listening**

Amplification / Indicative content / Range

- **Different ways to listen to people:**
  - face to face, telephone, video calls, two-way radio, intercom
- **Exhibited Behaviours**:
  - Verbal nods, leaning forward, tilting head, summarising, relevant questions, clarification, paraphrasing
- **Why it is important to listen:**
  - Customer wants, needs and expectations. Passing messages to colleagues. Gathering information, problem solving, avoid misunderstandings, conflict and complaints
- **Barriers to listening**:
  - Assumptions, distractions, language, background noise, system/signal quality, disability
- **Techniques to enable effective listening:**
  - Focus, open mind, minimisation of distractions, allowing enough time, using notepaper and pen

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Unit Title: **Standardised Approach to Customer Service**
Unit number: D/617/5420
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
6. Understand the benefits of having set standards in customer service	1.4 State what the **minimum standard** of customer service in an organisation is 1.5 Outline why it is important to continually meet and exceed organisational customer service standards 1.6 Identify policies in place to support customer service standards 1.7 State what a **standardised approach** is 1.8 List possible reasons for organisations wanting to have a standardised approach
7. Understand why expectations have to be set in a customer service environment	2.7 State possible **expectations** that organisations may have of employees in delivering customer service 2.8 State the importance of company **expectations** in a customer service environment

Amplification / Indicative content / Range

• **Minimum standard**
  ○ Outlined in customer service charter, core values
• **Standardised approach**
  ○ A standardised approach is something a company expects its employees to adhere to so that they are all following the same principles when making decisions. An example of this might be greeting all customers in the same manner
• **Expectations**
  ○ Service Level Agreements (SLA's), targets, goals, core values, customer service policy

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Unit Title: **Communication Methods**
Unit number: K/617/5422
Credit: 5
GLH: 36
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
11. Understand different methods of communication and how to support customer service	1.4 Identify different **ways an organisation can communicate** with its customers 1.5 Identify different communication techniques based on **customer type** 1.6 Identify possible ways to end a conversation with a customer 1.7 List possible ways of handling a customer query
12. Understand different communication models	2.3 Identify recognised **communication models** 2.4 Identify key features of communication models found 2.5 Outline advantages and disadvantages of one communication model
13. Understand ways to communicate effectively with customers over the internet	3.3 List social media sites that can be used by organisations to communicate with customers 3.4 Outline what needs to be included in an email to a customer from an organisation 3.5 List the advantages of communication with customers over email/social media/livechat 3.6 List the disadvantages of communication with customers over email/social media/livechat 3.7 State appropriate communication to be used on social media when addressing customers 3.8 Outline the importance of confidentiality while operating online 3.9 List the barriers to communication whilst online
14. Understand ways to communicate effectively with customer face-to-face and over the phone	4.1 State the importance of body language when face-to-face 4.2 State the importance of tone of voice when using the telephone 4.3 List the advantages of communicating with customers face-to-face

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.4 List the advantages of communicating with customer over the phone 4.5 Identify the barriers to communicating verbally

Amplification / Indicative content / Range

• **Different communication methods:**
  ○ Verbal, Non-Verbal, Written
• **Customer type:**
  ○ Internal, external, visitors, contractors
• **Communication models**:
  ○ *Adler and Towne* model and similar
• **Ways an organisation can communicate:**
  ○ E-mail, Text/Multimedia message, Documents shared (Hard/soft/uploaded to shared drive), social media and smartphone applications

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Unit Title: **Expectations of working in a customer service role**
Unit number: A/617/5425
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
8. Understand the importance of punctuality and time keeping	1.5 Identify what time work starts and finishes 1.6 Identify how long breaks are 1.7 State why it is important to be on time and ready to work 1.8 Describe the impact of lateness on customer service, colleagues and the organisation
9. Know the correct way to dress and present themselves	2.3 Describe an organisation's dress code 2.4 List suitable clothing to wear for work 2.5 Outline why it is important that employees **dress appropriately** 2.6 State why offensive tattoos or body piercings should be covered up 2.7 State the importance of good personal hygiene. 2.8 Describe the benefits a positive attitude to work has on customer service
10. Understand the impact and importance of shift patterns	3.3 State **why overtime may be required** by an organisation 3.4 Identify the benefits of working overtime for the employee. 3.5 Describe the benefits of a good, clear handover

Amplification / Indicative content / Range

- **Dress appropriately:**
  - Brand representation, identification, first impressions, Health & Safety
- **Why overtime may be required:**
  - absence, holidays, increased workload, potential impact on customer service during shift changes

Unit Guidance

AC 1.1 & 1.2 – Learners do not need to be in employment. The training provider may wish to provide a fictional brief for learners to work from.

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Unit Title: **Use of online and digital software and systems**
Unit number: J/617/5427
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to safely use systems	1.1 Identify **systems** used in an organisation 1.2 Outline how systems/software are used to support customer service 1.3 Identify legislation governing data/information management 1.4 Identify what indicates that a website is trusted/secure 1.5 Identify how to keep information secure
2. Understand the uses of Social Media	2.1 List possible **uses of social media** in a customer service environment 2.2 Outline an organisations policies governing the use of social media 2.3 Identify **possible regulations/legislation that could be broken** when communicating with customers online 2.4 Outline ways to gather customer feedback on social media 2.5 List different ways of communicating information over social media 2.6 Identify when to take an issue 'off line'
3. Know how to communicate by email and online chat facilities	3.1 State possible **greetings in emails** 3.2 State possible ways of ending emails 3.3 Identify the **language that is appropriate** for communicating on email 3.4 Identify **appropriate timescales** to respond to emails 3.5 Describe a situation when communication by email/online chat may not be appropriate

Amplification / Indicative content / Range
• **Systems**   ○ CRM and other internal databases, Intranet, internal drive • **Uses of Social Media:**

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- Marketing & promoting products/services, information gathering/sharing, customer preferences, publicity, news & updates
- **Possible regulation/legislation that could be broken**
  - Ownership/responsibility and management of information
- **Language that is appropriate**
  - Language – formal/informal, tone, words
- **Greetings to emails**
  - Email etiquette e.g. CC/BC/Reply to all, email chains,
- **Appropriate timescales**
  - Organisation guidelines/service level agreements

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Unit Title: **Legislation and Regulation in the Customer Service Environment**
Unit number: L/617/5428
Credit: 2
GLH: 16
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the legislation and regulations that are relevant to a customer service environment	1.1 State what the responsibilities of the employer are regarding health and safety 1.2 List two duties of Employees under the Health & Safety at Work Act 1.3 Identify 3 pieces of **legislation** that could affect the delivery of customer service 1.4 State how legislation affects employees in the workplace 1.5 State the implications of not abiding by legislation and regulations
2. Know how legislation and regulations impact customer service	2.1 State what a **code of practice** is 2.2 Describe how customer information is stored and retrieved in line with Data Protection legislation 2.3 Define the **importance of Data Protection legislation** to the customer and to the organisation 2.4 Outline how to protect the information and details of customers

Amplification / Indicative content / Range

• **Legislation:**
  ○ Possible legislation could include: Health & Safety at Work Act 1974, Consumer Rights Act 2015, Consumer Credit Act, Consumer Contract Regulations (On-Line trading), Consumer Protection Act 1987, Data Protection Act 2018 (GDPR)
• **Code of Practice**
  ○ guidelines issued by an official body or professional association to help staff or members comply with its ethical standards
• **Importance of Data Protection legislation**
  ○ GDPR. The learner understands that they cannot discuss or disclose any information they might be deemed sensitive or personal about or to customers

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Unit Title: **Personal Development within Customer Service**
Unit number: J/617/5430
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the ways to gather feedback on own performance	1.1 Identify own strengths in a customer service environment 1.2 Identify own areas for development 1.3 State what a **SWOT analysis** is 1.4 Outline the features of a personal development plan 1.5 State **how feedback could be obtained** about own performance
2. Know learning activities that can develop own ability	2.1 List different **ways that knowledge or skills can be developed** 2.2 Outline how to measure own personal development to support customer service
3. Understand the benefits of developing own skills and knowledge in customer service	3.1 Identify benefits to the organisation of improving own skills and knowledge 3.2 Identify **advantages of improving own performance** 3.3 List reasons for undertaking personal development

Amplification / Indicative content / Range

• **How feedback could be obtained:**
  ○ Performance review/appraisals, Customer opinions, Performance against KPI's
• **SWOT analysis:**
  ○ Strengths, Weaknesses, Opportunities, Threats
• **Ways that knowledge or skills can be developed:**
  ○ Training on or off the job, coaching, e-learning, working with others, reflective practices
• **Advantages of improving own performance:**
  ○ Increased customer satisfaction/retention, brand reputation exposure, staff competence and confidence, better recognition or increased likelihood of promotion

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Unit Title: **Awareness of Equality and Diversity**
Unit number: R/617/5432
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand definitions that are important regarding equality and diversity	1.1 State what diversity means 1.2 Define what equality means 1.3 State the organisational policy or policies regarding diversity and equality
2. Know legislation and regulations used in Equality and Diversity	2.1 List **legislation that relates to equality and diversity** in a customer service environment 2.2 List the protected characteristics 2.3 Describe why knowledge of protected characteristics is important to customer service practitioners
3. Understand why Equality and Diversity is key in organisations	3.1 List **organisations facilities** that make customer service inclusive 3.2 State how assumptions can affect own behaviour 3.3 List behaviours that may cause offence to customers and/or colleagues 3.4 State the **possible impact on an organisation** found to have demonstrated discriminatory behaviour 3.5 State the possible impact on an individual found to have demonstrate discriminatory behaviour

Amplification / Indicative content / Range

• **Definitions important regarding equality and diversity:**
  ○ Stereotypes & assumptions, organisation policy/values, whistleblowing
• **Legislation that relates to equality and diversity:**
  ○ Equality Act 2010, Human Rights Act 1998
• **Understand why Equality and Diversity is key in organisations:**
  ○ This can be part of a varied approach or response
• **Organisations facilities**
  ○ Access to premises/escalators/hearing loops/assistance dogs
• **Possible impact on an organisation**
  ○ Loss of business, fines, reputational damage, disciplinary action

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Unit Title: **Customer Feedback**
Unit number: Y/617/5433
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know why collecting feedback is important	1.1 State ways to obtain customer feedback 1.2 Identify **why it is important to collect customer feedback** 1.3 List the **benefits of gathering customer feedback** 1.4 State what could happen if feedback was not gathered
2. Understand how customer feedback can be used	2.1 State **how customer feedback can be used** by the organisation, the team and the individual. 2.2 List the **implications of not acting** on customer feedback
3. Know how customer feedback can influence future planning	3.1 Identify why it is important to **record customer feedback** 3.2 Describe types of customer information that can affect future planning 3.3 State organisational decisions that can be influenced by customer feedback

Amplification / Indicative content / Range

• **Why it is important to collect customer feedback:**
  ○ Monitor customer satisfaction, Identify customer needs & expectations, customer retention
• **Benefits of gathering customer feedback:**
  ○ Personal development, monitoring own performance
• **How customer feedback can be used:**
  ○ Publicity/marketing/trends, monitoring performance, recognition, development of staff, product development
• **Implications of not acting:**
  ○ Negative publicity, service improvements not recognised, potential loss of business
• **Record customer feedback:**
  ○ Understanding customers, enables the monitoring of improvements, identify patterns and customer trends

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Unit Title: **Teamwork in Customer Service**
Unit number: A/617/5554
Credit: 3
GLH: 22
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Certificate in Work-Related Studies for the Customer Service Sector (RQF)
- Highfield Level 1 Diploma in Work-Related Studies for the Customer Service Sector (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know why working with others in a team is important	1.3 State the **benefits** of working together with others in a customer service environment 1.4 State the importance of passing accurate information to the relevant people 1.5 State why it is important to follow instructions accurately 1.6 State the importance of feedback from team members 1.7 State how teamwork helps a team to meet its objectives
2. Understand how to support the work of a team	2.1 List ways to help maintain good working relationships in a team 2.2 Give examples of problems that should be reported to a line manager 2.3 Describe situations when it is appropriate to ask for help 2.4 State the **behaviours** that are important when working in a team 2.5 Identify how you would **contribute** to a team 2.6 List what **skills** might be required for effective teamwork

Amplification / Indicative content / Range

• **Benefits**
  ○ Faster service, problems solved more easily, increased efficiency, better service offered
• **Behaviours**
  ○ Patience, determination, compassion for others, belief, confidence, honesty, responsibility, optimism, enthusiasm, adaptability
• **Contribute**
  ○ What the learner would bring to a team in the form of strengths and qualities
• **Skills**
  ○ Problem solving, good communication, leadership, good listening, respect, management

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FIRE SAFETY UNITS

Unit Title: **Principles of Fire Safety Awareness**
Unit number: Y/615/7451
Credit: 1
GLH: 4
Level: 1

This unit also appears in the following Highfield qualification:

- Highfield Level 1 Award in the Principles of Fire Safety Awareness (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the hazards and risks associated with fire in the workplace	1.1 Identify the components of the fire triangle 1.2 Identify the main causes of fires in the workplace 1.3 Identify ways to reduce the likelihood of a fire 1.4 Outline the main costs of fires in the workplace 1.5 Outline the duties for the following in relation to fire safety: • Employer • Employee • Fire warden 1.6 Identify structural features of means of escape and how to ensure that they are maintained and available
2. Understand how fire risk is controlled in the workplace	2.1 Identify actions to take in the event of a fire and upon hearing a fire alarm 2.2 Identify the types of fire-fighting equipment and their uses 2.3 Outline ways to ensure fire safety equipment is available for use

Additional assessment guidance/requirements
Learning Outcome 1 - Understand the principles of fire and its prevention 1.1 Components of the fire triangle - ignition, fuel, oxygen. How elements start/reduce/stop a fire, causes of fire 1.2 Main causes of fires in the workplace - arson, electrical faults, smoking materials 1.3 Reduce the likelihood of a fire- fire risk assessment, housekeeping, physical controls, employee controls (training), equipment safety and servicing e.g. gas and electric, storage of flammable substances/fuel. Daily checks could include: • Outline the ways employees can assist in reducing the risk of fire occurring • Follow information provided on fire risk assessment • Always follow your training • Keep rubbish to a minimum

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- Report any fire safety related matters to your supervisor
- Keep stairways and corridors clear
- Ensure fire doors remain shut

1.4 Main costs of fires in the workplace - personal injury or death, direct cost to building and business, insurance costs, loss of jobs, society healthcare, social welfare.

1.6 Structural features of means of escape - fire doors, staircases, emergency lighting, escape doors, assembly points

How to ensure they are maintained - regular inspection, testing, maintenance.

Learning Outcome 2 - Understand how fire risk is controlled in the workplace

2.1 Actions to take in the event of a fire - raise the alarm, evacuate, contact emergency services, fight a fire if able, assembly point

2.2 Types of fire-fighting equipment - portable Extinguishers - water, dry powder, foam, wet chemical, CO2, blanket. Fixed sprinklers, hoses.

2.3 Ensure fire safety equipment is available for use - regular servicing of equipment.

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HEALTH AND SOCIAL CARE, EARLY YEARS AND CHILDCARE UNITS

Unit Title: **Understand the principles and values in health and social care (adults and children and young people), early years and childcare**
Unit number: J/602/6189
Credit: 3
GLH: 26
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare	1.1 Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare 1.2 Identify guidance and standards that underpin the principles and values
2. Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare	2.1 Describe why those who access services should be valued as individuals 2.2 Give examples of ways to value adults who access services 2.3 Give examples of ways to value children and young people who access services 2.4 Outline what is meant by person centred practice or child centred practice 2.5 Define confidentiality in the context of the sectors 2.6 Identify how confidentiality promotes respect for and values individuals

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Unit Title: **Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare**

Unit number: A/602/6187
Credit: 3
GLH: 26
Level: 1

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

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HOSPITALITY AND CATERING UNITS

Unit Title: **Principles of Providing a Counter and Takeaway Service**
Unit number: T/502/8297
Credit: 1
GLH: 6
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance 1.2 State the importance of controlling portions when serving customers 1.3 State the importance of giving accurate information to customers 1.4 Describe the types of unexpected situations that might occur when serving customers
2. Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service 2.3 State the importance of maintaining a constant stock of service items 2.4 Describe the types of unexpected situations that might occur when clearing away

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Unit Title: **Safe, Hygienic and Secure Working Environments in Hospitality**
Unit number: R/600/0615
Credit: 2
GLH: 16
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know their personal responsibilities under the Health and Safety at Work Act	1.1 State personal responsibility for health and safety when in the workplace 1.2 Identify the importance of following safety procedures in the workplace 1.3 State reporting procedures in the case of personal illness
2. Know why it is important to work in a safe and hygienic way	2.1 State why it is important to maintain good personal hygiene 2.2 State why correct clothing, footwear and headgear should be worn at all times 2.3 State why, and to whom, accidents and near accidents should be reported. 2.4 Describe safe lifting and handling techniques that must be followed 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person
3. Know about hazards and safety in the workplace	3.1 Identify the types of common hazards found in the workplace 3.2 Identify types of emergencies that may happen in the workplace 3.3 Describe why first aid procedures should be in place 3.4 Identify possible causes of fire in the workplace 3.5 Describe Fires Safety procedures 3.6 Describe security procedures

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FOOD SAFETY UNITS

Unit Title: **Food Safety Awareness in Manufacturing**
Unit number: H/616/6881
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand personal responsibilities for food safety in a food manufacturing environment	1.1 State the importance of food safety in a food manufacturing environment 1.2 Recognise that food handlers have legal responsibilities for food safety 1.3 State how to report food safety hazards to supervisors
2. Understand the importance of personal hygiene in a food manufacturing environment	2.1 State the importance of personal hygiene when in contact with food 2.2 Identify good personal hygiene practices
3. Understand the importance of keeping work areas clean and hygienic in a food manufacturing environment	3.1 State the importance of keeping work areas clean and pest free in a food manufacturing environment 3.2 State how to keep the work area and equipment clean in a food manufacturing environment 3.3 State the importance of safe waste disposal
4. Understand how to keep food safe in a food manufacturing environment	4.1 Identify how food can become contaminated by physical, chemical, allergenic and microbiological contaminants 4.2 Identify safe food handling practices and procedures for controlling contamination hazards from purchase to service of food 4.3 State ways to prevent bacteria multiplying and surviving in food manufacture

Amplification / Indicative content / Range
LO1 - Understand personal responsibilities for food safety in a food manufacturing environment 1.1 - State the importance of food safety in a food manufacturing environment • benefits of good food safety • costs of poor food safety • risk of food poisoning • symptoms of food poisoning • at-risk groups 1.2 - Recognise that food handlers have legal responsibilities for food safety legal responsibility to follow rules for hygiene • personal hygiene

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- keeping the food premises and equipment clean
- reporting illness and skin infections

1.3 - State how to report food safety hazards to supervisor's legal responsibility for reporting the need to follow instructions

LO2 - Understand the importance of personal hygiene in a food manufacturing environment

2.1 - State the importance of personal hygiene when in contact with food
risks from poor personal hygiene
poor habits

2.2 - Identify good personal hygiene practices

- washing hands – times when critical and when important
- importance of dress code and protective clothing, including jewellery rules
- reporting of illnesses
- dealing with cuts, wounds and skin infections

LO3 - Understand the importance of keeping work areas clean and hygienic in a food manufacturing environment

3.1 - State the importance of keeping work areas clean and pest free in a food manufacturing environment

- legal requirements
- reduce the risk of contamination
- to provide pleasant working conditions
- reduce the risk of attracting pests
- more pleasant premises for customers
- common signs of pest infestation
- the need to report pest infestations to supervisors/line managers
- basic prevention of pest infestations:
    - keep both internal and external bin lids closed
    - empty bins regularly
    - clean away food debris
    - keep doors and windows closed

3.2 -State how to keep the work area and equipment clean in a food manufacturing environment recognise the terms and how to use:

- detergent
- disinfect
- sanitiser
- methods of cleaning
- follow manufacturer's instructions
- the need to clean hand-contact surfaces such as handles and taps

3.3 - State the importance of safe waste disposal

- empty waste containers regularly
- keep internal and external waste lids closed

LO4 - Understand how to keep food safe in a food manufacturing environment

4.1 - Identify how food can become contaminated by physical, chemical, allergenic and

- microbiological contaminants
- identification of different food types:

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- high-risk
- raw
- low risk
- ready-to-eat raw foods
- common sources of microorganisms
- vehicles and routes of microbiological contamination
- cross-contamination sources

- common sources of:
  - physical hazards
  - chemical hazards
  - allergenic hazards

4.2 - Identify safe food handling practices and procedures for controlling contamination hazards from purchase to service of food

- ways physical and chemical contamination can be prevented:
- covering food while cleaning
- unpacking outside of the kitchen
- ways allergenic contamination can be prevented:
- keeping allergens separate from other foods
- ways in which microbiological contamination and survival can be prevented:
- keeping raw food separate from high-risk food
- vehicles of contamination

4.3 - State ways to prevent bacteria multiplying and surviving in food manufacture

- importance of maintaining the chill chain
- importance of thorough cooking
- importance of cooling food rapidly
- role of stock rotation
- identifying and reporting when temperature controls may have been compromised
- use by and best before date coding

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LAND-BASED UNITS

Unit Title: **Assist with potting up rooted cuttings, large seedlings or plugs by hand**
Unit number: R/600/0288
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to prepare for potting	1.1 Identify and wear appropriate protective clothing 1.2 Follow safety procedures as directed to ensure the health and safety of self and others 1.3 Organise tools, materials and equipment before use 1.4 Place drainage materials and/or compost in pots/modules and consolidate to suit planting needs as directed
2. Be able to pot rooted cuttings, large seedlings or plugs	2.1 Prepare cuttings, seedlings or plugs for potting as instructed 2.2 Make planting holes in suitable positions and at correct depths 2.3 Plant rooted cuttings, large seedlings or plugs and firm as instructed 2.4 Handle plants carefully as demonstrated
3. Be able to care for cuttings, seedlings or plugs immediately after potting	3.1 Write labels and position as instructed 3.2 Provide water without undue disturbance to plants or waterlogging 3.3 Place pots/modules into trays/carriers on completion
4. Be able to clear up after potting	4.1 Clean and store tools and equipment after use as instructed 4.2 Clear and tidy the work area after use, disposing of debris as instructed

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Unit Title: **Assist with the movement of animals**
Unit number: D/502/4101
Credit: 2
GLH: 18
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to assist with moving animals from one place to another	1.1. Communicate effectively with their colleagues 1.2. Approach the animals quietly, calmly and confidently 1.3. Handle and restrain animals safely 1.4. Move animals to the correct place and re-establish them as instructed 1.5. Maintain the health and safety of themselves and others at all times 1.6. Maintain the well-being of the animals at all times 1.7. Report any problems to the appropriate person
2.Be able to assist with the loading and unloading of animals for transport	2.1 Prepare animals for transport as instructed 2.2 Prepare the transport vehicle so that it is safe for animals to travel 2.3 Load and unload the animals as instructed 2.4 Establish the animals in the new area as instructed 2.5 Maintain the health and safety of themselves and others at all times 2.6 Maintain the well-being of the animals at all times 2.7 Communicate effectively with their colleagues 2.8 Report any problems to the appropriate person

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Unit Title: **Construct a composter**
Unit number: T/502/1026
Credit: 2
GLH: 20
Level: Entry 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to construct a composter	1.1 Identify tools to prepare site and for construction of composter 1.2 Identify suitable material 1.3 State why it is necessary to use well preserved timber in the construction process 1.4 Carry out activities to construct a composter 1.5 State why it is important to allow air into the composter 1.6 Give a reason for composting materials 1.7 Dispose of waste 1.8 Use, clean and store PPE, tools and equipment safely

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Unit Title: **Aerate turf by hand**
Unit number: R/504/0182
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to aerate turf by hand	1.1 state the tasks involved in aerating turf by hand
2. Be able to aerate turf by hand	2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 carry out activities to aerate turf by hand 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.4 leave the site clean and tidy

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Unit Title: **Assist with harvesting and preparing crops**
Unit number: L/502/4742
Credit: 3
GLH: 27
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to assist with harvesting crops	1.1 Maintain equipment in a safe and effective condition 1.2 Use harvesting methods in accordance with instructions 1.3 Handle harvested crops in a way which minimises short and long-term damage 1.4 Report any problems which arise during harvesting promptly to the appropriate person 1.5 Maintain the appropriate levels of hygiene at all times in accordance with instructions
2. Be able to prepare crops	2.1 Maintain and use equipment in a safe and effective condition throughout 2.2 When required prior to despatch store crops in accordance with instructions 2.3 Prepare the harvested crop in accordance with instructions 2.4 Dispose of both organic and inorganic waste from preparation
3. Be able to work safely	3.1 Maintain the health and safety of self and others throughout 3.2 Carry out their work in a manner which minimises environmental damage

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Unit Title: **Assist with the Maintenance of Equipment**
Unit number: T/502/4055
Credit: 4
GLH: 36
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to assist with the preparation of equipment for maintenance	1.1 Check that the equipment requiring maintenance is safe in accordance with instructions 1.2 Identify and select the necessary maintenance routine in accordance with manufacturer's instructions 1.3 Keep the work area safe and in a condition suitable for the maintenance procedures 1.4 Obtain the necessary hand tools and materials for the maintenance work in accordance with instructions 1.5 Complete the preparation of equipment for maintenance in accordance with instructions
2. Be able to assist with the maintenance of equipment	2.1 Maintain manual and mechanical equipment in accordance with instructions 2.2 Recognise the need for assistance and refer to the appropriate person when necessary 2.3 Use and clean tools correctly after use
3. Be able to work safely	3.1 Maintain health and safety in accordance with instructions and relevant legislation and codes of practice 3.2 Dispose of waste safely in accordance with instructions 3.3 Carry out work in a manner which minimises any environmental damage

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Unit Title: **Collect and prepare produce or plant material for transport**
Unit number: H/504/0171
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to collect and prepare produce or plant material for transport	1.1 state the tasks involved in collecting and preparing produce or plant material for transport
2. be able to collect and prepare produce or plant material for transport	2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 carry out activities to collect and prepare produce or plant material for transport 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.4 leave the site clean and tidy

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Unit Title: **Determine soil pH with colour indicator test kit under supervision**
Unit number: M/504/0013
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to determine soil pH with colour indicator kit	1.1 state how to use a colour indicator test kit to determine soil pH
2. be able to determine soil pH with colour indicator kit under supervision	2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 take a soil sample using correct techniques without contamination or damage to equipment under supervision 2.3 use the pH indicator test kit correctly under supervision 2.4 identify soil pH using indicator chart 2.5 record soil pH 2.6 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.7 leave the site clean and tidy

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Unit Title: **Lay paving blocks on sand**
Unit number: L/504/0178
Credit: 2
GLH: 20
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to lay paving blocks on sand	1.1 state the tasks involved in laying paving blocks on sand
2. be able to lay paving blocks on sand	2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 carry out activities to Lay paving blocks on sand 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.4 leave the site clean and tidy

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Unit Title: **Maintain hand tools**
Unit number: D/504/0198
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to maintain hand tools	1.1 state the tasks involved in maintaining hand tools
2. be able to maintain hand tools	2.1 Select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 carry out activities to maintain hand tools 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.4 leave the site clean and tidy

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Unit Title: **Mix mortar or concrete**
Unit number: D/504/0203
Credit: 2
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to mix mortar or concrete	1.1 state the tasks involved in mixing mortar or concrete
2. be able to mix mortar or concrete	2.1 select personal protective equipment (PPE), tools and equipment in accordance with risk assessment and health and safety guidance 2.2 carry out activities to mix mortar or concrete 2.3 dispose of waste and debris in accordance with health and safety guidance and site requirements 2.4 leave the site clean and tidy

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Unit Title: **Planting and staking a tree**
Unit number: Y/600/0292
Credit: 2
GLH: 18
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. be able to prepare to plant a tree	1.1. Identify and wear appropriate protective clothing 1.2. Follow safety procedures as directed to ensure the health and safety of self and others 1.3. Organise tools and materials before use 1.4. Carefully remove tree from bundle or pot 1.5. Prepare tree for planting as instructed
2. be able to plant and stake a tree and provide immediate aftercare	2.1 Dig planting hole to required depth and width as instructed 2.2 Place tree in hole as instructed 2.3 Add backfill, compost or fine soil to cover first third of roots and consolidate as instructed 2.4 Check tree is straight and adjust if necessary 2.5 Complete backfilling to just below trunk flare and consolidate as instructed 2.6 Position and drive in stake under guidance 2.7 Secure tree to stake and fit protective tubing as instructed
3.be able to clear up after planting and staking a tree	3.1 Clean and store tools and equipment after use under guidance 3.2 Clear and tidy the planting area disposing of debris as instructed

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Unit Title: **Principles of the maintenance of equipment**
Unit number: F/502/4740
Credit: 2
GLH: 18
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to prepare equipment for maintenance	1.1. State the importance of following instructions 1.2. State the correct use of hand tools and materials 1.3. State types and correct ways of wearing protective clothing and give reasons why it must be worn
2. Know how to undertake maintenance procedures	2.1 Give reasons for the maintenance of equipment and the importance of following instructions 2.2 State legislative requirements relating to the maintenance of equipment 2.3 State the limits of their responsibility in relation to the maintenance of equipment 2.4 List situations in which assistance is required 2.5 State the appropriate condition and location of tools on completion of maintenance procedures
3. Know how to work safely	3.1 State what actions should be taken in the event of incidents which affect the health and safety of self and others 3.2 State their health and safety responsibilities in relation to the preparation of equipment 3.3 State how waste should be safely disposed of 3.4 State ways of minimising environmental damage during work activities

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RETAIL UNITS

Unit Title: **Understanding customer service in the retail sector**
Unit number: T/502/5819
Credit: 2
GLH: 17
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

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

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Unit Title: **Understanding how a retail business maintains health, safety and security on its premises**

Unit number: M/502/5804
Credit: 2
GLH: 15
Level: 1

Who this unit is for:
For use within the UK, assessment criteria 1.1 and 1.2 should specifically refer to current UK legislation:
1.1 refers to Health and Safety at Work Act
1.2 refers to Care of Substances Hazardous to Health (COSHH) Regulations

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the main provisions of health and safety legislation in relation to a retail business	1.1 State the role of employees and employers in relation to relevant health and safety legislation 1.2 State when and why the control of substances hazardous to health is important 1.3 State where to find information on company health and safety policies
2. Know how health and safety are maintained on the premises of a retail business	2.1 List the risks and hazards which commonly occur on the premises of a retail business 2.2 Outline precautions to reduce the risk of accidents 2.3 Outline precautions to reduce the risk of fire 2.4 List the main types of fire extinguisher and the materials each should be used on 2.5 Outline procedures for the safe manual lifting and moving of stock 2.6 State why high standards of cleanliness and hygiene should apply to the staff and premises of a retail business
3. Know how cash and stock are kept secure on the premises of a retail business	3.1 List the main causes of stock loss 3.2 List the different types of shop theft and where and when each type typically occurs 3.3 List the methods of payment typically accepted in retail outlets 3.4 Outline the main ways of preventing loss when handling payments 3.5 Outline the main checks for maintaining the security of cash and non-cash payments

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Unit Title: **Understanding how individuals and teams contribute to the effectiveness of a retail business**

Unit number: R/502/5780
Credit: 2
GLH: 15
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the key employment rights and responsibilities of employees and the employer	1.1 State the purpose of a contract of employment 1.2 List the main content typically included in a contract of employment 1.3 Outline the actions which can be taken by the individual and the employer if either party fails to keep to the terms of the contract of employment 1.4 Identify the legislation which protects individuals from harassment and discrimination
2. Know the characteristics of effective team working in retail business	2.1 State the benefits to individual employees and to the retail business as a whole of working in teams 2.2 Identify different roles and levels of responsibility within retail teams 2.3 List the typical characteristics of effective and ineffective teams 2.4 List different techniques for communicating effectively within a team
3. Understand a range of activities for improving own skills and performance	3.1 State the benefits to the retail business of improving employees' skills and performance 3.2 State why it is important for employees to identify own strengths and development needs 3.3 List the different methods for reviewing and improving the performance and skills of individual employees

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Unit Title: **Understanding the business of retail**
Unit number: A/502/5756
Credit: 1
GLH: 8
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how retail outlets differ in size and type	1.1 List the different retail channels and state the main features of each one 1.2 Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks
2. Understand the range of retail occupations	2.1 State how retail occupations differ between small, medium and large retail businesses 2.2 Identify the usual entry points and progression opportunities for a variety of retail occupations 2.3 Outline the skills, personal attributes and behaviours required for a range of retail occupations
3. Understand the retail supply chain	3.1 List the sources from which retailers obtain products 3.2 Outline the key stages of a product's journey through the supply chain
4. Understand the contribution which the retail sector makes to the economy of the United Kingdom	4.` Outline the size of the retail sector using information such as: • the number of people employed • the number of retail businesses • the amount of money spent by customers every year
5. Understand how customers' concerns influence the products and services offered by retailers	5.1 Outline environmental issues of concern to retail customers 5.2 Outline ethical issues of concern to retail customers 5.3 List the main advantages to retailers of being responsive to customers' environmental and ethical concerns

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Unit Title: **Understanding the control, handling and replenishment of stock in a retail business**
Unit number: J/502/5808
Credit: 2
GLH: 11
Level: 1

This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Understand the principles of stock control	1.1 State the main purposes of stock control systems 1.2 Describe the key features of a stock control system 1.3 Identify the technology that can be used in stock control 1.4 List the benefits of effective stock control
2. Understand how to move, handle and store stock	2.1 Identify the different techniques and methods for moving stock including how it is kept secure 2.2 Identify the different techniques and methods for handling stock including how it is kept secure 2.3 Identify the different techniques and methods for storing stock including how it is kept secure 2.4 State where and in what conditions different types of stock should be stored 2.5 Identify procedures for dealing with the removal of waste 2.6 State why it is important to follow procedures for dealing with the removal of waste
3. Understand procedures for replenishing stock	3.1 Outline the procedures for replenishing stock on display 3.2 State why accurate pricing and ticketing of stock is important

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Unit Title: **Understanding the retail selling process**
Unit number: T/502/5805
Credit: 2
GLH: 13
Level: 1

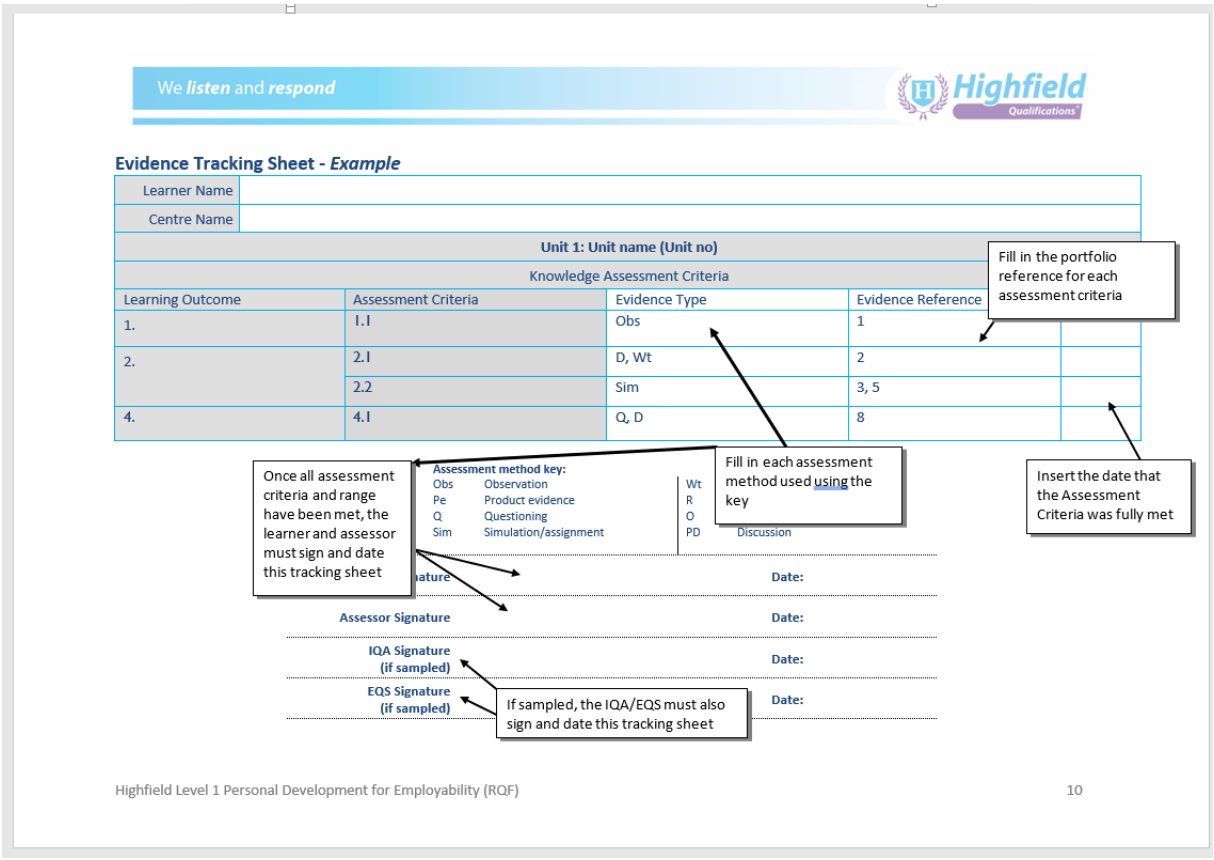
This unit also appears in the following Highfield qualifications:

- Highfield Level 1 Award in Retail Knowledge (RQF)
- Highfield Level 1 Certificate in Retail Knowledge (RQF)

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

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Appendix 3: Sample assessment material



We *listen* and *respond*

Evidence Tracking Sheet - *Example*

Learner Name	
Centre Name	

Unit 1: Unit name (Unit no)				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:

Obs	Observation	Wt	
Pe	Product evidence	R	
Q	Questioning	O	
Sim	Simulation/assignment	PD	Discussion

Date:

Assessor Signature **Date:**

IQA Signature (if sampled) **Date:**

EQS Signature (if sampled) **Date:**

If sampled, the IQA/EQS must also sign and date this tracking sheet

Highfield Level 1 Personal Development for Employability (RQF) 10

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Appendix 4: Specific Tutor, Assessor and IQA requirements

The Highfield Personal Development for Employability qualifications contain core employability units in addition to sector-based units that enable learners to develop the knowledge and understanding required to obtain and sustain employment in a chosen vocational sector.

The specification lists units within each of the sector areas, including the following:

- Employability
- Digital Skills
- Accounting
- Business and Administration
- Customer Service
- Fire Safety
- Health and Social Care, Early Years and Childcare
- Hospitality and Catering
- Land-based
- Retail

This document contains the tutor, assessor and/or IQA requirements for each sector area to ensure that the relevant units are delivered and assessed by suitably competent and/or qualified individuals.

EMPLOYABILITY UNITS
Tutor Requirements

These general requirements apply to all units within these qualifications.
Additional unit or sector requirements may be necessary, and these are outlined under the unit or sector below.
For tutors to deliver these units Highfield require that they fulfil the following criteria:

1. Nominated tutors should have experience/competence in the area they wish to tutor, e.g. evidence they have the relevant knowledge/competence/experience related to the units they are responsible for delivering.

2. They should hold or be working towards a nationally recognised tutor/trainer qualification, for example, as a minimum the Highfield Level 3 Award Education and Training

3. They should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

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Unit specific requirements

ACCOUNTING UNIT

Tutor Requirements

In addition to points 1, 2 and 3 above, it is Highfield recommends nominated tutors for this qualification meet the following:

- Hold a relevant subject area qualification [or hold relevant experience], which could include any of the following:
    - Foundation Certificate in Accounting – Level 2
    - Level 3 Diploma in Accounting
    - Advanced Diploma in Accounting – Level 3
    - Suitable experience and/or expertise in an accounting role

DIGITAL SKILLS UNITS

Tutor Requirements

In addition to points 1, 2 and 3 above, it is Highfield recommends nominated tutors for this qualification meet the following:

- Have experience in an ICT environment or hold a relevant subject area qualification, which could include any of the following:
    - Highfield Level 2 Certificate in Digital Skills for the Workplace (RQF)
- hold or be working towards a recognised teaching qualification, which could include any of the following:
    - Level 3 Award in Delivering Training
    - Level 3 Award in Education and Training, or equivalent
    - Certificate in Education or above;
    - Level 3 NVQ in training and/or development or above; or
    - Proof of at least 30 hours of training in any subject
- maintain appropriate continued professional development for the subject area

BUSINESS AND ADMINISTRATION UNITS

Assessor Requirements

If centres choose to deliver units from the selection below, these must be assessed by a qualified assessor.
Highfield require nominated assessors for these units to:

- hold or be working towards a nationally recognised assessor qualification, for example D32, D33, A1, Highfield Level 3 Award in Assessing Vocationally Related Achievement or the Highfield Level 3 Award in Assessing Competence in the Work Environment; and
- have experience/competence in the area they wish to assess, e.g. evidence they have the relevant knowledge/competence/experience related to the units they are responsible for assessing.

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Unit Reference	Unit Title
F/601/2453	Communicate in a business environment
K/601/2446	Make and receive telephone calls
M/601/1508	Recognise and deal with customer queries, requests and problems
Y/601/2460	Use a filing system

CUSTOMER SERVICE UNITS

Tutor Requirements

In addition to points 1, 2 and 3 above (from Employability units), Highfield require nominated tutors delivering these units to:

- Have experience in the subject area; this may include experience of working within retail, hospitality or another customer facing-environment; and
- Have sufficient knowledge of current practice and emerging issues in customer service across organisations and countries of the UK.

FIRE SAFETY UNITS

Tutor Requirements

In addition to points 1, 2 and 3 above (from Employability units), Highfield recommend nominated tutors delivering these units to hold a qualification in a relevant subject area. Suitable subject area qualifications may include:

- A verifiable history as a Local Authority Fire Officer supported with appropriate training;
- A recognised Fire Safety qualification together with relevant work experience in the subject area; and/or
- A Level 3 Health and Safety qualification, or equivalent.

HEALTH AND SOCIAL CARE, EARLY YEARS AND CHILDCARE UNITS

Tutor Requirements

In addition to points 1, 2 and 3 above (from Employability units), Highfield recommend that nominated tutors delivering these units:

- Have occupational experience in any of the following sector-based roles or similar:
  - Social care;
  - Social work;
  - Nursing;
  - Health care;
  - Health visitor; and/or
  - Health education.

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LAND-BASED UNITS

Assessor Requirements

If centres choose to deliver units from the selection below, these must be assessed by a qualified assessor:
Highfield require nominated assessors of these units to:

- Hold or be working towards a nationally recognised assessor qualification, for example D32, D33, A1, Highfield Level 3 Award in Assessing Vocationally Related Achievement or the Highfield Level 3 Award In Assessing Competence in the Work Environment; and
- Have experience/competence in the area they wish to assess, e.g. evidence they have the relevant knowledge/competence/experience related to the units they are responsible for assessing.

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