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Qualification Specification

Highfield Level 2 Extended Certificate in Personal Development for Employability (RQF)

Qualification Number: 603/3148/3

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Highfield Level 2 Extended Certificate in Personal Development for Employability (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 Level 2 Extended Certificate in Personal Development for Employability (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	603/3148/3
Learning aim reference:	60331483
Assessment method:	Multiple-choice question (MCQ) examination, Portfolio, Practical Demonstration
Guided learning hours (GLH):	197
Total qualification time (TQT):	270

Qualification overview and objective

The objective of this 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 for this qualification is 270 and of this 197 are recommended as guided learning hours.

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

This qualification is assessed by multiple-choice question (MCQ) examination, portfolio, practical demonstration or open response workbook.

The following table outlines the assessment methods for all units.

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Unit reference	Unit title	Assessment method
Employability Units		
A/503/2867	Self-management skills	Portfolio
A/502/3019	Completing a job application form	Portfolio
D/502/0436	Dealing with Problems in daily life	Portfolio
L/505/4047	Assessing myself for work	Portfolio
A/506/4704	Completing an Application Form	Portfolio
A/505/6926	Developing Personal Presentation Skills for the Workplace	Portfolio
H/506/4700	Developing time-management skills for the workplace	Portfolio
T/506/4698	Job searching	Portfolio
D/505/3842	Learning to be financially aware	Portfolio
D/504/3361	Personal Behaviour for Success	Portfolio
A/502/0461	Preparation for work	Portfolio
A/616/6546	Produce a Curriculum Vitae	Portfolio
Y/503/2827	Alternatives to Paid Work	Portfolio
H/503/2832	Applying for a Job	Portfolio
D/505/4053	Assessing myself for a job	Portfolio
F/501/5827	Being Responsible for Other People's Money	Portfolio
D/503/2845	Building Working Relationships with Colleagues	Portfolio
H/503/2846	Building Working Relationships with Customers	Portfolio
L/501/6107	Building Working Relationships with Colleagues	Portfolio
F/503/2837	Career Progression	Portfolio
J/503/2841	Communicating Solutions to Others	Portfolio
A/503/2853	Contributing to Meetings	Portfolio
M/506/4702	Developing effective communication skills for the workplace	Portfolio
J/503/2838	Developing Personal Skills for Leadership	Portfolio
Y/600/0616	Effective Teamwork	Portfolio
M/503/2834	Interview Skills	Portfolio
K/503/2847	Investigating Rights and Responsibilities at Work	Portfolio
J/502/4206	IT User Fundamentals	Portfolio
R/502/4256	IT Security for Users	Portfolio
Y/503/2844	Learning from More Experienced People	Portfolio
J/503/2855	Learning from Work Placement	Portfolio
M/505/3845	Learning to be financially capable	Portfolio
F/503/2840	Learning with Colleagues and Other Learners	Portfolio
F/600/3168	Making informed career and progression choices	Portfolio
M/503/2848	Managing your Health at Work	Portfolio
H/503/2829	Managing Your Own Money	Portfolio

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H/504/3362	Personal Behaviour for Success	Portfolio
J/505/6928	Personal Presentation for the Workplace	Portfolio
F/501/5942	Planning an Enterprise Activity	Portfolio
K/505/4055	Planning for and learning from a job interview	Portfolio
L/503/2842	Positive Attitudes and Behaviours at Work	Portfolio
L/503/2839	Practising Leadership Skills with Others	Portfolio
K/503/2833	Preparing for an Interview	Portfolio
F/503/2854	Preparing for Work Placement	Portfolio
F/615/5158	Principles of Health and Safety within the Workplace	MCQ
T/505/4057	Providing personal information for the workplace	Portfolio
F/501/5939	Running an Enterprise Activity	Portfolio
L/503/2856	Safe Learning in the Workplace	Portfolio
D/503/2831	Searching for a Job	Portfolio
T/503/2835	Self-management Skills	Portfolio
T/503/2849	Setting and Meeting Targets at Work	Portfolio
T/503/2852	Summarising Documents	Portfolio
J/502/4299	Using Email	Portfolio
T/502/4296	Using the Internet	Portfolio
D/503/2828	Working as a Volunteer	Portfolio
R/503/2843	Working in a Team	Portfolio
R/503/2860	Alternatives to Paid Work	Portfolio
K/503/2864	Applying for a Job	Portfolio
L/505/4095	Assessing myself for a career	Portfolio
A/615/8480	Building Working Relationships with Customers	Portfolio
R/501/5895	Communicating Solutions to Others	Portfolio
Y/501/5896	Contributing to Meetings	Portfolio
K/501/5904	Developing Personal Skills For Leadership	Portfolio
J/501/5912	Effectiveness at Work	Portfolio
T/503/2866	Interview Skills	Portfolio
M/503/2879	Investigating Rights and Responsibilities at Work	Portfolio
D/503/2876	Learning from More Experienced People	Portfolio
L/503/2887	Learning from Work Placement	Portfolio
Y/501/5915	Learning with Colleagues and Other Learners	Portfolio
A/600/3573	Making Informed Career and Progression Choices	Portfolio
H/503/2880	Managing your Health at Work	Portfolio
D/503/2862	Managing Your Own Money	Portfolio
R/503/2888	Planning an Enterprise Activity	Portfolio
Y/505/4097	Planning for and reflecting on a job interview	Portfolio

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D/501/5916	Practising Leadership Skills with Others	Portfolio
M/503/2865	Preparing for an Interview	Portfolio
F/503/2885	Preparing for Work Placement	Portfolio
D/505/4098	Presenting personal information for the workplace	Portfolio
Y/503/2889	Running an Enterprise Activity	Portfolio
H/503/2863	Searching for a Job	Portfolio
D/501/6113	Setting and Meeting Targets at Work	Portfolio
J/615/8479	Solving Work-Related Problems	Portfolio
T/503/2883	Summarising Documents	Portfolio
H/503/5066	Terrorism awareness	Portfolio
D/602/4769	Understanding employment responsibilities and rights	Portfolio
Y/503/2861	Working as a Volunteer	Portfolio
R/501/6058	Working in a Team	Portfolio
H/617/5824	Understanding mind-set towards work	Portfolio
M/617/5826	Problem solving in a work-related environment	Portfolio
F/617/5829	Personal presentation and hygiene at work	Portfolio
Accounting Unit		
K/615/6207	An introduction to Accounting	MCQ
Active Leisure Unit		
J/600/0840	Understanding Employment Rights and Responsibilities	Portfolio
Business and Administration Units		
F/601/2453	Communicate in a business environment	Portfolio
T/601/1221	Deal with customer face to face	Portfolio
K/601/2446	Make and receive telephone calls	Portfolio
M/601/1508	Recognise and deal with customer queries, requests and problems	Portfolio
Y/601/2460	Use a filing system	Portfolio
R/601/1212	Communicate effectively with customers	Portfolio
L/601/1614	Follow the rules to deliver customer service	Portfolio
R/601/7639	Principles of providing administrative services	Portfolio
J/601/7640	Principles of managing information and producing documents	Portfolio
T/601/2482	Produce documents in a business environment	Portfolio
H/601/2493	Use office equipment	Portfolio
Cleaning Units		
Y/502/2251	Health and Safety for the cleaning and support services industry	Portfolio
D/502/2252	Working with customers and others in the cleaning and support services industry	Portfolio
Conflict Management Unit		

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H/615/6965	Managing conflict in the workplace when dealing with customers, service users or the public	MCQ
COSHH Unit		
M/615/7553	Principles of the Control of Substances Hazardous to Health	MCQ
COVID-19 Unit		
M/618/2954	Keeping yourself and others safe from COVID-19	Portfolio
Customer Service Units		
Y/501/4375	Principles of Customer Service	Portfolio
L/616/8687	Customer Service Principles	Portfolio
J/600/1003	Delivery of effective customer service	Portfolio
H/504/3832	Principles of Customer Service	MCQ
J/600/0658	Supporting the customer service environment	Portfolio
T/617/5410	Creating First Impressions	Portfolio
F/617/5412	Making Conversation and Building Rapport	Portfolio
D/617/5417	Complaint Resolution	Portfolio
K/617/5419	Listening Techniques	Portfolio
D/617/5420	Standardised Approach to Customer Service	Portfolio
K/617/5422	Communication Methods	Portfolio
A/617/5425	Expectations of Working in Customer Service	Portfolio
J/617/5427	Use of online and digital software and systems	Portfolio
L/617/5428	Legislation and Regulation in the Customer Service Environment	Portfolio
J/617/5430	Personal Development within Customer Service	Portfolio
R/617/5432	Awareness of Equality and Diversity	Portfolio
Y/617/5433	Customer Feedback	Portfolio
A/617/5554	Teamwork in Customer Service	Portfolio
Fire Safety Units		
Y/615/7451	Principles of Fire Safety Awareness	MCQ
K/615/7535	Principles of Fire Safety	MCQ
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	Portfolio
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	Portfolio
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	Portfolio
L/602/2905	Principles of communication in adult social care settings	Portfolio
H/602/3039	Principles of diversity, equality and inclusion in adult social care settings	Portfolio

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L/602/3035	Principles of personal development in adult social care settings	Portfolio
A/601/8574	Principles of safeguarding and protection in health and social care	Portfolio
Hospitality and Catering Units		
T/502/8297	Principles of Providing a Counter and Takeaway Service	Portfolio
R/600/0615	Safe, Hygienic and Secure Working Environments in Hospitality	Portfolio
L/600/1133	Dealing with Payments	Portfolio
R/618/7838	Food Safety Awareness for Catering	MCQ
L/617/7261	Principles of Food Safety for Catering	MCQ
D/600/0617	Giving Customers a Positive Impression	Portfolio
L/615/5244	Health and Safety within the Workplace	MCQ
F/600/0626	Preparation and Clearing of Service Areas	Portfolio
J/502/8319	Principles of Cleaning Drink Dispense Lines	Portfolio
T/600/1059	Principles of Customer Service in Hospitality Leisure Travel and Tourism	Portfolio
R/502/8257	Principles of how to maintain an efficient use of resources in the kitchen	Portfolio
R/502/8307	Principles of Maintaining Cellars and Kegs	Portfolio
K/502/8314	Principles of Maintaining Customer Service Through Effective Handover	Portfolio
R/502/8260	Principles of Preparing and Clearing Areas for Table Service	Portfolio
Y/502/8261	Principles of Preparing and Clearing Bar Areas	Portfolio
H/502/8327	Principles of Preparing and Serving Dispensed and Instant Hot Drinks	Portfolio
M/502/8265	Principles of Preparing and Serving Wines	Portfolio
Y/502/8311	Principles of Promoting Additional Services or Products to Customers	Portfolio
M/502/8296	Principles of Providing a Buffet and Carvery Service	Portfolio
A/502/8317	Principles of Resolving Customer Service Problems	Portfolio
T/502/8316	Principles of setting up and closing the kitchen	Portfolio
J/600/0627	Service of Alcoholic and Non-Alcoholic Drinks	Portfolio
T/600/0624	Service of Food at Table	Portfolio
Y/618/7839	Food Safety Awareness for Manufacturing	MCQ
Y/617/7263	Principles of Food Safety for Manufacturing	MCQ
Land based Units		
R/600/0288	Assist with potting up rooted cuttings, large seedlings or plugs by hand	Portfolio
T/502/1026	Construct a composter	Portfolio
R/504/0182	Aerate turf by hand	Portfolio
L/502/4742	Assist with harvesting and preparing crops	Portfolio

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T/502/4055	Assist with the Maintenance of Equipment	Portfolio
D/502/4101	Assist with the movement of animals	Portfolio
H/504/0171	Collect and prepare produce or plant material for transport	Portfolio
M/504/0013	Determine soil pH with colour indicator test kit under supervision	Portfolio
L/504/0178	Lay paving blocks on sand	Portfolio
D/504/0198	Maintain hand tools	Portfolio
D/504/0203	Mix mortar or concrete	Portfolio
Y/600/0292	Planting and staking a tree	Portfolio
F/502/4740	Principles of the maintenance of equipment	Portfolio
Logistics Units		
M/601/7177	Manage your own professional development in logistics operations	Portfolio
Manual Handling Units		
D/602/4593	Manual handling safety at work	MCQ + Practical
F/615/6925	Moving people safely	MCQ + Practical
Retail Units		
T/502/5819	Understanding customer service in the retail sector	Portfolio
M/502/5804	Understanding how a retail business maintains health, safety and security on its premises	Portfolio
R/502/5780	Understanding how individuals and teams contribute to the effectiveness of a retail business	Portfolio
A/502/5756	Understanding the business of retail	Portfolio
J/502/5808	Understanding the control, handling and replenishment of stock in a retail business	Portfolio
T/502/5805	Understanding the retail selling process	Portfolio
M/502/5821	Understanding customer service in the retail sector	Portfolio
A/602/2317	Understanding environmental sustainability in the retail sector	Portfolio
A/502/5823	Understanding how a retail business maintains health and safety on its premises	Portfolio
J/502/5789	Understanding how individuals and teams contribute to the effectiveness of a retail business	Portfolio
K/502/5817	Understanding security and loss prevention in a retail business	Portfolio
F/502/5810	Understanding the control, receipt and storage of stock in a retail business	Portfolio
H/502/5797	Understanding the handling of customer payments in a retail business	Portfolio
A/502/5806	Understanding the retail selling process	Portfolio
A/600/0656	Understanding visual merchandising for retail business	Portfolio
Risk Assessment Units		
R/616/4351	Risk Assessment Principles	MCQ

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Underage Sales Prevention Unit		
A/617/1780	Preventing underage sales in retail and licensed premises	MCQ
Warehousing and Storage Unit		
L/502/2764	Warehousing and Storage Principles	Portfolio

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
- have experience or hold, or be working towards, a recognised teaching qualification, 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:

- 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.

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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.

Progression opportunities

Learners who successfully complete this 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.
- **Education**: Successful learners may wish to continue with their educational development and look towards a more specific work based qualification.

Useful websites

- www.skillsactive.com
- www.skillsforsecurity.org.uk
- www.lantra.co.uk
- www.skillscfa.org
- www.people1st.co.uk
- www.skillsforhealth.org.uk

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Appendix 1: Qualification structure

To complete the **Highfield Level 2 Extended Certificate in Personal Development for Employability (RQF),** learners must complete units with a total GLH value 197 using the following Rules of Combination:

- **One mandatory unit**
- a **minimum of 187 GLH** from the optional units comprising:
  - **a maximum of 98 GLH at Entry Level and/or Level 1**
  - **a minimum of 89 GLH at Level 2**

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

Unit reference	Unit title	Level	GLH	Credit
A/503/2867	Self-management skills	2	20	2

Optional 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
L/505/4047	Assessing myself for work	Entry 3	25	3
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
Y/503/2827	Alternatives to Paid Work	1	10	1
H/503/2832	Applying for a Job	1	10	1
D/505/4053	Assessing myself for a job	1	25	3
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

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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
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
R/503/2860	Alternatives to Paid Work	2	10	1
K/503/2864	Applying for a Job	2	10	1

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L/505/4095	Assessing myself for a career	2	28	3
A/615/8480	Building Working Relationships with Customers	2	20	3
L/501/6107	Building Working Relationships with Colleagues	2	20	2
R/501/5895	Communicating Solutions to Others	2	20	2
Y/501/5896	Contributing to Meetings	2	10	1
K/501/5904	Developing Personal Skills For Leadership	2	20	2
J/501/5912	Effectiveness at Work	2	10	1
T/503/2866	Interview Skills	2	10	1
M/503/2879	Investigating Rights and Responsibilities at Work	2	10	1
D/503/2876	Learning from More Experienced People	2	20	2
L/503/2887	Learning from Work Placement	2	20	2
Y/501/5915	Learning with Colleagues and Other Learners	2	20	2
A/600/3573	Making Informed Career and Progression Choices	2	16	2
H/503/2880	Managing your Health at Work	2	10	1
D/503/2862	Managing Your Own Money	2	20	2
R/503/2888	Planning an Enterprise Activity	2	10	1
Y/505/4097	Planning for and reflecting on a job interview	2	26	3
D/501/5916	Practising Leadership Skills with Others	2	20	2
M/503/2865	Preparing for an Interview	2	10	1
F/503/2885	Preparing for Work Placement	2	10	1
D/505/4098	Presenting personal information for the workplace	2	20	3
Y/503/2889	Running an Enterprise Activity	2	10	1
H/503/2863	Searching for a Job	2	10	1
A/503/2867	Self-management Skills	2	20	2
D/501/6113	Setting and Meeting Targets at Work	2	20	2
J/615/8479	Solving Work-Related Problems	2	20	3
T/503/2883	Summarising Documents	2	10	1
H/503/5066	Terrorism awareness	2	9	1
D/602/4769	Understanding employment responsibilities and rights	2	20	3
Y/503/2861	Working as a Volunteer	2	20	2
R/501/6058	Working in a Team	2	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

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Active Leisure				
J/600/0840	Understanding Employment Rights and Responsibilities	2	15	2
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
T/601/1221	Deal with customer face to face	2	33	5
R/601/1212	Communicate effectively with customers	2	33	5
L/601/1614	Follow the rules to deliver customer service	2	30	4
R/601/7639	Principles of providing administrative services	2	32	4
J/601/7640	Principles of managing information and producing documents	2	24	3
T/601/2482	Produce documents in a business environment	2	15	4
H/601/2493	Use office equipment	2	18	4
Cleaning Units				
Y/502/2251	Health and Safety for the cleaning and support services industry	2	35	4
D/502/2252	Working with customers and others in the cleaning and support services industry	2	18	2
Conflict Management Unit				
H/615/6965	Managing conflict in the workplace when dealing with customers, service users or the public	2	11	2
COSHH Unit				
M/615/7553	Principles of the Control of Substances Hazardous to Health	2	5	1
COVID-19 Unit				
M/618/2954	Keeping yourself and others safe from COVID-19	1	4	1
Customer Service Units				
Y/501/4375	Principles of Customer Service	1	30	6
L/616/8687	Customer Service Principles	1	45	6
J/600/1003	Delivery of effective customer service	2	50	6
H/504/3832	Principles of Customer Service	2	6	1
J/600/0658	Supporting the customer service environment	2	65	7
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

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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
Fire Safety Units				
Y/615/7451	Principles of Fire Safety Awareness	1	4	1
K/615/7535	Principles of Fire Safety	2	6	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
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	9	1
L/602/2905	Principles of communication in adult social care settings	2	17	2
H/602/3039	Principles of diversity, equality and inclusion in adult social care settings	2	18	2
L/602/3035	Principles of personal development in adult social care settings	2	17	2
A/601/8574	Principles of safeguarding and protection in health and social care	2	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
L/600/1133	Dealing with Payments	2	9	1
R/618/7838	Food Safety Awareness for Catering	1	4	1
L/617/7261	Principles of Food Safety for Catering	2	7	1
D/600/0617	Giving Customers a Positive Impression	2	18	2
L/615/5244	Health and Safety within the Workplace	2	6	1
F/600/0626	Preparation and Clearing of Service Areas	2	26	3
J/502/8319	Principles of Cleaning Drink Dispense Lines	2	12	2

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T/600/1059	Principles of Customer Service in Hospitality Leisure Travel and Tourism	2	10	1
R/502/8257	Principles of how to maintain an efficient use of resources in the kitchen	2	11	2
R/502/8307	Principles of Maintaining Cellars and Kegs	2	12	2
K/502/8314	Principles of Maintaining Customer Service Through Effective Handover	2	15	2
R/502/8260	Principles of Preparing and Clearing Areas for Table Service	2	15	2
Y/502/8261	Principles of Preparing and Clearing Bar Areas	2	15	2
H/502/8327	Principles of Preparing and Serving Dispensed and Instant Hot Drinks	2	6	1
M/502/8265	Principles of Preparing and Serving Wines	2	15	2
Y/502/8311	Principles of Promoting Additional Services or Products to Customers	2	10	2
M/502/8296	Principles of Providing a Buffet and Carvery Service	2	6	1
A/502/8317	Principles of Resolving Customer Service Problems	2	10	2
T/502/8316	Principles of setting up and closing the kitchen	2	7	1
J/600/0627	Service of Alcoholic and Non-Alcoholic Drinks	2	10	1
T/600/0624	Service of Food at Table	2	10	1
Y/618/7839	Food Safety Awareness for Manufacturing	1	4	1
Y/617/7263	Principles of Food Safety for Manufacturing	2	7	1
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
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
D/502/4101	Assist with the movement of animals	1	18	2
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
Logistics Units				

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M/601/7177	Manage own resources and professional development in logistics operations	3	11	2
Manual Handling Units				
D/602/4593	Manual handling safety at work	2	10	2
F/615/6925	Moving people safely	2	10	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
M/502/5821	Understanding customer service in the retail sector	2	22	3
A/602/2317	Understanding environmental sustainability in the retail sector	2	16	3
A/502/5823	Understanding how a retail business maintains health and safety on its premises	2	15	2
J/502/5789	Understanding how individuals and teams contribute to the effectiveness of a retail business	2	22	3
K/502/5817	Understanding security and loss prevention in a retail business	2	15	2
F/502/5810	Understanding the control, receipt and storage of stock in a retail business	2	17	2
H/502/5797	Understanding the handling of customer payments in a retail business	2	8	2
A/502/5806	Understanding the retail selling process	2	15	2
A/600/0656	Understanding visual merchandising for retail business	2	39	4
Risk Assessment Unit				
R/616/4351	Risk Assessment Principles	2	6	1
Underage Sales Prevention Unit				
A/617/1780	Preventing underage sales in retail and licensed premises	2	5	1
Warehousing Unit				
L/502/2764	Warehousing and Storage Principles	2	110	14

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

Barred Combinations	
Alternatives to Paid Work (R/503/2860)	Alternatives to Paid Work (Y/503/2827)
Applying for a Job (H/503/2832)	Applying for a Job (K/503/2864)
Assessing myself for a job (D/505/4053)	Assessing myself for work (L/505/4047)
	Assessing myself for a career (L/505/4095)
Building Working Relationships with Customers (A/615/8480)	Building Working Relationships with Customers (H/503/2846)
Building Working Relationships with Colleagues (D/503/2845)	Building Working Relationships with Colleagues (L/501/6107)
Communicating Solutions to Others (J/503/2841)	Communicating Solutions to Others (R/501/5895)
Contributing to Meetings (A/503/2853)	Contributing to Meetings (Y/501/5896)
Developing Personal Skills for Leadership (J/503/2838)	Developing Personal Skills For Leadership (K/501/5904)
Principles of Fire Safety Awareness (Y/615/7451)	Principles of Fire Safety (K/615/7535)
Principles of Food Safety for Catering (L/617/7261)	Food Safety Awareness for Catering (R/618/7838)
Principles of Food Safety for Manufacturing (Y/617/7263)	Food Safety Awareness for Manufacturing (Y/618/7839)
Interview Skills (M/503/2834)	Interview Skills (T/503/2866)
Investigating Rights and Responsibilities at Work (K/503/2847)	Investigating Rights and Responsibilities at Work (M/503/2879)
Learning from More Experienced People (D/503/2876)	Learning from More Experienced People (Y/503/2844)
Learning from Work Placement (J/503/2855)	Learning from Work Placement (L/503/2887)
Learning with Colleagues and Other Learners (F/503/2840)	Learning with Colleagues and Other Learners (Y/501/5915)
Making Informed Career and Progression Choices (A/600/3573)	Making informed career and progression choices (F/600/3168)
Managing Your Own Money (D/503/2862)	Managing Your Own Money (H/503/2829)
Planning an Enterprise Activity (F/501/5942)	Planning an Enterprise Activity (R/503/2888)
Running an Enterprise Activity (F/501/5939)	Running an Enterprise Activity (Y/503/2889)
Personal Behaviour for Success (D/504/3361)	Personal Behaviour for Success (H/504/3362)
Practising Leadership Skills with Others (D/501/5916)	Practising Leadership Skills with Others (L/503/2839)
Preparing for an Interview (K/503/2833)	Preparing for an Interview (M/503/2865)
Preparing for and reflecting on a job interview (Y/505/4097)	Preparing for and learning from a job interview (K/505/4055)
Preparing for Work Placement (F/503/2854)	Preparing for Work Placement (F/503/2885)
Principles of Customer Service (H/504/3832)	Principles of Customer Service (Y/501/4375) Customer Service Principles (L/616/8687)

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Barred Combinations	
Providing personal information for the workplace (T/505/4057)	Presenting personal information for the workplace (D/505/4098)
Searching for a Job (D/503/2831)	Searching for a Job (H/503/2863)
	Job searching (T/506/4698)
Self-management Skills (A/503/2867)	Self-management Skills (T/503/2835)
Setting and Meeting Targets at Work (D/501/6113)	Setting and Meeting Targets at Work (T/503/2849)
Summarising Documents (T/503/2852)	Summarising Documents (T/503/2883)
Understanding customer service in the retail sector (M/502/5821)	Understanding customer service in the retail sector (T/502/5819)
Understanding employment responsibilities and rights (D/602/4769)	Understanding Employment Rights and Responsibilities (J/600/0840)
Understanding how individuals and teams contribute to the effectiveness of a retail business (J/502/5789)	Understanding how individuals and teams contribute to the effectiveness of a retail business (R/502/5780)
Understanding how a retail business maintains health and safety on its premises (A/502/5823)	Understanding how a retail business maintains health, safety and security on its premises (M/502/5804)
Understanding the retail selling process (A/502/5806)	Understanding the retail selling process (T/502/5805)
Understanding the control, handling and replenishment of stock in a retail business (J/502/5808)	Understanding the control, receipt and storage of stock in a retail business (F/502/5810)
Working as a Volunteer (D/503/2828)	Working as a Volunteer (Y/503/2861)
Working in a Team (R/501/6058)	Working in a Team (R/503/2843)
Managing Your Health at Work (M/503/2848)	Managing Your Health at Work (H/503/2880)

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Appendix 2: Qualification content

Unit Title: **Self-management Skills**
Unit number: A/503/2867
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of self-management for work	1.1 Explain why it is important for individuals to self-manage in the workplace 1.2 Explain how to self-manage in the workplace 1.3 Explain benefits to others in the workplace when individuals self-manage effectively
2. Be able to self-manage for work	2.1 Produce a plan of activities and breaks for a working day 2.2 Carry out activities prioritising to achieve daily objectives
3. Be able to review own self-management skills for work	3.1 Assess own self-management skills for work 3.2 Identify aspects of self-management for improvement

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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: **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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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

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: **Assessing myself for a job**
Unit number: D/505/4053
Credit: 3
GLH: 25
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the skills and personal attributes needed for success at work	1.1 Explain behaviours that lead to success in the workplace 1.2 Outline how success at work is acknowledged 1.3 Describe how skills in different workplaces may lead to success, to include: • sector-specific • transferable 1.4 Describe how personal attributes may lead to success
2. Be able to assess level of own skills and personal attributes	2.1 Identify: • own skills • own personal attributes 2.2 Assess current level of: • own skills • own personal attributes 2.3 Justify own assessment of skills and attributes, to include feedback from person(s) supervising
3. Understand sector-specific skills and personal attributes that need to be developed for jobs in sectors	3.1 Identify skills and attributes needed for a sector-specific job 3.2 Describe why different skills and attributes are needed for a sector-specific job 3.3 Identify own skills and attributes that need development for a sector-specific job
4. Be able to plan the development of skills and personal attributes for jobs	4.1 Produce an action plan for skills development, to include: • skills to be developed for a job • ways of developing skills • support needed • start, review and target dates 4.2 Produce an action plan for personal attributes development, to include: • attributes to be developed for a job • ways of developing attributes • support needed • start, review and target dates 4.3 Describe the importance of having an action plan for personal development

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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
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

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
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

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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

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: **Alternatives to Paid Work**
Unit number: R/503/2860
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand different alternatives to paid work	1.1 Describe the different types of alternatives to paid work 1.2 Explain differences in types of alternatives to work 1.3 Explain the role of different organisations associated with alternatives to paid work
2. Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life	2.1 Describe different types of skills, qualities and knowledge that can be gained through participating in alternatives to paid work 2.2 Explain steps to take to use the skills, qualities or knowledge gained from alternatives to paid work in other areas of life

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Unit Title: **Applying for a Job**
Unit number: K/503/2864
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand different methods of applying for a job	1.1 Describe different methods of applying for a job. 1.2 Explain how to obtain job application information.
2. Be able to prepare a job application	2.1 Collate the information appropriate for a job application. 2.2 Complete a comprehensive and accurate job application. 2.3 Carry out checks of a job application for accuracy. 2.4 Review a job application for fitness for purpose.

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Unit Title: **Assessing myself for a career**
Unit number: L/505/4095
Credit: 3
GLH: 28
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how skills and personal attributes lead to national or international success in business	1.1 Describe a successful businessperson, to include: • age when starting business • business sector • name of business and/or job title • purpose of the business 1.2 Explain how sector-specific skills contribute to a businessperson's success 1.3 Explain how transferable skills contribute to a businessperson's success 1.4 Explain how personal attributes contribute to a businessperson's success 1.5 Identify ways a businessperson's success can be recognised
2. Be able to evaluate own skills and personal attributes to inform career choices	2.1 Assess own transferable skills 2.2 Assess personal attributes 2.3 Justify own assessment of skills and attributes, to include: • strengths and weaknesses • feedback from person supervising 2.4 Use assessment of skills and attributes to inform career choice
3. Be able to audit own sector-specific skills relating to career choices	3.1 Research sector-specific skills needed for chosen career 3.2 Describe the relevance of sector-specific skills to a chosen career 3.3 Assess current level of own sector-specific skills
4. Be able to plan the development of skills and personal attributes for a career	4.1 Identify skills and personal attributes to be developed for a career 4.2 Produce an action plan to develop skills and attributes for a career, including • sector-specific skills • transferable skills • ways of developing skills and attributes • support needed • resources needed • start, review and target dates • sign-off by tutor/sponsor 4.3 Explain the importance of having an action plan for personal development

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Unit Title: **Building Working Relationships with Customers**
Unit number: A/615/8480
Credit: 3
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Interact positively with customers in line with given protocols	3.1 Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer

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Unit Title: **Building Working Relationships with Colleagues**
Unit number: L/501/6107
Credit: 2
GLH: 20
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Understand how people in the workplace depend on one another	1.1 Explain the interdependencies between different people in a workplace
2. Understand how an individual's behaviour affects other people at work	2.1 Describe how the positive behaviour of one person can affect others in the workplace 2.2 Describe how the negative behaviour of one person can affect others in the workplace
3. Be able to demonstrate positive behaviours that promote effective working with others	3.1 Communicate clearly with colleagues 3.2 Resolve differences with colleagues amicably 3.3 Offer help and guidance to colleagues and accept their help and guidance 3.4 Offer ideas, suggestions and opinions to colleagues 3.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately

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Unit Title: **Communicating Solutions to Others**
Unit number: R/501/5895
Credit: 2
GLH: 20
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

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

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Unit Title: **Contributing to Meetings**
Unit number: Y/501/5896
Credit: 1
GLH: 10
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Know key aspects of meetings	1.1 Describe key aspects of the meeting process and procedures
2. Know solutions to common meeting problems	2.1 Describe appropriate solutions to common meeting problems
3. Be able to contribute to the discussion at a meeting	3.1 Record personal notes from meeting 3.2 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4. Be able to take responsibility for an agenda item at a meeting	4.1 Present an agenda item at a meeting 4.2 Answer questions to help move the discussion forward and reach decisions

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Unit Title: **Developing Personal Skills for Leadership**
Unit number: K/501/5904
Credit: 2
GLH: 20
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

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

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Unit Title: **Effectiveness at Work**
Unit number: J/501/5912
Credit: 1
GLH: 10
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand effective workplace behaviour	1.1 Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace
2. Demonstrate effective working practice	2.1 Interact appropriately with a wide range of colleagues in the workplace 2.2 Represent the workplace positively when dealing with customers or others outside of the workplace 2.3 Apply organisational, procedures appropriately
3. Evaluate their own practice	3.1 Describe what went well and what did not 3.2 Suggest areas for improvement of their performance

Unit Title: **Interview Skills**
Unit number: T/503/2866
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to demonstrate readiness for an interview	1.1 Present an appearance and dress code that conforms to interview requirements 1.2 Demonstrate punctuality for the interview 1.3 Introduce self at the interview location 1.4 Give the name or job role/title of the interviewer during introductions
2. Be able to respond to questions in an interview	2.1 Give responses to clarify an interviewer's questions if they are unclear 2.2 Give responses which provide answers to the questions asked by the interviewer 2.3 Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
3. Know how to review own performance in an interview	3.1 Describe what went well in the interview 3.2 Describe what did not go well in the interview 3.3 Suggest ways of improving own performance in a future interview

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Unit Title: **Investigating Rights and Responsibilities at Work**
Unit number: M/503/2879
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand why rights and responsibilities are important in a workplace	1.1 Explain reasons why rights and responsibilities are important in a workplace 1.2 Explain how rights and responsibilities are enforced in a workplace
2. Understand rights and responsibilities of employees and employers	2.1 Outline the responsibilities employers have to employees 2.2 Outline the rights and responsibilities an employee has at work 2.3 Explain the implications of employee rights and responsibilities in a workplace 2.4 Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace
3. Know how to obtain guidance and information about rights and responsibilities at work	3.1 Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities 3.2 Describe the type of advice given by key representative bodies

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Unit Title: **Learning from More Experienced People**
Unit number: D/503/2876
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about situations where they might interact with more experienced people	1.1 Select situations where learners can interact with experienced people 1.2 Describe ways to benefit from working with more experienced people
2. Know ways in which more experienced people work effectively	2.1 Describe effective working methods demonstrated by a more experienced person 2.2 Describe why these ways of working are effective
3. Know how to improve performance by learning from those who have more experience	3.1 Select examples of a skill or process learnt from others with more experience 3.2 Describe how to use what has been learnt to improve own performance 3.3 Describe the advantages of learning from more experienced people 3.4 Describe the disadvantages of learning from more experienced people 3.5 Select a skill or process which needs to be improved 3.6 Outline the plan to improve the skill or process with the help of more experienced people

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Unit Title: **Learning from Work Placement**
Unit number: L/503/2887
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to reflect on what was learnt on the work placement	1.1 Maintain a log of work placement tasks and personal development 1.2 Describe skills and knowledge gained during the work placement
2. Know how to improve the work placement experience	2.1 Identify aspects of the work placement experience that could have been improved 2.2 Describe how improvements could be made to tasks carried out during work placement
3. Be able to use learning from the work placement to set career-related goals	3.1 Describe how the work placement experience might assist them in making choices about a future career 3.2 Set short-term and long-term goals which build on own learning from the work placement

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Unit Title: **Learning with Colleagues and Other Learners**
Unit number: Y/501/5915
Credit: 2
GLH: 20
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

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

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Unit Title: **Making Informed Career and Progression Choices**
Unit number: A/600/3573
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know influences on career choices	1.1 List influences on own career choices
2. Understand how to make career choices	2.1 Evaluate information about careers and progression opportunities from a variety of sources 2.2 Explain different career options 2.3 Justify choices for career progression
3. Be able to prepare for a careers guidance interview	3.1 Create a CV 3.2 Create a personal statement 3.3 Present questions for a guidance interview
4. Be able to review individual learning plan to reflect career and progression choices	4.1 Present a revised individual learning plan which reflects career and progression choices

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Unit Title: **Managing Your Health at Work**
Unit number: H/503/2880
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the employee's role in maintaining good health at work	1.1 Explain why it is important for employees to maintain good health at work 1.2 Explain how employees can maintain good health in the workplace
2. Know the services employers can provide to maintain the health of the workforce	2.1 Describe services that can be provided by employers to help maintain the health of the workforce
3. Know sources of help to ensure good health at work	3.1 Describe different sources of help to ensure good health at work 3.2 Describe the services offered by different sources of help

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Unit Title: **Managing Your Own Money**
Unit number: D/503/2862
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to produce a personal budget	1.1 Carry out calculations of expenditure and income for an individual for a month 1.2 Calculate balance at the end of the month 1.3 Identify ways to ensure expenditure does not exceed income
2. Understand the use of credit to borrow money	2.1 Identify different sources of credit 2.2 Explain how to use credit responsibly for expenditure and investing 2.3 Describe the potential problems of using credit

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Unit Title: **Planning an Enterprise Activity**
Unit number: R/503/2888
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service 1.2 Describe why people might want to buy their product or service
2. Be able to prepare a plan for implementing an enterprise activity	2.1 Describe the tasks that need to be completed to carry out the enterprise activity 2.2 Present the timelines required to carry out the tasks identified 2.3 Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified
3. Understand the risks involved in running the enterprise activity	3.1 Assess main risks that may occur in implementing the enterprise activity 3.2 Discuss ways to minimise the risks

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Unit Title: **Planning for and reflecting on a job interview**
Unit number: Y/505/4097
Credit: 3
GLH: 26
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to plan arrangements for an interview for a specific job	1.1 Outline job details, to include: • sector • job title • name and address of organisation • employment status • remuneration • work pattern • dress code • job responsibilities • sector-specific skills • transferable skills 1.2 Organise personal arrangements for a specific job interview, to include: • date and time • location of interview • name of interviewer • travel method • travel start and end time • dress code • method of confirming attendance • format 1.3 Explain why personal documents are needed for a job interview 1.4 Identify consequences of failing to provide requested personal documents
2. Be able to research an organisation offering a specific job interview	2.1 Use different sources of information to research facts about the organisation offering the interview 2.2 Identify problems associated with the use of different sources of information

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Be able to prepare questions for a specific job interview including extended responses	3.1 Identify open or probing questions an individual may be asked at a job interview, to include: • relevance of qualifications • suitability of own skills or attributes • career aims • own availability • reason for interest in vacancy 3.2 Prepare extended responses to interview questions an individual may be asked 3.3 Prepare questions an individual will need to ask an interviewer relating to the job or the organisation 3.4 Explain the importance of preparing questions to ask an interviewer, to include: • about the job • about the organisation
4. Be able to apply interview techniques during a specific job interview	4.1 Plan ways to make a positive first impression at a job interview 4.2 Plan ways to make a confident introduction at a job interview 4.3 Demonstrate interview techniques when: • making a positive first impression • introducing self • responding to questions in full • clarifying interviewer questions • asking planned questions • using communication skills
5. Be able to reflect on a specific job interview	5.1 Evaluate how an individual's decisions are influenced by information learnt at interview in relation to: • the job • the organisation 5.2 Reflect on own planning and preparation for a job interview, to include: • strengths • weaknesses • opportunities to improve • failure to improve 5.3 Reflect on personal performance at a job interview, to include: • strengths • weaknesses • opportunities to improve • failure to improve

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
6. Be able to plan improvements for future job interviews	6.1 Produce an action plan to improve performance for future interviews, to include: • specific areas of improvement • actions to take • support requirements • start, review and target dates • sign off by tutor/sponsor

Unit Title: **Practising Leadership Skills with Others**
Unit number: D/501/5916
Credit: 2
GLH: 20
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)

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

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Unit Title: **Preparing for an Interview**
Unit number: M/503/2865
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know information required in preparing for an interview	1.1 Describe the key information about the interviewing organisation which are relevant to the job/placement/course 1.2 Describe key aspects of the job/placement/course drawing on application information 1.3 Identify gaps in own information about the organisation 1.4 Identify gaps in own information about the job/placement/course 1.5 Devise questions to ask the interviewer at interview to find answers to gaps in knowledge
2. Be able to prepare answers to interview questions	2.1 Devise questions that may be asked at an interview 2.2 Select questions most likely to be asked at an interview specific to the course/job/placement 2.3 Prepare responses to questions that may be asked at interview

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Unit Title: **Preparing for Work Placement**
Unit number: F/503/2885
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the company or organisation where the work placement is planned	1.1 Describe the company or organisation providing the work placement 1.2 Describe the key purpose of company or organisation
2. Know the information needed before starting the work placement	2.1 Describe the terms and conditions of the work placement 2.2 Describe the tasks to be performed as part of the work placement
3. Know what the company or organisation expects of the learner during the work placement	3.1 Describe why workplace values are important for success at the work placement 3.2 Describe personal presentation requirements appropriate to the work placement 3.3 Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4. Be able to set goals relating to the work placement	4.1 Set goals for skills development relating to the work placement 4.2 Set goals for personal development relating to the work placement

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Unit Title: **Presenting personal information for the workplace**
Unit number: D/505/4098
Credit: 3
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of providing personal information in relation to workplace situations	1.1 Identify personal information an individual would need in different workplace situations 1.2 Explain why different types of personal information are needed for different workplace situations 1.3 Explain the impact of not providing personal information for a workplace situation 1.4 Explain different methods of presenting personal information in the workplace, to include: • routine situations • non-routine situations
2. Understand risks associated with personal information in the workplace	2.1 Explain how behaviours in the workplace can put personal information at risk
3. Be able to use communication skills to accurately provide own personal information in telephone calls	3.1 Demonstrate the use of communication skills by providing accurate personal information in a routine telephone call, to include: • listening carefully • questioning for clarification • speaking clearly and effectively (tone, inflection, accent, language) • controlling the time and pace of the call • summarising information • checking for accuracy 3.2 Demonstrate the use of communication skills by providing accurate personal information in a non-routine telephone call, to include: • listening carefully • questioning for clarification • speaking clearly and effectively (tone, inflection, accent, language) • controlling the time and pace of the call • summarising information • checking for accuracy

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Be able to produce documents requiring personal information in relation to work situations	4.1 Complete an application form, for a specific job, to include: • following instructions accurately • all sections completed (according to guidance) • fit for purpose • accurate spelling, punctuation and grammar 4.2 Produce a covering document for an application for a specific job 4.3 Complete a form accurately with personal information, for a specific work situation, to include: • following instructions • completing all sections (according to guidance) • accurate spelling, punctuation and grammar 4.4 Produce documents checking they are: • legible • logical • in an appropriate format • free from alterations or changes
5. Be able to present personal information on a curriculum vitae (CV) in relation to an employment opportunity	5.1 Produce a curriculum vitae (CV) for use in relation to a specific job opportunity, to include: • name • contact details • schools and colleges attended (including dates) • referee (including full contact details) • personal attributes • skills and experience • other relevant information 5.2 Produce a curriculum vitae (CV) for use in relation to a specific job opportunity, checking that it is: • legible • logical • in an appropriate format • checked and free from errors 5.3 Produce a covering document to accompany a CV for use in relation to employment opportunities, to include: • correct style, language and grammar • correct format and layout
6. Be able to present, in different formats, evidence of own personal achievements, in relation to future employment	6.1 Collate evidence of personal achievements in relation to an employment related situation 6.2 Present evidence of own personal achievements in different formats, in relation to an employment related situation 6.3 Explain why presentation of personal information is important in employment related situations

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
7. Be able to reflect on written and verbal skills used when presenting personal information	7.1 Assess written and verbal skills when presenting personal information 7.2 Describe ways to improve written and verbal skills for future presentation of own personal information 7.3 Describe why it is important to improve written and verbal skills for the presentation of own personal information

Unit Title: **Running an Enterprise Activity**
Unit number: Y/503/2889
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to provide a strategy to ensure the success of an enterprise activity	1.1 Identify what is required in an operational plan 1.2 Create an operational plan for the actual enterprise activity
2. Be able to carry out an enterprise activity using appropriate skills and procedures	2.1 Demonstrate a range of skills and techniques to sell the product or service 2.2 Demonstrate good customer care 2.3 Demonstrate correct handling money procedures for an enterprise activity 2.4 Explain the importance of correct handling money procedures for an enterprise activity
3. Be able to evaluate the profitability of the enterprise activity	3.1 Present financial records to show the set-up costs, running costs and other costs 3.2 Present financial records showing sales and profit or losses 3.3 Give reasons for the financial success or financial failure of the enterprise activity
4. Know how to review personal involvement in an enterprise activity	4.1 Describe skills gained from running the enterprise activity 4.2 Describe personal strengths which were demonstrated during the enterprise activity 4.3 Describe skills that need to be improved as a result of participating in the enterprise activity

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Unit Title: **Searching for a Job**
Unit number: H/503/2863
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to use sources of information about jobs	1.1 Explain the roles of different sources of information about jobs 1.2 Select appropriate sources of information about job vacancies for own purposes 1.3 Identify potential job roles from sources of information about jobs
2. Understand how to relate own skills, interests and achievements to potential job roles	2.1 Explain how own skills relate to potential job roles 2.2 Explain own interests in relation to potential job roles 2.3 Explain how own achievements are relevant to potential job roles
3. Be able to investigate job vacancies	3.1 Carry out investigations to identify potential job vacancies 3.2 Provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies

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Unit Title: **Self-management Skills**
Unit number: A/503/2867
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of self-management for work	1.1 Explain why it is important for individuals to self-manage in the workplace 1.2 Explain how to self-manage in the workplace 1.3 Explain benefits to others in the workplace when individuals self-manage effectively
2. Be able to self-manage for work	2.1 Produce a plan of activities and breaks for a working day 2.2 Carry out activities prioritising to achieve daily objectives
3. Be able to review own self-management skills for work	3.1 Assess own self-management skills for work 3.2 Identify aspects of self-management for improvement

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Unit Title: **Setting and Meeting Targets at Work**
Unit number: D/501/6113
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to develop and confirm personal targets	1.1 Develop personal targets that are appropriate for a workplace situation 1.2 Identify relevant team or organisational targets which relate to own personal targets 1.3 Confirm own personal targets with an appropriate person 1.4 Present own personal targets in an appropriate format to suit organisational requirements
2. Review progress against own targets	2.1 Identify an appropriate review point 2.2 Review own progress with an appropriate person 2.3 Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved

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Unit Title: **Solving Work-Related Problems**
Unit number: J/615/8479
Credit: 3
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand that both individuals and organisations encounter workplace problems	1.1 Explain the main reasons that individuals encounter problems in the workplace 1.2 Describe some of the common types of problem that an organisation or company might need to solve
2. Use sources of help effectively	2.1 Explain how sources of help available to both individuals and to organisations can help in solving work-related problems 2.2 Extract relevant information or advice from several different sources to help solve workplace problems
3. Consider possible solutions to workplace problems	3.1 Describe possible solutions to different work-place problems 3.2 Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order
4. Apply appropriate strategies to solve workplace problems	4.1 Plan how to execute the solutions they consider most likely to work

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Unit Title: **Summarising Documents**
Unit number: T/503/2883
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how the intended purpose and audience for a summary influences the way in which it is written	1.1 Describe different audiences for summaries 1.2 Describe different purposes for summaries 1.3 Describe different formats for writing summaries.
2. Be able to produce an accurate summary of a chosen document	2.1 Extract key points from a chosen document 2.2 Produce a summary, suitable for the intended purpose and audience, of key points of a chosen document 2.3 Proofread and edit the summary to ensure accuracy

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Unit Title: **Terrorism awareness**
Unit number: H/503/5066
Credit: 1
GLH: 9
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the history of terrorism	1.1 Define the term 'terrorism' 1.2 Describe the origins of terrorism
2. Understand the classifications of terrorist groups	2.1 Explain the term 'state terrorism' 2.2 Identify state sponsored terrorism groups 2.3 Explain the term 'non-state terrorism' 2.4 Identify non-state terrorist groups 2.5 Explain the differences between non-state terrorism and religious terrorism 2.6 Identify religious terrorist groups
3. Understand the current threats to the UK	3.1 Describe the current threats in the UK from terrorist activities 3.2 Explain the term 'espionage' and its impact on commercial security 3.3 Explain the term 'cyber threat' 3.4 Explain situational awareness in relation to: • Suspicious activity/persons/objects • Public buildings • Transport systems • Critical national infrastructure (CNI)
4. Understand how to report suspicious activity/objects and suspected threats	4.1 Explain the different reporting options and actions to follow in relation to suspicious activity/objects and suspected threats
5. Understand different government threat levels relevant to the UK	5.1 State the current government threat level in the UK 5.2 Explain the different current threat levels in use in the UK

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Unit Title: **Understanding employment responsibilities and rights**
Unit number: D/602/4769
Credit: 3
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the statutory rights and responsibilities of employees and employers within own area of work	1.1 Outline employee rights and responsibilities under Employment Law 1.2 Describe how related legislation can support employees in the workplace 1.3 Describe employer responsibilities in the workplace 1.4 Identify sources and types of information and advice on own employment rights and responsibilities
2. Understand agreed ways of working that protect own relationship with employer	2.1 Explain the terms and conditions of own contract of employment 2.2 Describe information shown on own pay statement 2.3 Explain the procedures to follow in event of a grievance 2.4 Identify the personal information that must be kept up to date with own employer 2.5 Explain agreed ways of working with employer
3. Know how own role fits within the wider context of the sector	3.1 Describe the effect of own role on service provision 3.2 Describe how own role links to the wider sector 3.3 Describe the main roles and responsibilities of representative bodies that influence the wider sector 3.4 Outline different viewpoints around an issue of public concern relevant to the sector or occupation 3.5 Describe how issues of public concern have altered public views of the sector or occupation
4. Know career pathways available within own and related sectors	4.1 Describe occupational opportunities within own sector and related sectors 4.2 Identify sources of information related to a chosen career pathway 4.3 Identify next steps in own career pathway

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Unit Title: **Working as a Volunteer**
Unit number: Y/503/2861
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to find voluntary work that matches own skills and interests	1.1 Identify ways to become a volunteer 1.2 Apply for voluntary work matching own skills and interests 1.3 Describe the nature of the work to be undertaken 1.4 Describe behaviours and attitudes needed to undertake the work
2. Be able to undertake voluntary work	2.1 Complete a voluntary work task which matches own skills and interests
3. Understand benefits to the individual from taking part in voluntary work	3.1 Describe skills developed during voluntary work 3.2 Explain how the skills used during the time as a volunteer may be useful for career planning

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Unit Title: **Working in a Team**
Unit number: R/501/6058
Credit: 3
GLH: 30
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2. Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective team work 2.2 Explain the likely consequences of team members not following a code of conduct
3. Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.3 Identify some relevant strengths, skills and experiences that other members bring to a particular team
4. Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team 4.2 Explain how each role contributes to the team's objectives and the completion of the team task
5. Work positively as a member of a team	5.1 Describe ways in which respect was shown for the ideas and suggestions of others 5.2 Identify relevant ideas and suggestions which were given which helped the team to complete their task 5.3 Describe ways in which help, support or advice was given to team members where appropriate 5.4 Explain why it is important to respond positively to advice or constructive criticism 5.5 Complete tasks allocated to the required standard and on time
6. Reflect on the performance of a team	6.1 Discuss how their individual performance contributed to the overall performance of the team 6.2 Outline ways in which the team as a whole performed effectively 6.3 Outline areas in which the team could improve its team work skills.

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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	1.1 List personal presentation requirements for different types of workplace 1.2 Outline why expected requirements for personal presentation vary across different types of workplace
3. Know how to present self for the workplace	2.1 State what may be deemed a suitable dress code for a workplace 2.2 Identify what the workplace requirements for own hygiene and cleanliness might be 2.3 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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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

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
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
6. 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

Amplification

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

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- Bank transfer
- Direct debits
- Telephone Banking
- BACS
- Standing orders
- Cheques
- 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

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- 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
    - 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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ACTIVE LEISURE UNIT

Unit Title: **Understanding Employment Rights and Responsibilities**
Unit number: J/600/0840
Credit: 2
GLH: 15
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Award in Employment Awareness in Active Leisure and Learning (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know their employment rights and responsibilities under the law	1.1 Describe their rights and responsibilities in terms of: • Contracts of employment • Anti-discrimination legislation • Working hours and holiday entitlements • Sickness absence and sick pay • Data protection • Health and safety 1.2 Outline the rights and responsibilities of the employer 1.3 Describe the health and safety legal requirements relevant to their organisation 1.4 Outline the implications of health and safety legal requirements for their own job role
2. Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment 2.2 Outline the contents and purpose of a job description 2.3 Describe the types of information held on personnel records 2.4 Describe how to update information held on personnel records 2.5 Interpret the information shown on a pay slip or other statement of earnings
3. Know key employment procedures at work	3.1 Describe the procedures to follow if someone needs to take time off 3.2 Describe the procedures to follow if there is a grievance 3.3 Describe the procedures to follow if there is evidence of discrimination or bullying 3.4 Identify sources of information and advice on employment issues: • Internal to their organisation • External to their organisation

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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. 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

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	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 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

Unit Title: **Deal with customers face to face**
Unit number: T/601/1221
Credit: 5
GLH: 33
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. communicate effectively with their customer	1.1 plan a conversation with their customer that has structure and clear direction 1.2 hold a conversation with their customer that establishes rapport 1.3 focus on their customer and listen carefully to ensure that they collect all possible information they need from the conversation 1.4 explain their services or products and their organisation's service offer to their customer clearly and concisely 1.5 adapt their communication to meet the individual needs of their customer 1.6 anticipate their customer's requests and needs for information 1.7 balance conflicting demands for their attention whilst maintaining rapport with their current customer 1.8 calm down situations when one customer is adversely affecting the customer service enjoyed by other customers
2. improve the rapport with their customer through body language	2.1 present a professional and respectful image when dealing with their customer 2.2 show an awareness of their customer's needs for personal space 2.3 focus their attention on their customer so that non-verbal signs do not betray disinterest, boredom or irritation 2.4 ensure that their customer focus is not disrupted by colleagues 2.5 observe all customers and the total customer service situation whilst maintaining rapport with their current customer 2.6 observe their customer to read non-verbal clues about the customer's wishes and expectations

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. understand how to deal with customers face to face	3.1 explain the importance of speaking clearly and slowly when dealing with a customer face to face 3.2 state the importance of taking the time to listen carefully to what the customer is saying 3.3 identify the organisation's procedures that impact on the way they are able to deal with their customers face to face 3.4 describe the features and benefits of the organisation's services or products 3.5 explain the organisation's service offer and how it affects the way they deal with customers face to face 3.6 explain the principles of body language that enables them to interpret customer feelings without verbal communication 3.7 explain the difference between behaving assertively, aggressively and passively

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
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

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Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	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

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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Unit Title: **Communicate effectively with customers**
Unit number: R/601/1212
Credit: 5
GLH: 33
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. communicate effectively with customers	1.1 listen actively to what customers are saying 1.2 identify the most important things that customers are telling them 1.3 respond appropriately to what customers are telling them 1.4 check that they understand what customers are telling them and make sure it is really what they mean 1.5 summarise information for customers 1.6 explain in a way that is clear and does not cause offence when they cannot help a customer 1.7 use appropriate body language when communicating with customers 1.8 read customers' body language to help them understand their feelings and wishes 1.9 deal with customers in a respectful, helpful and professional way at all times 1.10 help to give good customer service by passing messages to colleagues
2. understand how to communicate effectively with customers	2.1 identify the difference between hearing and listening 2.2 explain how to listen actively 2.3 describe how to read both positive and negative body language 2.4 explain how to use body language effectively 2.5 state how to use questions to check that they understand what customers are telling them 2.6 identify the difference between negative and positive language 2.7 explain how to summarise 2.8 explain why it is important to speak clearly 2.9 explain why it is important to use words that the customer will understand 2.10 describe how to communicate with customers who have language, dialect or accents that are different from theirs 2.11 explain why the way things are said, and the tone of voice, affects the way a customer experiences customer service 2.12 identify what information is helpful to pass on in messages to colleagues so that customers receive good service

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Unit Title: **Follow the rules to deliver customer service**
Unit number: L/601/1614
Credit: 4
GLH: 30
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Follow their organisation's customer service practices and procedures	1.1 follow organisational practices and procedures that relate to their customer service work 1.2 recognise the limits of what they are allowed to do when delivering customer service 1.3 refer to somebody in authority when they need to 1.4 work in a way that protects the security of customers and their property 1.5 work in a way that protects the security of information about customers
2. know how to follow the rules to deliver customer service	2.1 describe organisational practices and procedures that relate to their customer service work 2.2 identify the limits of what they are allowed to do when delivering customer service 2.3 explain when and how they should refer to somebody in authority about the rules for delivering customer service 2.4 explain how they protect the security of customers and their property 2.5 explain how they protect the security of information about customers 2.6 describe their health and safety responsibilities as they relate to their customer service work 2.7 explain their responsibilities to deliver customer service treating customers equally 2.8 explain why it is important to respect customer and organisation confidentiality 2.9 list the main things they must do and not do in their job under legislation that affects their customer service work 2.10 list the main things that they must do and not do in their job under external regulations that affect their customer service work

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Unit Title: **Principles of providing administrative services**
Unit number: R/601/7639
Credit: 4
GLH: 32
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to make and receive telephone calls	1.1 Describe the different features of telephone systems and how to use them 1.2 Describe how to follow organisational procedures when making and receiving telephone calls 1.3 Explain the purpose of giving a positive image of self and own organisation
2. Understand how to handle mail	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages 2.2 Identify different internal and external mail services available to organisations 2.3 Describe the methods of calculating postage charges for mail or packages
3. Understand how to use different types of office equipment	3.1 Identify different types of equipment and their uses 3.2 Explain the purpose of following manufacturer's instructions when using equipment 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user
4. Understand how to keep waste to a minimum in a business environment	4.1 Explain why waste should be kept to a minimum in a business environment 4.2 Identify the main causes of waste that may occur in a business environment 4.3 Identify ways of keeping waste to a minimum in a business environment
5. Know how to make arrangements for meetings	5.1 Identify different types of meetings and their main features 5.2 Identify the sources and types of information needed to arrange a meeting 5.3 Describe how to arrange meetings
6. Understand procedures for organising travel and accommodation arrangements	6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation 6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow 6.3 Explain the purpose of keeping records of business travel or accommodation arrangements

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
7. Understand diary management procedures	7.1 Explain the purpose of using a diary system to plan activities 7.2 Identify the information needed to maintain a diary system
8. Understand the purpose of delivering effective customer service and how to do so	8.1 Contrast the differences between internal and external customers in a business environment 8.2 Explain why customer service should meet or exceed customer expectations 8.3 Identify the purpose and ways of building positive relationships with customers 8.4 Identify how customers demonstrate their own needs and expectations
9. Understand the purpose of reception services and how to follow reception procedures	9.1 Describe the purpose of the receptionist role as the first point of contact between the public / client and an organisation 9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so 9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

Unit Title: **Principles of managing information and producing documents**
Unit number: J/601/7640
Credit: 3
GLH: 24
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the purpose of information technology in a business environment	1.1 Identify different types of information technology that may be used for work tasks 1.2 Outline the benefits of using information technology for work tasks
2. Understand how to manage electronic and paper based information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information 2.2 Identify different ways of researching, organising and reporting information 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required 2.4 Explain why confidentiality is critical when managing information
3. Understand the purpose of producing documents that are fit-for-purpose	3.1 Identify reasons for producing documents that are fit-for-purpose 3.2 Describe different types and styles of documents and when they are used
4. Know the procedures to be followed when producing documents	4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents 4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so 4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents 4.4 Compare different types of documents that may be produced from notes and the formats to be followed 4.5 Explain the procedures to be followed when preparing text from notes

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Unit Title: **Produce documents in a business environment**
Unit number: T/601/2482
Credit: 4
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the purpose of producing high quality and attractive documents in a business environment	1.1 Outline different types of documents that may be produced and the different styles that could be used 1.2 Describe different formats in which text may be presented 1.3 Explain the purpose and benefits of producing high quality and attractive documents
2. Know the resources and technology available and how to use them when producing documents in a business environment	2.1 Describe the types of resources available for producing high quality and attractive documents 2.2 Outline ways of using different resources to produce documents 2.3 Describe different types of technology available for inputting, formatting and editing text, and their main features
3. Understand the purpose of following procedures when producing documents in a business environment	3.1 Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents 3.2 Outline different ways of organising content needed for documents 3.3 Outline ways of integrating and laying out text and non-text 3.4 Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so 3.5 Explain the purpose of storing documents safely and securely, and ways of doing so 3.6 Explain the purpose of confidentiality and data protection when preparing documents 3.7 Explain the purpose and benefits of meeting deadlines
4. Be able to prepare for tasks	4.1 Confirm the purpose, content, style and deadlines for documents
5. Be able to produce documents to agreed specifications	5.1 Prepare resources needed to produce documents 5.2 Organise the content required to produce documents 5.3 Make use of technology, as required 5.4 Format and produce documents to an agreed style 5.5 Integrate non-text objects into an agreed layout, if required 5.6 Check texts for accuracy 5.7 Edit and correct texts, as required

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	5.8 Clarify document requirements, when necessary 5.9 Store documents safely and securely following organisational procedures 5.10 Present documents to the required format and within the agreed deadlines

Unit Title: **Use office equipment**
Unit number: H/601/2493
Credit: 4
GLH: 18
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about different types of office equipment and its uses	1.1 Identify different types of equipment and their uses 1.2 Describe the different features of different types of office equipment 1.3 Explain why different types of equipment are chosen for tasks
2. Understand the purpose of following instructions and health and safety procedures	2.1 Explain the purpose of following manufacturer's instructions when using equipment 2.2 Explain the purpose of following organisational instructions when using equipment 2.3 Identify health and safety procedures for using different types of equipment 2.4 Explain the purpose of following health and safety procedures when using equipment 2.5 Explain the purpose of keeping equipment clean and hygienic
3. 3. Understand how to use equipment in a way that minimises waste	3.1 Give examples of waste when using equipment 3.2 Give examples of ways to reduce waste 3.3 Explain the purpose of minimising waste
4. Know about the different types of problems that may occur when using equipment and how to deal with them	4.1 Give examples of equipment problems 4.2 Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems 4.3 Give examples of how to deal with problems
5. 5. Understand the purpose of meeting work standards and deadlines	5.1 Explain the purpose of meeting work standards and deadlines when using equipment
6. 6. Understand the purpose of leaving equipment and the work area ready for the next user	6.1 Explain the purpose of leaving equipment and the work area ready for the next user
7. Be able to use office equipment	7.1 Locate and select equipment needed for a task 7.2 Use equipment following manufacturer's and organisational guidelines

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	7.3 Use equipment minimising waste 7.4 Keep equipment clean and hygienic 7.5 Deal with equipment problems following manufacturer's and organisational procedures 7.6 Refer problems, if required 7.7 Make sure final work product meets agreed requirements 7.8 Make sure that product is delivered to agreed timescale 7.9 Make sure equipment, resources and work area are ready for the next user

CLEANING UNITS

Unit Title: **Health and Safety for the cleaning and support services industry**
Unit number: Y/502/2251
Credit: 4
GLH: 35
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Cleaning Principles (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the health & safety legislation which applies to the Cleaning & Support Services industry	1.1 Describe the health & safety legislation and regulations which apply to the cleaning and support services industry. 1.2 Describe employees' responsibilities 1.3 Describe employer's responsibilities 1.4 Explain the appropriate codes of behaviour in relation to health and safety
2. Understand how to work in a safe manner.	2.1 State job roles within organisations responsible for health and safety 2.2 Explain the importance of correct use of equipment, materials and chemicals 2.3 Explain the importance of the correct use of personal protective equipment 2.4 Describe types of security requirements when working on customer sites. 2.5 Describe techniques for safe lifting and handling 2.6 Explain the need for colour coding systems 2.7 Describe recommended procedures in the event of a fire 2.8 Describe the recommended procedures in the event of an accident
3. Understand how to control risks in the workplace	3.1 Explain the importance of personal hygiene in the workplace 3.2 Outline the required personal hygiene standards 3.3 Define the terms 'risk', 'hazard' and 'risk assessment' 3.4 Identify the types of hazards which might occur in the workplace. 3.5 Describe health and safety procedures relating to controlling risks. 3.6 Describe the procedures for reporting hazards 3.7 Explain the importance of following manufacturers' instructions 3.8 Explain the importance of clear communication in relation to risk assessment. 3.9 Explain the importance of risk control measures

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Unit Title: **Working with customers and others in the cleaning and support services industry**
Unit number: D/502/2252
Credit: 2
GLH: 18
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Cleaning Principles (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to communicate effectively with customers	1.1 Describe the importance of communicating with others 1.2 Describe appropriate ways of communicating with customers 1.3 State the importance of up to date, accurate and clear information 1.4 State key sources of job-related information 1.5 State reasons for adapting communication to different audiences 1.6 State procedures for acknowledging, responding to and recording customer communication 1.7 State the limits of authority for dealing with different types of customer communication
2. Understand how to meet customers' needs	2.1 Explain the importance of positive behaviour and attitudes 2.2 Describe examples of positive behaviour and attitude 2.3 Explain the benefits of creating a positive impression 2.4 Describe different types of customer 2.5 Describe procedures for handling difficult customer situations
3. Understand how to contribute to effective team working	3.1 Explain the importance of teamwork 3.2 Describe roles and responsibilities within teams 3.3 List factors that contribute to effective teamwork 3.4 Describe key personal behaviours of team members 3.5 Describe how to respond to disagreements in a team

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CONFLICT MANAGEMENT UNIT

Unit Title: **Managing conflict in the workplace when dealing with customers, service users or the public**
Unit number: H/615/6965
Credit: 2
GLH: 11
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Award in Conflict Management (RQF)
- Highfield Level 3 Award in the Delivery of Conflict Management Training (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how communication can be used to solve problems and reduce the likelihood of conflict	1.1 State the importance of positive communication as a way of reducing the likelihood of conflict 1.2 Identify how managing customer expectations can reduce the likelihood of conflict 1.3 Identify the differences between assertiveness and aggression 1.4 State the importance of viewing a situation from the customer's perspective 1.5 Identify strategies that can be used to solve problems
2. Know the factors that influence human responses in conflict situations	2.1 Identify human responses to emotional or threatening situations 2.2 Identify factors that can trigger an angry response in others 2.3 Identify factors that can inhibit an angry response in others
3. Know how to assess and reduce risks in conflict situations	3.1 Identify the stages of escalation in conflict situations 3.2 State how to apply dynamic risk assessment to a conflict situation 3.3 State the importance of following employer policies and guidance in conflict situations 3.4 Identify measures that can reduce risks for people who may be involved in conflict situations
4. Know how to communicate effectively and de-escalate conflict in emotive situations	4.1 Identify how to use non-verbal communication in emotive situations 4.2 Identify how to overcome communication barriers in emotive situations 4.3 Identify ways of defusing emotive conflict situations 4.4 Identify how to work with colleagues to de-escalate conflict situations 4.5 State the importance of providing exit routes and space when dealing with an angry person

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
5. Know good practice to follow after conflict situations	5.1 State the importance of accessing help and support following an incident 5.2 Identify the benefits of reflecting on and learning from conflict situations 5.3 Identify the benefits of sharing good practice and contributing to solutions to recurring problems

Amplification

LO1: Know how communication can be used to solve problems and reduce the likelihood of conflict

- The importance of positive communication as a way of reducing the likelihood of conflict
  - be proactive in giving information to customers
  - listen to the individual, before responding
  - maintain a calm tone and non aggressive body language
- How managing customer expectations can reduce the likelihood of conflict
  - clear communication
  - managing unrealistic expectations
  - explaining procedures
  - proactive service delivery
- The differences between assertiveness and aggression
  - Assertive
    - firm but fair
    - calm
    - polite
  - Aggressive
    - threatening
    - rude
    - unsympathetic
- The importance of viewing a situation from the customer's perspective
  - helps to defuse conflict situations
  - enables the use of empathy
  - builds a rapport
- Identify strategies that can be used to solve problems
  - building rapport
  - stating expectations
  - compromising

LO2: Know the factors that influence human responses in conflict situations

- Human responses to emotional or threatening situations
  - fight or flight
  - fear
  - shock
  - anger
  - aggression
- Factors that can trigger an angry response in others

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    - Factors:
        - being drunk or on drugs
        - emotions – anger, pain, upset, etc
    - Possible triggers:
        - showing disrespect
        - threatening/aggressive behaviour
        - insulting behaviour
- Factors that can inhibit an angry response in others:
    - self control
    - calmness
    - fear of prosecution
    - fear of retaliation

LO3: Know how to assess and reduce risks in conflict situations

- The stages of escalation in conflict situations:
    - frustration
    - anger
    - aggression
    - violence
- How to apply dynamic risk assessment to a conflict situation:
    - think 'safety first'
    - assess the situation
    - consider your options
    - take action

- The importance of following employer policies and guidance in conflict situations:
    - legislation – Health and Safety at Work Etc Act 1974
    - reduce risk of litigation/employer/employee.
    - protect company reputation.
    - provide clear role and responsibility
- Measures that can reduce risks for people who may be involved in conflict situations
    - training
    - Personal Protective Equipment (PPE)
    - CCTV
    - positive communication

LO4: Know how to communicate effectively and de-escalate conflict in emotive situations

- How to use non-verbal communication in emotive situations:
    - awareness of personal space
    - non aggressive body language
    - open hand gestures
- How to overcome communication barriers in emotive situations
    - move to a quieter area
    - speak slowly and calmly
    - non aggressive body language
    - be patient
- Ways of defusing emotive conflict situations:
    - positive communication
    - empathy
    - self control

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- How to work with colleagues to de-escalate conflict situations:
  - dynamic risk assessment
  - correct positioning
  - changing control with a colleague

- The importance of providing exit routes and space when dealing with an angry person
  - non-aggressive stance
  - maintaining personal space
  - ensure an escape route is available for self and aggressor

LO5: Know good practice to follow after conflict situations

- The importance of accessing help and support following an incident
  - emotional support
  - reduces the possibility of post traumatic stress disorder
- The benefits of reflecting on and learning from conflict situations
  - making improvements
  - sharing good practice
  - identifying poor practice
- The benefits of sharing good practice and contributing to solutions to recurring problems:
  - improved customer service
  - improved morale and safety
  - reduced stress

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COSHH UNIT

Unit Title: **Principles of the Control of Substances Hazardous to Health**
Unit number: M/615/7553
Credit: 1
GLH: 5
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of hazardous substances in the workplace	1.1 Outline duties relating to hazardous substances at work 1.2 Identify the consequences for noncompliance with duties
2. Understand how hazardous substances can cause hazards and risks to health within the workplace	2.1 Define the following key terms: • Risk • Hazardous substance • Risk Assessment 2.2 State the different forms that hazardous substances can take 2.3 Identify the health and safety effects that may occur following exposure to hazardous substances 2.4 State the routes that hazardous substances can enter the body
3. Understand how risk assessments contribute to the safe use of hazardous substances in the workplace	3.1 Outline the process of risk assessment 3.2 Identify how risk assessments reduce accidents and ill-health at work 3.3 Identify the risk control hierarchy for hazardous substances
4. Understand the precautions and procedures necessary to ensure the risks associated with hazardous substances are properly controlled	4.1 Identify common COSHH symbols 4.2 Outline the types of information that should be referred to for the safe identification and use of hazardous substances 4.3 State the general procedures that should be in place for dealing with an incident involving hazardous substances

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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 ○ Bad sore throat

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- 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

CUSTOMER SERVICE UNITS

Unit Title: **Principles of Customer Service**
Unit number: Y/501/4375
Credit: 6
GLH: 30
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to deliver good customer service	1.1 Identify different types of customers 1.2 Identify different needs of customers 1.3 State what is meant by customer satisfaction 1.4 State what is meant by customer expectations
2. Know different communication methods	2.1 State effective methods of communication to use when dealing with different customers 2.2 State how to use questions when dealing with different customers 2.3 Identify positive and negative body language and facial expression 2.4 State how customers' body language impacts on customer service 2.5 State how own body language impacts on customer service
3. Know how to provide good customer service in line with organisational procedures	3.1 State the importance of providing products and services which are 'fit for purpose' 3.2 State the importance of customer and organisation confidentiality 3.3 State the limits of own authority
4. Know how to effectively deal with customer queries, problems and complaints	4.1 State how to deal with customer queries 4.2 Identify common customer problems and complaints 4.3 State how to deal with problems and complaints

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Unit Title: **Customer Service Principles**
Unit number: L/616/8687
Credit: 6
GLH: 45
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to deliver good customer service	1.1 Identify different types of customers 1.2 Identify different needs of customers 1.3 State what is meant by customer satisfaction 1.4 State what is meant by customer expectations
2. Know different communication methods	2.1 State effective methods of communication to use when dealing with different customers 2.2 State how to use questions when dealing with different customers 2.3 Identify positive and negative body language and facial expression 2.4 State how customers' body language impacts on customer service 2.5 State how own body language impacts on customer service
3. Know how to provide good customer service in line with organisational procedures	3.1 State the importance of providing products and services which are 'fit for purpose' 3.2 State the importance of customer and organisation confidentiality 3.3 State the limits of own authority
4. Know how to effectively deal with customer queries, problems and complaints	4.1 State how to deal with customer queries 4.2 Identify common customer problems and complaints 4.3 State how to deal with problems and complaints

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5. Be able to deliver good customer service	5.1 Communicate clearly, concisely and professionally with customers 5.2 Listen "**actively**" to what customers are saying 5.3 Use open questions to identify customers' needs and priorities 5.4 Provide information and advice that meets customers' needs 5.5 Confirm customer needs have been met

Amplification
5.1 Throughout all customer interaction, i.e. when greeting, ongoing and closing 5.2 Listen actively eg: • Face the speaker and use eye contact • Be attentive • Don't interrupt the speaker • Wait for the speaker to pause to ask clarifying questions Simulation may be used for LO5 to confirm competence.

Unit Title: **Delivery of effective customer service**
Unit number: J/600/1003
Credit: 6
GLH: 50
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Customer Service (RQF)

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Describe the principles of customer service	1.1 Identify the purpose of customer service 1.2 Describe how customer service affects the success of the organisation 1.3 Describe different types of customers of an organisation 1.4 Identify the range of customer needs 1.5 Identify the customer service information which may be retained 1.6 Identify the difference between providing a product and providing a service 1.7 Describe what is meant by an after-sales service 1.8 Describe what is meant by a Unique Selling Point (USP) and a Unique Service Offer (USO) 1.9 Identify the methods a customer service deliverer can use to keep product and service knowledge up-to-date 1.10 Describe how an organisation can promote its products and/or services
2. Understand how customer needs and expectations are formed	2.1 Describe the purpose of an organisation's service offer 2.2 Describe how customer expectations are formed 2.3 Describe the interrelationship between customer satisfaction and customer expectations 2.4 Describe how customer needs can be identified 2.5 Identify the methods of obtaining customer feedback 2.6 Describe how an organisation can maintain customer loyalty 2.7 Identify why it is important to ensure effective customer relationships are maintained 2.8 Describe why it is important for a customer to be able to identify a 'brand'
3. Understand principles of responding to customers' problems or complaints	3.1 Identify common causes of customer problems and complaints 3.2 Identify different methods of communication 3.3 Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers 3.4 Explain how the non verbal communication of the service deliverer can affect the behaviour of the customer

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Describe how personal presentation, approach and attitude will influence the perception of the service delivered
4. Identify the interpersonal and team working skills required in the customer service environment	4.1 Describe the skills required for effective teamworking 4.2 Describe how to maintain effective working relationships within a team 4.3 Describe the range of inter-personal skills required for effective customer service
5. Identify the legislation which supports the customer service process	5.1 Identify the key aspects of the legislation relating to consumer law 5.2 Identify the main principles of equal opportunities legislation in relation to providing customer service 5.3 Identify the responsibilities of the employer and employee under the Health and Safety at Work Act 5.4 Describe why it is important to respect customer and organisation confidentiality 5.5 Identify the main principles of the Data Protection Act 5.6 Identify how a code of practice or ethical standards can impact upon the activities of a service deliverer

Unit Title: **Principles of Customer Service**
Unit number: H/504/3832
Credit: 1
GLH: 6
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Award in Customer Service (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of customer service	1.1 Identify the purpose of customer service 1.2 Describe how customer service affects the success of an organisation 1.3 Identify the different types of customers an organisation may have 1.4 Identify the range of customer needs 1.5 Describe how effective teamwork impacts on customer service
2. Understand how customer needs and expectations are formed	2.1 Describe the purpose of an organisation's service offer 2.2 Describe how customer expectations are formed 2.3 Describe the relationship between customer expectations and customer satisfaction 2.4 Identify why it is important to ensure effective customer relationships are maintained 2.5 Identify methods of obtaining customer feedback and why this is important
3. Know the interpersonal skills and appropriate behaviour required in the customer service environment	3.1 Identify different methods of communication 3.2 Describe the range of interpersonal skills required for effective customer service 3.3 Explain how non-verbal communication of the service deliverer can affect the behaviour of the customer 3.4 Describe how personal presentation, approach and attitude will influence the perception of the service delivered 3.5 Describe the appropriate behaviour and customer service skills required when using the telephone 3.6 Explain why it is important to ensure that the customer is informed and reassured at all stages
4. Understand the principles of responding to customers' problems or complaints	4.1 Identify common causes of customer problems and complaints 4.2 Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers 4.3 Describe ways of handling difficult customer situations 4.4 Explain the importance of responding to customer service issues promptly

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Unit Title: **Supporting the customer service environment**
Unit number: J/600/0658
Credit: 7
GLH: 65
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Customer Service (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Apply the practical skills required to deliver effective customer service	1.1 Identify the type of organisation 1.2 Identify the organisation's customers including internal and/or external and those with specific needs 1.3 Illustrate a customer service supply chain within an organisation 1.4 Maintain established customer records 1.5 Suggest a unique selling point or unique service offer for a product or service 1.6 Suggest ways of promoting a product or service to increase customer awareness 1.7 Compare the strengths and weaknesses of the promotional methods available
2. Demonstrate how to meet customer needs and expectations	2.1 Identify how customers demonstrate their own individual needs and expectations 2.2 Identify customers with special requirements 2.3 Identify how to use methods of communication and behaviour to meet the individual needs of specified customers 2.4 Identify and use methods of checking customer satisfaction 2.5 Identify ways in which an organisation might improve its reputation
3. Communicate effectively with customers	3.1 Use different methods of communication 3.2 Identify the interpersonal skills which are required for effective team-working 3.3 Describe how to adapt own behaviour to meet the individual needs of the team 3.4 Use the telephone system efficiently and effectively 3.5 Identify the personal qualities required to deal with customer problems 3.6 Describe the skills required to deal with potentially stressful situations 3.7 Apply problem solving theories to resolving a customer service problem 3.8 Identify the process of solving a customer problem or complain

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
4. Apply customer service improvements and develop self	4.1 Devise a method for obtaining customer feedback 4.2 Identify why it is important to give a positive impression to customers about changes made to customer service procedures 4.3 Identify how own behaviour might affect the behaviour of others 4.4 Identify how to obtain useful and constructive feedback from others about own performance 4.5 Identify own strengths and weaknesses in relation to working within a customer service role 4.6 Apply the techniques of self-assessment to look at strengths and weaknesses 4.7 Produce a Training Needs Analysis (TNA) for self 4.8 Prepare an individual learning/development plan which could be used as a basis for discussion with a relevant person, eg tutor, line manager, HR, training department

Amplification
The following assessment criteria are based on candidate performance; however, simulation can be used if workplace evidence is not available. A scenario can be created to allow learners to achieve all criteria. Suitable evidence may include: 1.4 Completed customer record(s) 3.1 Various methods of communication such as letters, emails, producing posters etc. 3.4 Use of a telephone, using the correct greeting, putting the customer on hold, transferring the call and wrapping up the call correctly. 3.7 This can be simulated through role play. 4.1 Learner should design a method of collecting feedback, eg customer feedback form or a series of questions for completing an after-service phone call. Preferred method of assessment for 3.4 and 3.7 is observation, which, if used, could also be used as evidence for ac 3.1. If the call is part of a role play, a customer service record can also be completed, as part of the phone call, to evidence 1.4

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***
1. Understand the factors that can influence a customers' first impressions	1.1 State what a **first impression** is 1.2 Identify ways in which you can **influence a first impression** 1.3 List **potential factors** that can influence a customers' first impression 1.4 State the importance of different factors that can influence a **customer**
2. Know how you can create a positive first impression	2.1 Identify **what skills can help** create a good first impression 2.2 Describe how **personal presentation** can impress a customer 2.3 Identify ways to make a confident introduction 2.4 Describe how your personality can affect a customers' first impression 2.5 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:**
  ○ Communication, empathy, conflict management, questioning, problem solving, active listening

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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***
1. Understand the importance of building rapport with customer	1.1 Define the meaning of rapport 1.2 Identify the reasons why **building rapport** with external customers is important 1.3 State reasons why employees building rapport with internal customers is important
2. Know ways to build rapport	2.1 State ways to introduce yourself 2.2 Identify **ways to engage in a conversation** 2.3 State how body language can affect rapport 2.4 State the importance of personal appearance in building rapport 2.5 List appropriate greetings that can be used toward customers 2.6 State how empathy can be used to create rapport 2.7 Identify why good communication is required to build rapport
3. 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.
• **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.

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- **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.

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***
1. Understand the differences between handling and resolving complaints	1.1 Describe reasons why people complain 1.2 State what complaint handling is 1.3 State what complaint resolution is
2. Understand how to deal with complaints on social media	2.1 List social media platforms used for customer service 2.2 Outline the organisations procedures that must be followed when on social media 2.3 Identify the **ways that organisations respond** to complaints on social media 2.4 State what customers expect on social media when they make a complaint
3. 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
4. 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 • **Behaviour a complaining customer might have:**

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- 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

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***
1. Understand active listening	1.1 Outline the difference between listening and hearing 1.2 Define what **active listening** is 1.3 Identify what **behaviours** you could display to demonstrate active listening
2. Know how to listen to customers effectively	2.1 State **different ways to listen to people** 2.2 State what key information should be listened for when dealing with customers 2.3 State **why it is important to listen** to a customer 2.4 Describe the **barriers to listening** 2.5 Describe the implications of not listening 2.6 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***
1. Understand the benefits of having set standards in customer service	1.1 State what the **minimum standard** of customer service in an organisation is 1.2 Outline why it is important to continually meet and exceed organisational customer service standards 1.3 Identify policies in place to support customer service standards 1.4 State what a **standardised approach** is 1.5 List possible reasons for organisations wanting to have a standardised approach
2. Understand why expectations have to be set in a customer service environment	2.1 State possible **expectations** that organisations may have of employees in delivering customer service 2.2 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***
1. Understand different methods of communication and how to support customer service	1.1 Identify different **ways an organisation can communicate** with its customers 1.2 Identify different communication techniques based on **customer type** 1.3 Identify possible ways to end a conversation with a customer 1.4 List possible ways of handling a customer query
2. Understand different communication models	2.1 Identify recognised **communication models** 2.2 Identify key features of communication models found 2.3 Outline advantages and disadvantages of one communication model
3. Understand ways to communicate effectively with customers over the internet	3.1 List social media sites that can be used by organisations to communicate with customers 3.2 Outline what needs to be included in an email to a customer from an organisation 3.3 List the advantages of communication with customers over email/social media/livechat 3.4 List the disadvantages of communication with customers over email/social media/livechat 3.5 State appropriate communication to be used on social media when addressing customers 3.6 Outline the importance of confidentiality while operating online 3.7 List the barriers to communication whilst online
4. 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 4.4 List the advantages of communicating with customer over the phone 4.5 Identify the barriers to communicating verbally

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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

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***
1. Understand the importance of punctuality and time keeping	1.1 Identify what time work starts and finishes 1.2 Identify how long breaks are 1.3 State why it is important to be on time and ready to work 1.4 Describe the impact of lateness on customer service, colleagues and the organisation
2. Know the correct way to dress and present themselves	2.1 Describe an organisation's dress code 2.2 List suitable clothing to wear for work 2.3 Outline why it is important that employees **dress appropriately** 2.4 State why offensive tattoos or body piercings should be covered up 2.5 State the importance of good personal hygiene. 2.6 Describe the benefits a positive attitude to work has on customer service
3. Understand the impact and importance of shift patterns	3.1 State **why overtime may be required** by an organisation 3.2 Identify the benefits of working overtime for the employee. 3.3 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:**
  ○ Marketing & promoting products/services, information gathering/sharing, customer preferences, publicity, news & updates
• **Possible regulation/legislation that could be broken**

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- 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

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

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	1.1 State the **benefits** of working together with others in a customer service environment 1.2 State the importance of passing accurate information to the relevant people 1.3 State why it is important to follow instructions accurately 1.4 State the importance of feedback from team members 1.5 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

Amplification
Learning Outcome 1 - Understand the hazards and risks associated with fire in the workplace
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

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- fire risk assessment, housekeeping, physical controls, employee controls (training), equipment safety and servicing e.g. gas and electric, storage of flammable substances/fuel
- 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
  - 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.

Unit Title: **Principles of Fire Safety**
Unit number: K/615/7535
Credit: 1
GLH: 6
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Award in the Principles of Fire Safety (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 Define the following key terms: • Hazard • Risk • Means of escape 1.2 Identify the common causes of fires in the workplace 1.3 Describe how the components of the fire triangle affect a fire 1.4 Identify hazards during or after a fire, including the products of combustion 1.5 Describe how fire can spread
2. Understand how fire risk is controlled in the workplace	2.1 Outline the steps within a fire risk assessment 2.2 Describe ways to reduce the likelihood of a fire and improve safety within the workplace 2.3 Identify the elements of a means of escape 2.4 Identify methods of detection and raising the alarm 2.5 Identify types and uses of fire-fighting equipment 2.6 Outline the duties of employers and employees in fire safety in the workplace 2.7 Identify the role of fire wardens in their workplace: • On a day-to-day basis • During an emergency • If they are away from their designated area of responsibility when the alarm is raised

Amplification
1.2 **Causes** - Arson, electrical etc.
1.3 **Components** - 3 elements, what each do and how to extinguish by removing 1.
1.4 **Hazards** - Fire - burning, further fires, structural weakness. Smoke - inhalation, visual, smoke damage, smoke carrying potential ignition.
1.5 **Spread** - Radiation, convection, conduction direct burning.

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2.1	**Fire risk assessment** – Refer to the 5 Steps to Fire Risk Assessment.
2.2	**Reduce the likelihood** - Complete, review and update fire risk assessments. Good housekeeping, fire detection, employee training.
2.3	**Elements** - Signage, route, refuge, assembly point.
2.5	**Types** - Portable – water, Co2 etc. Fixed – sprinklers, risers, etc.
2.6	**Duties** - Providing a fire risk assessment, good housekeeping, emergency procedures in place, regular training, drills etc. fire safety inspections.

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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Unit Title: **Introduction to duty of care in health, social care or children's and young people's settings**
Unit number: H/601/5474
Credit: 1
GLH: 9
Level: 2

Unit Introduction
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints

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Unit Title: **Principles of communication in adult social care settings**
Unit number: L/602/2905
Credit: 2
GLH: 17
Level: 2

Unit Introduction

The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of working in adult social care settings 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an individual's communication and language needs, wishes and preferences 2.2 Describe a range of communication methods
3. Understand how to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Describe ways to reduce barriers to communication 3.3 Describe ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication
4. Understand confidentiality in adult social care settings	4.1 Define the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others 4.4 Explain how and when to seek advice about confidentiality

Amplification

An **individual** is someone requiring care or support

Preferences may be based on:

- Beliefs
- values
- culture

Communication methods include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - gestures

- verbal communication
  - vocabulary
  - linguistic tone
  - pitch

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Agreed others may include:

- Colleagues
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers

Unit Title: **Principles of diversity, equality and inclusion in adult social care settings**
Unit number: H/602/3039
Credit: 2
GLH: 18
Level: 2

Unit Introduction

This unit introduces the concept of inclusion, which is fundamental to working in adult social care settings. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: • diversity • equality • inclusion • discrimination 1.2 Describe how direct or indirect discrimination may occur in the work setting 1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
2. Know how to work in an inclusive way	2.1 List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Describe how to interact with individuals in an inclusive way 2.3 Describe ways in which discrimination may be challenged in adult social care settings
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about diversity, equality, inclusion and discrimination 3.2 Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

Amplification
An **individual** is someone requiring care or support.

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Unit Title: **Principles of personal development in adult social care settings**
Unit number: L/602/3035
Credit: 2
GLH: 17
Level: 2

Unit Introduction
The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand what is required for good practice in adult social care roles	1.1 Identify standards that influence the way adult social care job roles are carried out 1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding 2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding 2.3 Describe how feedback from others has developed own knowledge, skills and understanding
3. Know how a personal development plan can contribute to own learning and development	3.1 Define the term "personal development plan" 3.2 Identify who could be involved in the personal development plan process 3.3 Identify sources of support for own learning and development 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Amplification
Standards – may include: • Codes of practice • Regulations • Minimum Standards • National Occupational Standards

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Situation – this may include a learning activity
A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.
Who could be involved may include:

- the individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organization
- Beyond the organisation

Unit Title: **Principles of safeguarding and protection in health and social care**
Unit number: A/601/8574
Credit: 3
GLH: 26
Level: 2

Unit Introduction

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved
3. Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
4. Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: • working with person centred values • encouraging active participation • promoting choice and rights

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5. Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Amplification

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

Factors may include:
- a setting or situation
- the individual

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others

A setting where there is no formal duty of care includes adult health or social care settings

Local systems may include:
- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices may include
- poor working practices
- resource difficulties
- operational difficulties
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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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Unit Title: **Dealing with Payments**
Unit number: L/600/1133
Credit: 1
GLH: 9
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to set up a payment point	1.1 Identify the materials needed to set up and maintain a payment point 1.2 State the importance of having procedures for collecting the contents of the payment point
2. Know how to operate a payment point	2.1 Describe the correct procedures for handling payments 2.2 State the importance of reporting errors that may occur during payment 2.3 Identify security procedures for handling cash and other types of payments 2.4 State the legal requirements for operating a payment point when taking payments from customers
3. Know the problems that may occur at the payment point	3.1 Describe the types of problems that might happen when dealing with a payment 3.2 State the importance of telling the customer about any delays during the payment process

Unit Title: **Food Safety Awareness for Catering**
Unit number: R/618/7838
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of personal hygiene and keeping work areas clean and hygienic in a catering environment	1.1 State the importance of personal hygiene when in contact with food 1.2 Identify good personal hygiene practices 1.3 State the importance of keeping work areas clean and pest free in a catering environment 1.4 State how to keep the work area and equipment clean in a catering environment 1.5 State the importance of safe waste disposal
2. Understand personal responsibilities for food safety and how to keep food safe in a catering environment	2.1 State the importance of food safety in a catering environment 2.2 Recognise that food handlers have legal responsibilities for food safety 2.3 State how to report food safety hazards to supervisors 2.4 Identify how food can become contaminated by physical, chemical, allergenic and microbiological contaminants 2.5 Identify safe food handling practices and procedures for controlling contamination hazards from purchase to service of food 2.6 State ways to prevent bacteria multiplying and surviving

Indicative content

LO1 - Understand the importance of personal hygiene and keeping work areas clean and hygienic in a catering environment

1.1 State the importance of personal hygiene when in contact with food

- risks from poor personal hygiene
- poor habits

1.2 Identify good personal hygiene practices

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- 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

1.3 State the importance of keeping work areas clean and pest free in a catering 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

1.4 State how to keep the work area and equipment clean in a catering 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

1.5 State the importance of safe waste disposal

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

LO2 - Understand personal responsibilities for food safety and how to keep food safe in a catering environment

2.1 State the importance of food safety in a catering environment

- benefits of good food safety
- costs of poor food safety
- risk of food poisoning
- symptoms of food poisoning
- at-risk groups

2.2 Recognise that food handlers have legal responsibilities for food safety

- legal responsibility to follow rules for hygiene
  - personal hygiene
  - keeping the food premises and equipment clean

2.3 State how to report food safety hazards to supervisors

- legal responsibility for reporting
- the need to follow instructions

2.4 Identify how food can become contaminated by physical, chemical, allergenic and microbiological contaminants

- identification of different food types:
  - 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

2.5 - 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

2.6 - State ways to prevent bacteria multiplying and surviving

- 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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Unit Title: **Principles of Food Safety for Catering**
Unit number: L/617/7261
Credit: 1
GLH: 7
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic	1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination 1.2 Identify the key legal responsibilities of food handlers 1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices 1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals 1.5 Recognise the importance of safe waste disposal 1.6 Recognise the importance of pest control
2. Understand the importance of keeping food products safe	2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour 2.2 Identify how to report food safety hazards, infestations and food spoilage 2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards 2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation 2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food 2.6 Identify how to deal with food spoilage including recognition and reporting

Indicative content
LO1 Understand the importance of food handlers keeping themselves and work areas clean and hygienic

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1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination

- How good personal hygiene in a catering environment can reduce microbial, chemical, physical and allergenic contamination

1.2 Identify key legal responsibilities of food handlers

- Requirement for:
  - Food safety training & supervision in the kitchen
  - Reporting of illness
  - Following rules and procedures implemented for food safety

1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices

- Practices in a catering environment regarding:
  - Clean, suitable protective clothing
  - Jewellery and personal effects
  - Effective hand wash
  - Times to wash hands
  - Recognising illness which may cause food contamination
  - When to come to work and when to call in sick
  - Covering wounds
  - Personal habits to avoid

1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals

- Reasons for cleaning
- Cleaning and disinfection techniques, including order of cleaning
- Cleaning chemicals, including purpose of detergent, disinfectant and sanitiser and following manufacturer's instructions and safe storage
- Clear and clean as you go

1.5 Recognise the importance of safe waste disposal

- Internal and external controls within catering businesses, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly

1.6 Recognise the importance of pest control

- Hazards from pests
- Common food pests and signs of pests
- Reporting of signs
- Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins

LO2 Understand the importance of keeping food products safe

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour

- Benefits to customers, catering businesses and food handlers of effective procedures
- Costs of poor practices to a catering business

2.2 Identify how to report food safety hazards, infestations and food spoilage

- What to report, when to report, who to report to with regards to:
  - Hazards, infestations/signs of pests and spoilage in a catering environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a catering environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food

- Preparation:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination
- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:
  - Meeting required temperature when reheating
  - Only reheating once
- Holding:
  - Preventing contamination
  - No topping up

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- Safe temperature for hot and cold holding and time allowable out of these temperatures
- Serving & transporting food:
  - Avoiding contamination
  - Clean equipment
  - Suitable transportation and containers
  - Importance of temperature control

2.6 Outline how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

Unit Title: **Giving Customers a Positive Impression**
Unit number: D/600/0617
Credit: 2
GLH: 18
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to establish positive relationships with customers	1.1 Identify the importance of correct appearance and behaviour 1.2 Describe the importance of recognising customer needs and expectations 1.3 State the importance of product knowledge when relating to customers 1.4 Identify signs of when a customer is angry or confused
2. Understand why organisations have standards and procedures	2.1 Describe the legal frameworks by which organisations provide goods and services to customers 2.2 State the importance of contractual agreements that customers have with organisations 2.3 State the importance of codes of practice and standards that affect the way products and services are delivered to customers
3. Know how to communicate information to customers	3.1 State why there are limits to an individual's responsibilities when dealing with customers 3.2 State the importance of clear, polite and confident communication 3.3 Identify different methods of communication 3.4 Describe when the different methods of communication are used

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Unit Title: **Health and Safety within the Workplace**
Unit number: L/615/5244
Credit: 1
GLH: 6
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand roles and duties for health, safety and welfare in the workplace	1.1 Identify **employer's duties** relating to health, safety and welfare at work 1.2 Identify **employee's duties** relating to health, safety and welfare at work 1.3 Recognise the **benefits** of good health and safety in the workplace
2. Understand the process of risk assessment	2.1 Define the terms hazard, risk, accident, near miss and risk assessment 2.2 Identify the **steps** involved in a risk assessment
3. Understand how risk assessments improve health and safety at work	3.1 Identify the common **hazards** and **effects** of workplace accidents, near misses and ill health in the workplace 3.2 Recognise how risk assessment can reduce accidents, near misses and ill health 3.3 Recognise examples of **risk controls** for common workplace hazards
4. Know the procedures for responding to accidents, near misses and ill-health in the workplace	4.1 Identify procedures that should be in place for dealing with **emergencies** 4.2 Recognise why it is important to record all accidents, near misses and ill health occurrences

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Unit Title: **Preparation and Clearing of Service Areas**
Unit number: F/600/0626
Credit: 3
GLH: 26
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to prepare service areas and equipment for food and drink service	1.1 Describe safe and hygienic working practices for preparing service areas and equipment 1.2 Describe procedures for maintaining food service items and equipment 1.3 Describe the procedures for maintaining drink service items and equipment 1.4 State the importance of correct handling and disposal of waste 1.5 Describe how to respond to types of unexpected situations that may occur during preparation of service areas
2. Know how to prepare customer areas for food and drink service	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service 2.2 State the importance of checking customer areas before service 2.3 State the importance of checking environmental controls before service 2.4 Describe how to respond to types of unexpected situations that may occur when preparing customer dining areas
3. Know how to clear food and drink service areas after service	3.1 Describe safe and hygienic working practices when clearing service areas 3.2 State the importance of procedures to be followed after service 3.3 Describe how to respond to types of unexpected situations that may occur when clearing service areas
4. Know how to clean and store glassware	4.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials 4.2 State the importance of correct handling of glassware 4.3 Describe the procedure for disposing of broken glass 4.4 Describe how to respond to types of unexpected situations that may occur when handling and cleaning glassware

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Unit Title: **Principles of Cleaning Drink Dispense Lines**
Unit number: J/502/8319
Credit: 2
GLH: 12
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to clean drink dispense lines to the correct standard	1.1 State current legislation regarding safe and hygienic working practices when cleaning drink dispense lines 1.2 Identify dangers of mishandling kegs and gas cylinders 1.3 State the importance of testing on-line beverages after cleaning pipes and lines 1.4 Describe procedures for cleaning and maintaining post-mix dispense systems 1.5 Describe the types of unexpected situations that may occur when cleaning lines
2. Know how to safely use cleaning agents and equipment	2.1 State current legislation regarding the use of cleaning agents and equipment 2.2 Outline health and safety issues when working with line cleaning chemicals 2.3 State the importance of checking that cleaning agents are correctly diluted 2.4 Identify equipment needed to clean drink dispense lines 2.5 Describe the types of unexpected situations that may occur when using cleaning agents and equipment

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Unit Title: **Principles of Customer Service in Hospitality Leisure Travel and Tourism**
Unit number: T/600/1059
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence the customers' choice of products and services 3.4 Describe the importance of meeting and exceeding customer expectations 3.5 Describe the importance of dealing with complaints in a positive manner 3.6 Explain the importance of complaint handling procedures

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Unit Title: **Principles of how to maintain an efficient use of resources in the kitchen**
Unit number: R/502/8257
Credit: 2
GLH: 11
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to use resources effectively	1.1 State the principles of stock control 1.2 State the principles of portion control 1.3 Describe the financial impact of wastage within an organisation 1.4 State the importance of maintaining minimum stock levels 1.5 Describe how opened stock items should be stored and labelled 1.6 State the principles of energy efficiency and waste reduction 1.7 Explain how to minimise the wastage of electricity and gas 1.8 Describe how different types of waste should be handled

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Unit Title: **Principles of Maintaining Cellars and Kegs**
Unit number: R/502/8307
Credit: 2
GLH: 12
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to maintain cellars	1.1 Describe safe and hygienic practices when maintaining cellars 1.2 State the importance of following specific security procedures for going in and out of the cellar 1.3 State the importance of securing cellars against unauthorised access at all times 1.4 State the importance of keeping the cellar clean and tidy and at a recommended temperature at all times 1.5 Describe the types of unexpected situations that might happen when maintaining cellars
2. Know how to prepare kegs and gas for use	2.1 Describe safe and hygienic working practices when preparing kegs and gas cylinders for use and dealing with mixed gases 2.2 State the importance of turning off the gas supply before disconnecting the keg 2.3 Describe how to tell if stock is out of condition 2.4 State the importance of checking date stamp on stock 2.5 Describe the types of situations that might happen when preparing kegs and gas cylinders

Unit Title: **Principles of Maintaining Customer Service Through Effective Handover**
Unit number: K/502/8314
Credit: 2
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about responsibilities in a customer service team	1.1 Identify services or products that rely on effective teamwork 1.2 Identify customer service delivery process stages that rely on exchange of information between self and colleagues 1.3 Describe the importance of agreeing how information should be exchanged with colleagues to enable completion of customer service actions 1.4 Describe ways of retaining information when passing responsibility to colleagues for completing a customer service action
2. Know how to follow up customer service actions	2.1 State the importance of checking that a customer service action has been completed 2.2 State the importance of knowing all details of customer service actions that colleagues were due to complete 2.3 State the importance of asking colleagues about the outcome of completing the customer service action as agreed 2.4 Describe how to review the way customer service actions are shared with colleagues
3. Know how to maintain customer service through effective handover	3.1 Describe appropriate customer service procedures for the delivery of services or products 3.2 State the importance of passing responsibility to appropriate colleagues for completing particular customer service actions 3.3 State the importance of carefully checking with a colleague whether the expected customer service actions have been completed 3.4 Know how to review the way customer service actions are shared in customer service processes

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Unit Title: **Principles of Preparing and Clearing Areas for Table Service**
Unit number: R/502/8260
Credit: 2
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to prepare service areas and equipment for table service	1.1 Describe safe and hygienic working practices when preparing areas and equipment for table service 1.2 Describe procedures for storage and stock rotation of food service items 1.3 Describe procedures for maintaining service equipment 1.4 Describe the types of unexpected situations that might occur when preparing service areas and equipment
2. Know how to prepare customer and dining areas for table service	2.1 Describe safe and hygienic working practices when preparing customer dining areas for table service 2.2 State the importance of checking table items and menus before service 2.3 State the importance of checking heating/air conditioning/ventilation and lighting before use when preparing customer dining areas for table service 2.4 Describe the types of unexpected situations that might occur when preparing customer dining areas
3. Know how to clear dining and service areas after table service	3.1 Describe safe and hygienic working practices when clearing dining and service areas 3.2 Describe the procedures for handling and disposing of waste correctly 3.3 Identify the security procedures that should be followed 3.4 Describe the types of unexpected situations that might occur when clearing dining and service areas

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Unit Title: **Principles of Preparing and Clearing Bar Areas**
Unit number: Y/502/8261
Credit: 2
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to prepare customer and service areas	1.1 Describe safe and hygienic working practices when preparing customer and service areas 1.2 State the importance of securing service areas from unauthorised access at all times 1.3 Describe the procedures for maintaining service and electrical equipment 1.4 State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of drinks and accompaniments 1.5 Describe the types of unexpected situations that may occur when preparing the customer and service areas
2. Know how to clear customer and service areas	2.1 Describe safe and hygienic working practices when clearing customer and service areas 2.2 State the importance of turning off selected electrical equipment after service 2.3 State the importance of securing service areas from unauthorised access after service 2.4 State the importance of following correct storage procedures for food and drink stocks 2.5 Describe the types of unexpected situations that may occur when clearing the customer and service areas
3. Know how to clean and store glassware	3.1 Describe safe and hygienic working practices when handling glassware, cleaning equipment and materials 3.2 State the importance of handling glassware with care 3.3 Identify the correct procedure for disposing of broken glass 3.4 Describe how to maintain glass washing equipment 3.5 Describe the types of unexpected situations that may occur when handling and cleaning glassware

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Unit Title: **Principles of Preparing and Serving Dispensed and Instant Hot Drinks**
Unit number: H/502/8327
Credit: 1
GLH: 6
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to prepare work area and equipment for service	1.1 Describe safe and hygienic working practices when preparing the work area and equipment for service 1.2 Describe the importance of having drink ingredients and accompaniments available and ready for immediate use 1.3 Describe the importance of checking all work areas and service equipment for damage before taking orders 1.4 Describe the types of unexpected situation that might occur when preparing work areas and equipment for the preparation of hot drinks
2. Know how to prepare and serve instant hot drinks	2.1 Describe safe and hygienic working practices when preparing and serving hot drinks 2.2 State the importance of giving accurate information about products to customers 2.3 Identify the techniques for mixing and preparing different types of beverages 2.4 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment

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Unit Title: **Principles of Preparing and Serving Wines**
Unit number: M/502/8265
Credit: 2
GLH: 15
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to prepare service areas, equipment and stock for wine service	1.1 Describe safe and hygienic working practices when preparing service areas, equipment and stock for wine service 1.2 Identify equipment and glassware needed for different types of wine 1.3 Identify suitable temperatures for the storage of different types of wine 1.4 Describe procedures for preparing service areas, equipment and stock 1.5 Describe the types of unexpected situations that might happen when preparing service areas
2. Know how to promote and serve wines to meet relevant legislation and customer needs	2.1 State current relevant legislation relating to the sale of wine 2.2 State the importance of maximising sales through up-selling and how to do this 2.3 Describe how to interpret the wine label information 2.4 Identify what factors to consider when providing advice to customers on choice of wine 2.5 Outline under what circumstances customer must not be served with alcohol
3. Know how to present and serve wine to meet relevant legislation and customer needs	3.1 State relevant licensing weights, measures and trades description legislation 3.2 Identify glassware and handling procedures used in the service of different types of wine 3.3 Identify the recommended temperatures for the storage of different types of wine during service 3.4 Describe the correct method of service for white, red, rose and sparkling wines 3.5 Describe the types of unexpected situations that might occur when serving wine

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Unit Title: **Principles of Promoting Additional Services or Products to Customers**
Unit number: Y/502/8311
Credit: 2
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the importance of promoting additional services or products that are available	1.1 State the importance of accurate services or products knowledge when dealing with customers 1.2 State the importance of checking with colleagues when unsure about new service or product details 1.3 State the importance of identifying appropriate services or products that may interest customers 1.4 State the importance of informing customers of additional services or products that will improve the customer experience
2. Know how to promote additional services or products to customers to benefit organisations and its customers	2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products 2.2 Describe how the use of additional services or products will benefit organisations and its customers 2.3 Identify factors that influence customers to use additional services or products 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products

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Unit Title: **Principles of Providing a Buffet and Carvery Service**
Unit number: M/502/8296
Credit: 1
GLH: 6
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to prepare and maintain a buffet and carvery display	1.1 Describe safe and hygienic working practices when preparing and maintaining a buffet or carvery display 1.2 Describe procedures for maintaining dining service areas and service equipment 1.3 State the importance of checking table items for damage and cleanliness before service 1.4 Describe the types of unexpected situations that might occur when preparing and maintaining a buffet or carvery
2. Know how to serve and assist customers at a buffet and carvery display	2.1 Describe safe and hygienic working practices when maintaining dining area and serving customers at a buffet or carvery display 2.2 State the importance of giving accurate information to customers when serving food items 2.3 State the importance of controlling portions when serving customers 2.4 Describe the types of unexpected situations that might occur when serving customers from a buffet or carvery display

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Unit Title: **Principles of Resolving Customer Service Problems**
Unit number: A/502/8317
Credit: 2
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know about customer service problems	1.1 Describe how to respond to a customer service problem when it is raised 1.2 State the importance of recognising repeated problems and alerting the appropriate person 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen 1.4 Identify options for resolving a customer service problem 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem
2. Know how to resolve customer service problems	2.1 Describe organisational procedures and systems for dealing with customer service problems 2.2 Describe how to resolve potentially difficult situations 2.3 Describe how to negotiate with others to resolve problems 2.4 Describe the limitations of what can be offered to a customer to resolve a problem 2.5 Describe types of action that may make a customer problem worse and that should be avoided

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Unit Title: **Principles of setting up and closing the kitchen**
Unit number: T/502/8316
Credit: 1
GLH: 7
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to set up the kitchen	1.1 Explain why knives and utensils must be handled correctly 1.2 State to whom incidents must be reported 1.3 State why incidents must be recorded 1.4 Explain why faulty equipment and maintenance requirements must be reported
2. Know how to close the kitchen	2.1 Explain why it is important to turn off equipment safely 2.2 Explain why tools should be cleaned and stored following use 2.3 State the legal requirements for the storage of food when the kitchen is closed 2.4 State who problems should be reported to

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Unit Title: **Service of Alcoholic and Non-Alcoholic Drinks**
Unit number: J/600/0627
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to take customer orders	1.1 State the importance of serving customers in order of arrival where possible 1.2 Identify the importance of accuracy when taking drink orders 1.3 Describe how to respond to a customer who might have special requirements 1.4 Describe different service styles that can be used when serving drinks 1.5 State how to deal with violent/disorderly customers
2. Know how to serve alcoholic and non-alcoholic drinks	2.1 State the importance of checking glassware for damage 2.2 State the correct temperature for storing and serving the range of drinks offered within the operation 2.3 Describe how to serve different drinks including bottled drinks, draft beers, free pouring and optic based 2.4 State appropriate types of glass for serving different drinks
3. Know the appropriate legislation that relates to the serving of alcoholic drinks	3.1 Describe the implications of current relevant legislation relating to licensing, weights and measures 3.2 Identify when a customer should not be served with alcohol 3.3 Describe how to respond to someone who might be under the influence of drugs or buying/selling drugs

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Unit Title: **Service of Food at Table**
Unit number: T/600/0624
Credit: 1
GLH: 10
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to greet customers and take orders	1.1 State the importance of greeting customers appropriately 1.2 State the importance of giving accurate menu information 1.3 Describe how to provide appropriate assistance to customers with different needs 1.4 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders
2. Know how to serve customers in a dining area	2.1 Describe safe and hygienic working practices when serving customers' orders 2.2 List correct condiments, accompaniments and service equipment for different menu items 2.3 State the importance of arranging and presenting food in line with menu specifications 2.4 State the importance of maintaining the dining and service area 2.5 Describe how to respond to types of unexpected situations that may occur when serving food at table

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Unit title: **Food Safety Awareness for Manufacturing**
Unit number: Y/618/7839
Credit: 1
GLH: 4
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of personal hygiene and keeping work areas clean and hygienic in a manufacturing environment	1.1 State the importance of personal hygiene when in contact with food 1.2 Identify good personal hygiene practices 1.3 State the importance of keeping work areas clean and pest free in a manufacturing environment 1.4 State how to keep the work area and equipment clean in a manufacturing environment 1.5 State the importance of safe waste disposal
2. Understand personal responsibilities for food safety and how to keep food safe in a manufacturing environment	2.1 State the importance of food safety in a manufacturing environment 2.2 Recognise that food handlers have legal responsibilities for food safety 2.3 State how to report food safety hazards to supervisors 2.4 Identify how food can become contaminated by physical, chemical, allergenic and microbiological contaminants 2.5 Identify safe food handling practices and procedures for controlling contamination hazards from purchase to despatch of food 2.6 State ways to prevent bacteria multiplying and surviving

Indicative content
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

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

1.3 State how to report food safety hazards to supervisors
- 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:
  - 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

Unit Title: **Principles of Food Safety for Manufacturing**
Unit number: Y/617/7263
Credit: 1
GLH: 7
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic	1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination 1.2 Identify key legal responsibilities of food handlers 1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices 1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals 1.5 Recognise the importance of safe waste disposal 1.6 Recognise the importance of pest control
2. Understand the importance of keeping food products safe	2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour 2.2 Identify how to report food safety hazards, infestations and food spoilage 2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards 2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation 2.5 Identify safe food handling and temperature control practices for preparing, heat processing, chilling, holding during breaks in production, packing and transporting food 2.6 Identify how to deal with food spoilage including recognition and reporting

Indicative content
LO1 Understand how individuals can take personal responsibility for food safety
1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination

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- How good personal hygiene in a food manufacturing environment can reduce microbial, chemical, physical and allergenic contamination

1.2 Identify key legal responsibilities of food handlers
- Requirement for:
  - Food safety training & supervision within the food production area
  - Reporting of illness
  - Following rules and procedures implemented for food safety

1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices
- Practices within the food production area regarding:
  - Clean, suitable protective clothing
  - Jewellery and personal effects
  - Effective hand wash
  - Times to wash hands
  - Recognising illness which may cause food contamination
  - When to come to work and when to call in sick
  - Covering wounds
  - Personal habits to avoid

1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals
- Reasons for cleaning
- Cleaning and disinfection techniques, including order of cleaning
- Cleaning chemicals, including purpose of detergent, disinfectant and sanitiser and following manufacturer's instructions and safe storage
- Clear and clean as you go

1.5 Recognise the importance of safe waste disposal
- Internal and external controls within food manufacturing businesses including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly

1.6 Recognise the importance of pest control
- Hazards from pests
- Common food pests and signs of pests
- Reporting of signs
- Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors closed, lids on bins

LO2 Understand the importance of food handlers keeping themselves clean and hygienic

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour
- Benefits to customers, food manufacturing businesses and food handlers of effective procedures

- Costs of poor practices to a food manufacturing business

2.2 Identify how to report food safety hazards, infestations and food spoilage

- What to report, when to report, who to report to with regards to:
  - Hazards, infestations/signs of pests and spoilage in a food manufacturing environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a food manufacturing environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, separate areas/sections for food production, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production and allergen controls within food manufacturing

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, heat processing, chilling, holding during breaks in production, packing and transporting food

- Preparation/production:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking/heat processing:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination

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- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:
  - Meeting required temperature when reheating
  - Only reheating once
- Holding food when there is a break in production/rework:
  - Preventing contamination
  - No topping up
  - Safe temperature for hot and cold holding
  - Time controls
- Serving & transporting food:
  - Avoiding contamination
  - Clean equipment
  - Suitable transportation and containers
  - Importance of temperature control

2.6 Identify how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

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: **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

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 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: **Assess soil texture and condition**
Unit number: Y/504/0345
Credit: 2
GLH: 20
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. know how to assess soil texture or condition	1.1 state the tasks involved in assessing soil texture or condition
2. be able to assess soil texture and condition	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 assess soil texture and condition 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

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

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

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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LOGISTICS UNIT

Unit Title: Manage your own professional development in logistics operations

Unit number: M/601/7177
Credit: 2
GLH: 11
Level: 3

This unit also appears in the following Highfield qualifications:

- Highfield Level 3 Diploma in Warehousing and Storage (RQF)
- Highfield Level 3 Diploma in Driving Goods Vehicles

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Know how to manage own professional development in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to managing own resources and professional development, that relate to: • health, safety and security • legal requirements • operating requirements 1.2 Explain how to develop own professional development plan 1.3 Explain own learning style 1.4 Explain the current and future requirements of own work role 1.5 Explain own values, career and personal goals in relation to work role 1.6 Explain sources of feedback used to evaluate performance 1.7 Explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes 1.8 Explain how to monitor the quality of own work and progress against development plans
2. Be able to manage own professional development in logistics operations	2.1 Follow organisational policies and procedures, in relation to managing own professional development, that relate to: • health, safety and security • legal requirements • operating requirements 2.2 Agree personal work objectives with appropriate people 2.3 Agree how progress will be measured with appropriate people

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	2.4 Produce own development plan to take account of the following: • personal learning styles • gaps between current and future requirements of work role and current knowledge, understanding and skills 2.5 Review activities undertaken in development plan in relation to performance 2.6 Review feedback received and update own development plan in light of feedback and performance

MANUAL HANDLING UNITS

Unit Title: **Manual handling safety at work**
Unit number: D/602/4593
Credit: 2
GLH: 10
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Award in Moving People Safely (RQF)
- Highfield Level 2 Award in Safe Moving and Handling (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the reasons for safe manual handling	1.1 Outline the potential injuries and ill health associated with incorrect manual handing 1.2 Outline employers and employees duties relating to manual handling at work 1.3 Outline the consequences for non-compliance with health and safety requirements at work
2. Understand how manual handling risk assessments contribute to improving health and safety	2.1 Explain the terms 'hazard' and 'risk' in the context of manual handling work 2.2 Outline the process for carrying out a manual handling risk assessment 2.3 Describe the principle of the risk control hierarchy when applied to manual handling
3. Understand the principles, types of equipment and testing requirements associated with manual handling safety	3.1 Describe safe movement principles associated with manual handling 3.2 Outline the types of equipment designed to be used for manual handling tasks 3.3 Outline the requirements for the testing, servicing and examination of manual handling and lifting equipment
4. Be able to apply safe manual handling principles	4.1 Demonstrate efficient and safe manual handling principles when: a. applying effort to, or moving a load or object manually on their own b. when using manual handling aids and equipment c. when undertaking a manual handling task as part of a team

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Unit Title: **Moving people safely**
Unit number: F/615/6925
Credit: 2
GLH: 10
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Award in Moving People Safely (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the personal safety, health and dignity issues relating to the movement of a person by others	1.1 Outline the potential impact to a person who is moved incorrectly 1.2 Outline the ways in which the dignity, health and safety of the person being moved can be preserved
2. Understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person	2.1 Outline the process of risk assessment in relation to moving a person 2.2 Outline the control measures that might be used to reduce the risks associated with moving people 2.3 State the content of a personal handling plan 2.4 List the states of functional mobility a person who needs to be moved might have
3. Understand the principles, types of equipment and testing requirements associated with moving people safely	3.1 Describe safe movement principles associated with moving people 3.2 Outline the types of handling or lifting equipment designed to be used for moving people 3.3 Describe the requirements for the testing, servicing and examination of people handling or lifting equipment
4. Be able to apply safe principles when moving a person	4.1 Demonstrate efficient and safe movement principles when: a. applying effort to support or move a person manually on their own b. when using movement aides and equipment c. when moving a person as part of a team

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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	4.1 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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Unit Title: **Understanding customer service in the retail sector**
Unit number: M/502/5821
Credit: 3
GLH: 22
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the effect of customer service on retail business	1.1 Describe the key features of excellent customer service 1.2 Describe how excellent customer service affects a retail business 1.3 Describe the key features of unsatisfactory customer service 1.4 Describe how unsatisfactory customer service affects a retail business 1.5 Describe the main methods used by retail businesses to maintain and increase customer loyalty
2. Understand how retail businesses find out about customers' needs and preferences	2.1 Describe methods of approaching customers on the sales floor and the questioning and listening techniques for finding out what customers are looking for 2.2 Describe how customer feedback is collected and used to improve customer service
3. Understand the importance to a retail business of customer service standards, policies and procedures	3.1 Explain the difference between customer service standards, customer service policies and customer service procedures 3.2 Describe the benefits to the customer of customer service standards, policies and procedures 3.3 Describe the benefits to retail businesses of customer service standards, policies and procedures
4. Understand how customer complaints and problems are resolved in a retail business	4.1 Describe the main types of customer complaints and problems 4.2 Describe techniques for listening to customers expressing concerns about a product or service, and for reassuring customers that their concerns have been heard and understood 4.3 Describe the key stages in resolving complaints to the customers' satisfaction

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Unit Title: **Understanding environmental sustainability in the retail sector**
Unit number: A/602/2317
Credit: 3
GLH: 16
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the effect of climate change on the environment	1.1 outline the concept of climate change 1.2 outline the possible causes of climate change 1.3 outline the key impacts of climate change 1.4 explain the "Greenhouse Effect"
2. Understand the relevance of climate change issues to the retail sector	2.1 describe why a retail business should be concerned about climate change 2.2 explain how retailers' typically influence customer attitudes and behaviour towards the environment 2.3 describe how energy and material conservation can be improved within the retail sector
3. Know the key environmental legislation which impacts on the retail sector	3.1 identify key environmental legislation relevant to the retail sector 3.2 identify the key legal responsibilities of the retail sector in relation to different types of waste 3.3 outline the legal and financial impacts of energy use by the retail sector
4. Understand how waste is managed within the retail sector	4.1 describe the waste "hierarchy" 4.2 describe an environmentally responsible disposal route for different waste streams created by the retail sector 4.3 explain any differences in how waste is managed at home and within a retail business
5. Understand energy conservation and how to reduce carbon emissions within the retail sector	5.1 explain how energy consumption can be monitored to aid conservation within the retail sector 5.2 describe examples of good practice in energy management within the retail sector 5.3 describe ways in which energy consumption can be reduced within the retail sector
6. Understand water conservation and the demand on water consumption	6.1 describe methods for reducing water consumption in the retail sector 6.2 outline the main reasons for an increased demand on water consumption by the retail sector

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Unit Title: **Understanding how a retail business maintains health and safety on its premises**
Unit number: A/502/5823
Credit: 2
GLH: 15
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 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 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation 1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health
2. Know what actions to take in an emergency	2.1 State when and how to raise an emergency alarm 2.2 State the actions an employee should take in the event of: • fire • a bomb alert • acute illness or accident 2.3 State the main stages in an emergency evacuation procedure
3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business	3.1 Describe the hazards and associated risks typically found on the premises of a retail business 3.2 Explain why it is important to notice and report hazards 3.3 State when and to whom a personal accident should be reported
4. Understand safe handling, storage and disposal	4.1 Describe safe methods for lifting and carrying 4.2 Describe methods for safely handling, removing and disposing of waste and rubbish 4.3 Describe where and how to store dangerous substances and items 4.4 State the importance and relevance in handling, storing and disposing of substances hazardous to health
5. Understand safe working practices	5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work 5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions

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Unit Title: **Understanding how individuals and teams contribute to the effectiveness of a retail business**
Unit number: J/502/5789
Credit: 3
GLH: 22
Level: 2

This unit also appears in the following Highfield qualification:
- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the employment rights and responsibilities of an employee and the employer	1.1 State the key requirements in a contract of employment in retail business 1.2 State which organisations are able to help individuals in the cases of violation of employee rights 1.3 State the key areas covered by 'equality' legislation 1.4 State the purpose of laws that promote equality within the workplace 1.5 Define diversity in relation to promoting equality and diversity within the workplace
2. Understand the importance and characteristics of effective team work in retail business	2.1 Explain what is meant by 'team work' in retail business 2.2 Describe the benefits that team work can bring to team members and to retail business as a whole 2.3 Describe the general qualities and abilities required to be an effective member of a team in retail business
3. Understand the impact of effective communication skills when working in a retail team	3.1 Describe the relevance and importance of communication skills in clarifying and resolving misunderstandings 3.2 Describe effective methods of communication used within teams 3.3 Describe how poor communication skills can affect a team's performance
4. Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations	4.1 Describe broad functional teams in retail and identify the different job roles and career pathways within these 4.2 Describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business
5. Understand how to improve personal performance	5.1 Explain the benefit to individual employees and the retail business as a whole of a personal development plan 5.2 Describe the range of methods available to identify own learning needs 5.3 Explain the main learning styles and state which learning methods and activities suit each style 5.4 Identify potential learning resources available for improving own performance

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
6. Understand how personal performance contributes to business success	6.1 Explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business 6.2 Explain how a team's goals impact on the roles and responsibilities of individual team members 6.3 Describe the benefits to the retail business of identifying more effective ways of working

Unit Title: **Understanding security and loss prevention in a retail business**
Unit number: K/502/5817
Credit: 2
GLH: 15
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Principles of Providing Security Services (RQF)
- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the range of security risks faced by a retail business	1.1 Describe the types of criminal activity which commonly occur in retail businesses 1.2 Identify the types of merchandise at greatest risk of theft and the reason for this
2. Understand the effect which crime has on a retail business and its staff	2.1 Describe how crime can affect the profits of a retail business 2.2 Describe how crime can affect people working in retail
3. Know what actions can be taken to prevent crime in a retail business	3.1 Outline actions and precautions typically taken to secure: • stock • premises • cash • people • information 3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock
4. Know how security incidents should be dealt with	4.1 Describe what action should be undertaken in the event of an observed or suspected theft 4.2 Describe the steps employees should take to safeguard their own personal security 4.3 State when security incidents should be referred to senior staff

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Unit Title: **Understanding the control, receipt and storage of stock in a retail business**
Unit number: F/502/5810
Credit: 2
GLH: 17
Level: 2

This unit also appears in the following Highfield qualification:
- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the importance of having the right stock levels	1.1 Describe the purpose of stock control 1.2 Describe the consequences of inaccurate paperwork relating to stock 1.3 Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock
2. Understand how goods are received on the premises of a retail business	2.1 Explain why it is important to know what goods are expected and when they are due to arrive 2.2 Describe how to prepare the receiving area for goods delivery 2.3 Explain why it is important to check the quality and quantity of the goods received 2.4 Describe the procedures for reporting and recording: • variations in the quantities of goods received • defects in quality, such as damage or breakages 2.5 State what personal protective equipment should be used within the goods delivery area
3. Understand how stock should be stored to prevent damage or loss	3.1 Describe the methods of storing stock 3.2 Describe stock handling techniques which prevent damage and loss 3.3 Explain why the quality of stock should be checked regularly and state the possible reasons why stock may deteriorate in storage 3.4 Explain why stock should be stored in order of receipt and describe how this is done

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Unit Title: **Understanding the handling of customer payments in a retail business**
Unit number: H/502/5797
Credit: 2
GLH: 8
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the methods of payment accepted from retail customers	1.1 List the methods of payment typically accepted by retail businesses and describe how each is processed
2. Understand the risks involved in handling payments	2.1 Describe how errors can arise when accepting cash payments at the till, and explain how these can result in losses 2.2 Identify the security risks that may arise when handling payments
3. Understand the cashier's responsibility for providing service at the payment point	3.1 Outline the cashier's key responsibilities for serving customers at the payment point 3.2 Identify common problems which can arise at the payment point and describe how the cashier can resolve or refer these 3.3 Describe additional services which are often offered to customers at the payment point, such as cash-back or wrapping 3.4 Describe how the cashier can help to promote additional sales at the payment point
4. Understand the cashier's responsibilities when processing age-restricted goods at the payment point	4.1 List the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law 4.2 State the consequences for the cashier and the business if legal age restrictions are not complied with 4.3 Describe the cashier's responsibilities for helping to ensure that legal age restrictions are complied with

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Unit Title: **Understanding the retail selling process**
Unit number: A/502/5806
Credit: 2
GLH: 15
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the five steps of the selling model	1.1 Outline the five steps of the selling model 1.2 Explain why an effective rapport needs to be created with customers 1.3 Explain the importance of effective questioning to the sales process 1.4 Explain how linking benefits to product features helps to promote sales 1.5 Explain why products must be matched to customers' needs 1.6 Explain the importance of closing the sale
2. Understand how questions are used to identify customers' needs	2.1 Define 'open' and 'closed' questions and state the purpose of each in the selling process 2.2 Define what is meant by 'probing' questions and state the purpose of these in the selling process 2.3 Identify questions which can be used to establish sales opportunities
3. Understand the benefits and uses of product knowledge	3.1 Explain how comprehensive and up-to-date product knowledge can be used to promote sales 3.2 Describe how the features and benefits of products can be identified and matched to customers' needs 3.3 Describe a range of methods for keeping product knowledge up-to-date
4. Understand how sales are closed	4.1 State what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for 4.2 Describe the main ways of closing sales

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Unit Title: **Understanding visual merchandising for retail business**
Unit number: A/600/0656
Credit: 4
GLH: 39
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Certificate in Retail Knowledge (RQF)

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the importance window displays have in translating the retailer's identity to the customer	1.1 Describe how to translate brand image to the customer through window displays 1.2 Describe the different types of visual messages that retailers can showcase through window displays
2. Understand how events and props are used to promote merchandise in a retail environment	2.1 Describe how different seasonal and calendar events are applied through window and/or in-store displays in order to support brand identity 2.2 Explain how different props can be used in window and/or in-store displays to support brand identity
3. Understand how to plan and install window and store displays	3.1 Identify the basic principles of colour theory 3.2 Identify basic design principles and elements used in retail displays 3.3 Describe the methods used to produce and record simple design plans 3.4 Describe how to make best use of the space allocated 3.5 Describe basic principles for preparing fixtures and fittings and installing props safely 3.6 Identify the tools and equipment required to install a themed display
4. Understand how floor layouts and product adjacencies maximise sales	4.1 Describe why it is important to change a floor layout in order to maximise sales 4.2 Describe what is meant by 'product adjacencies' 4.3 Describe the benefits of displaying specific products in different locations
5. Understand the importance of product preparation and handling	5.1 Explain why products may need cleaning and polishing before being displayed 5.2 Describe why it is important to handle products carefully

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RISK ASSESSMENT UNIT

Unit Title: **Risk Assessment Principles**
Unit number: R/616/4351
Credit: 1
GLH: 6
Level: 2

This unit also appears in the following Highfield qualification:

- Highfield Level 2 Award in Risk Assessment (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand why risk assessments are necessary for maintaining and improving standards of health and safety at work	1.1 Define key terms associated with risk assessment in the context of health and safety at work including: a) hazard b) risk c) accident d) near miss e) risk assessment f) risk control hierarchy g) suitable and sufficient h) competence i) so far as is reasonably practicable 1.2 Identify employer's duties in relation to risk assessment 1.3 State the main causes of work-related fatalities, injuries and ill health 1.4 Outline the main costs of work-related accidents and ill-health 1.5 Outline the role of risk assessment in the prevention of accidents and ill health
2. Understand the principles of risk assessment	2.1 Outline the requirements for risk assessment 2.2 Describe a simple process for undertaking a risk assessment 2.3 Outline the use of the hierarchy of control 2.4 Outline a simple method to evaluate risk

Unit Guidance

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

1.1 Define key terms associated with risk assessment in the context of health and safety at work

- Definitions used are by the HSE and Highfield International

1.2 Identify employer's duties in relation to risk assessment

- Imposed by best practice, guidance and approved codes of practice

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1.3 State the main causes of work-related fatalities, injuries and ill health

- The main causes are stated in UK statistics available on the HSE website

1.4 Main costs

- Legal
- Moral
- Financial

2.1 Outline the requirements for risk assessment

- It must be suitable and sufficient
- If there are 5 or more employees then it must be written down.
- Significant hazards are dealt with and recorded
- Persons who might be affected are identified
- Current control measures are reasonable and the remaining risks are as low as is reasonable practicable
- Reviewed regularly and following an accident/near miss.
- Employees and/or their representatives are consulted
- Information about, and records on, the results of a risk assessment are available to employees and /or their representatives

2.2 Describe a simple process to risk assessment

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Current precautions and any additional if appropriate
- Record significant findings
- Review and update when necessary

2.3 Outline the use of the hierarchy of controls

- Eliminate
- Substitute
- Engineering controls
- Administrative (Safe System of Work, training and signs)
- PPE

2.4 Outline a simple method to evaluate risk

- Risk evaluation to show risk is reduced by the control measures in place for example
- Low, Medium and High

UNDERAGE SALES UNIT

Unit Title: **Preventing underage sales in retail and licensed premises**
Unit number: A/617/1780
Credit: 1
GLH: 5
Level: 2

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Award In Underage Sales Prevention (RQF)

To complete the Preventing underage sales in retail and licensed premises unit, learners must complete:

- Mandatory learning outcomes 1 and 2
- One of the optional learning outcomes, according to the pathway chosen:
  - Pathway 1: Retail
  - Pathway 2: Licensed hospitality
  - Pathway 3: Gambling
  - Pathway 4: Restricted entertainment
  - Pathway 5: Body modification

Mandatory learning outcomes

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know current legislation relating to the sale and purchase of age-restricted products	1.1 Give reasons why the law restricts the sale of certain products and services 1.2 Identify which products are age-restricted by law
2. Know how to prevent unlawful sales of age-restricted products	2.1 Describe the procedures for challenging a person's age 2.2 Describe how to refuse the sale of age-restricted products and services to minimises the risk of conflict 2.3 Describe how to manage conflict arising out of challenges and refusals 2.4 Describe the benefits of recording admission and sales refusals

Pathway 1: Retail

3. Understand licensing, age restrictions, legal responsibilities and penalties that apply to retail	3.1 State the licensing objectives 3.2 Identify the legal age-restrictions that apply to products and services 3.3 Identify the legal penalties for employers, employees and customers that apply to the unlawful sale and purchase of age-restricted products and services including proxy sales

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Pathway 2: Licensed Hospitality

4. Understand licensing, age restrictions, legal responsibilities and penalties that apply to licensed hospitality	4.1 State the licensing objectives 4.2 Identify the legal age-restrictions that apply to products and services within licensed hospitality, including the admission of children 4.3 Identify the legal penalties for employers, employees and customers that apply to the unlawful sales and purchase of age-restricted products and services within the hospitality industry, including proxy sales

Pathway 3: Gambling

5. Understand licensing, age restrictions, legal responsibilities and penalties that apply to the gambling industry	5.1 State the gambling licensing objectives and codes of practice 5.2 Identify the legal age-restrictions that apply to products and services within gambling establishments, including the admission of children 5.3 Identify the legal penalties for employers, employees and customers that apply to the unlawful sales and purchase of age-restricted products and services within the gambling industry, including proxy sales

Pathway 4: Restricted Entertainment

6. Understand licensing, age restrictions, legal responsibilities and penalties that apply to restricted entertainment	6.1 Identify how a licence should be obtained 6.2 Identify the legal age-restrictions that apply to restricted entertainment venues and services 6.3 Identify the legal penalties for employers, employees and customers that apply to the unlawful sales and purchase of age-restricted products and services including proxy sales

Pathway 5: Body modification

7. Understand licensing, age restrictions, legal responsibilities and penalties that apply to body modification products and services	7.1 Identify how a licence should be obtained 7.2 Identify the legal age-restrictions that apply to the sale of body modification products and services 7.3 Identify the legal penalties for employers, employees and customers that apply to the unlawful sales and purchase of age-restricted products and services

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	within the body modification industry, including proxy sales

Unit Guidance

Learning outcomes 1 and 2 are mandatory and must be completed by all learners. Only 1 of the additional learning outcomes should also be completed to gain the qualification.

The content written below is only a guide and not a definitive list of age-restricted products. Tutors and centres must be aware of, be up-to-date with and teach according to current legislation, guidance and penalties, as these are subject to change.

LO1: Know current legislation relating to the sale and purchase of age-restricted products

- Reasons why the law restricts the sale of certain products.
  Some products may present risks to the health and well-being of children and young people. They may be unaware of these risks and the law aims to protect them from harm by restricting their sale to those above a certain age.

  The specific reasons will depend upon the product, but include:
  - health – common diseases such as cancer and heart disease linked to drinking alcohol and smoking or inhaling tobacco; risk of addiction including to drugs
  - physical safety – knives, blades and offensive weapons may cause accidents and injury as well as being linked to violence
  - personal safety due to vulnerability if intoxicated
  - moral harm - films, videos, computer games and other media may include 'adult' content such as language, violence or sexual images
  - psychological harm – possible effects of addiction can affect a young person's emotional state
  - safety of others – youth access to fireworks, knives, airguns used in the street
- Which products are age-restricted by law and the legal age-restrictions which apply to the sale of certain products e.g.
  - Alcohol (18)
  - Cigarettes, tobacco and tobacco products (18)
  - E-cigarettes, liquids and associated products (18)
  - Knives, axes and blades (18)
  - Crossbows (18)
  - Airguns (18)
  - Volatile substances and solvents (18)
  - Fireworks and sparklers (18)
  - Lighter refills containing butane (18)
  - Lottery tickets and scratch cards/instant win cards (16)
  - Aerosol paint (16)
  - Party poppers, caps, cracker snaps, novelty matches (16)
  - Christmas Crackers (12)
  - Videos/DVD's/movies (12, 15, 18)
  - Computer/video games (12,16,18)
  - Petrol (16)

LO2: Know how to prevent unlawful sales of age-restricted products

- Include examples of best practice and steps which the law requires businesses and staff to take, such as:
  - Age verification policy - Challenge 21/25
  - Proof-of-age documentation – types and requirements
  - Displaying legal and other notices
  - Regular staff training and updates
  - Preventing proxy sales
  - Procedures for challenging for proof of age documentation.

- Procedures will vary, depending upon the type and nature of the business, but as a minimum should include:
  - Looking carefully at the person requesting the age-restricted product
  - Assessing their likely age against the age verification policy (21 or 25)
  - Deciding whether to request proof of age documentation before any sale takes place
  - Making sure documentation provided is suitable, sufficient, valid and belongs to them
  - Checking the date of birth and age, that the photograph is a true likeness of the person and that the document contains a hologram and has not been tampered with.

- How to refuse the sale of age-restricted products to minimise the risk of conflict e.g.
  - Depersonalise refusals
  - Refer to law or company policy
  - Tone, manner and attitude

- How to manage conflict arising out of challenges and refusals e.g.
  - How and when to refer to managers/supervisors
  - How and when to use door supervisors or security guards
  - Keep calm, listen to the customer but stay firm and stand your ground

- The benefits of recording admission and sales refusals e.g.
  - may be required for a due diligence defence
  - for cooperation with police and other authorities
  - to identify and support training requirements
  - Permanent record of challenges or refusals
  - Evidence of an effective age verification policy

LOs 3- 7: Pathway Specific

- Retail and Licensed Hospitality
  - The licensing objectives are:
    - Prevention of crime and disorder
    - Public Safety
    - Prevention of public nuisance; and
    - Protection of children from harm

- Gambling
  - The gambling licensing objectives are:
    - Preventing gambling from being a source of crime or disorder, being associated with crime or disorder or being used to support crime
    - Ensuring that gambling is conducted in a fair and open way
    - Protecting children and other vulnerable persons from being harmed or exploited

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- The social responsibility codes are mandatory for all gambling premises
- Restricted Entertainment
  - To obtain a licence, the local authority must be contacted.
- Body Modification
  - To obtain a licence, the local authority must be contacted. Depending on the area in which the licence holder resides, they may be required to renew their licence approximately every 18 months.
- The legal age-restrictions and penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products e.g.
  - The legislation, age-restriction and maximum penalties for each product is shown in the following table. This information is relevant from April 2015, is for training purposes only and may be subject to change.

Product	Min age	Maximum fine/penalty	Legislation
Knives, axes and blades	18	Unlimited fine and/or 6 months in prison	Criminal Justice Act 1988 (amended by Offensive Weapons Act 1996) and Violent Crime Reduction Act 2006
Cigarettes, tobacco and tobacco products	18	£2,500 fine	Children and Young Persons (Protection from Tobacco) Act 1991, Children and Young Persons Act 1933, Protection from Tobacco (Sales from Vending Machines) (England) Regulations 2010, and Health Act 2009 (ban on displays of tobacco at point of sale)
Proxy purchase (or attempted purchase) of tobacco or nicotine inhaling products	18	£2,500 fine	Children and Families Act 2014 (from 1st October 2015)
Electronic cigarettes	18	£2,500 fine	Children and Families Act 2014 (from 1st October 2015)
Alcohol	18	Unlimited fine and/or 6 months in prison. Max £1,000 fine for under 18 attempting to buy alcohol	Licensing Act 2003 Unlimited fine for persistent underage sales plus suspension of premises licence for up to 3 months or voluntary closure for between 48 and 336 hours.
Fireworks/sparklers	18	Unlimited fine and/or 6 months in prison	Pyrotechnic Articles (Safety) Regulations 2015 Prohibits the sale of adult (category F2 and F3) fireworks or sparklers to

			under 18's. Minimum age for party poppers - 16. Christmas crackers - 12
Lighter refills containing butane	18	Unlimited fine and/or 6 months in prison	Cigarette lighter Refill (safety) regulations 1999
Solvents and volatile substances	18	Unlimited fine and/or 6 months in prison	Intoxicating Substances (Supply) Act 1985
Video recordings	12, 15 & 18	Unlimited fine and/or 6 months in prison	Video Recordings Act 2010
Computer/video games	12, 16 & 18	Unlimited fine and/or 6 months in prison	Pan European Games Information
Lottery tickets and instant win cards	16	Unlimited fine	National Lottery etc. Act 1993 / National Lottery Regulations 1994
Aerosol spray paint	16	£2,500 fine	Anti-social Behaviour Act 2003
Petrol	16	Unlimited fine	Petroleum (Consolidation) Regulations 2014 Under 16's must not operate a petrol dispenser. An offence to supply or allow the supply of petrol to an under 16.

WAREHOUSING UNIT

Unit Title: **Warehousing and Storage Principles**
Unit number: L/502/2764
Credit: 14
GLH: 110
Level: 2

*This unit cannot be selected as an optional unit for the Highfield Level 2 Award in Personal Development for Employability or the Highfield Level 2 Certificate in Personal Development for Employability.

This unit also appears in the following Highfield qualifications:

- Highfield Level 2 Certificate in Warehousing and Storage Principles (RQF)

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to receive and store goods and materials	1.1 Explain the importance of knowing what goods are due and when they are due 1.2 Explain the importance of correctly preparing the receiving area for the goods 1.3 State the importance of checking the quality and quantity of the goods received. 1.4 Explain the purpose of an effective stock control system. 1.5 Explain the methods and conditions for storing goods 1.6 Explain the importance of reporting and recording variations in **deliveries or damage, breakages, quality or out of date** items in storage 1.7 State the Personal Protective Equipment used in a Warehouse and Storage environment
2. Understand how to process orders and dispatch goods	2.1 Explain how **customer requirements translate into orders** 2.2 Identify the documents and systems that are used for checking availability of stock 2.3 Explain the importance of completing the order process accurately and in optimum time 2.4 Outline the procedures for packing items safely, securely and labelling correctly 2.5 Explain the importance of using the correct form of packaging and wrapping 2.6 Identify the types of **equipment and handling** methods used to assemble orders 2.7 Explain the characteristics and special requirements of goods being **dispatched**
3. Understand how to deliver effective customer service	3.1 Describe key roles within the supply chain 3.2 State the qualities a **customer** expects from an individual

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Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.3 State the qualities an employer expects from an employee 3.4 Explain the **listening skills** required for dealing with different types of customers 3.5 Describe the benefits to a business of having satisfied customers 3.6 List common causes for customer complaints 3.7 Explain the importance of **communicating** in an efficient and courteous manner 3.8 Explain the **benefits** of understanding the stock range 3.9 Explain where to find information about the stock range 3.10 Explain the reasons for keeping up to date with information on stock 3.11 State the reasons for keeping goods clean and in good condition
4. 4. Understand Health, Safety, Security and Legislation	4.1 State the rights of employees according to the Health and Safety at work Act 4.2 Identify the groups of people for which employers are liable in terms of health and safety 4.3 State **employees' responsibilities** for health and safety 4.4 State the employers' responsibilities for providing clearly defined procedures for health and safety 4.5 Identify sources of information required for maintaining **legal requirements** 4.6 Explain the importance of risk assessment 4.7 Explain the **correct safety procedures** for **lifting heavy items** 4.8 Describe procedures for dealing with **emergencies** 4.9 Identify the essential contents of an accident report 4.10 State the reasons for carrying out **good housekeeping practices**
5. 5. Understand how to be an effective team worker	5.1 Explain the importance of working effectively in a team 5.2 State the importance of following organisational guidelines for communication 5.3 Explain the benefits to an individual of knowing how their role fits within the team and organisation 5.4 Explain the importance of feedback in personal development 5.5 State the **resources** available for improving own performance 5.6 State the methods available to identify own training needs 5.7 Explain the benefits of a personal development plan to the individual and business 5.8 Explain how to recognise and resolve **conflict situations** within a team

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Amplification
1.6 Deliveries or damage, breakages, quality or out of date: The following must be included in the learners' response: • Damages • Incorrect stock • Incorrect quantities and/or out of date stock • Incorrect labelling/barcodes (SKUs) **2.1 Customer requirements translate into orders**: Means how can customers' order requirements be fulfilled. **2.6 Equipment and handling:** Must include automated/robotic picking equipment in addition to equipment and handling methods used during processing and dispatch. **2.7 Dispatched** including by post or van/lorry. **3.2 Customers** may be internal and/or external to the organisation. **3.4 Listening skills** are likely to include non-verbal and verbal interpersonal skills. **3.7 Communicating** is likely to include verbal, non-verbal, writing and technology. **3.8 Benefits** include remaining up-to-date with current stock range. **4.5 Legal requirements** are likely to include (the list is not exhaustive): • Health and Safety at Work etc. Act 1974 • Management of Health and Safety at Work Regulations 1999 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Work at Height Regulations 2005 • Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) • Provision and Use of Work Equipment Regulations 1998 (PUWER) **4.3 Employees' responsibilities**: Must include: • When receiving goods • When storing goods • When dispatching goods • When maintaining the security of the premises e.g. monitoring authorised and unauthorised access, checking security-related ID tags for goods, etc. • Health and safety for delivery drivers and other contractors and/or visitors to site. **4.7 Correct safety procedures** including: • An outline of the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) and Provision and Use of Work Equipment Regulations 1998 (PUWER) • Examples of when different loading methods will be used • Examples of correct ways to load vehicles including appropriate equipment **4.7 Lifting heavy items**: These types of items may also be hazardous, fragile or bulky.

4.8 Emergencies must include:

- Security incidents
- Accidents
- External threats
- Bomb threats

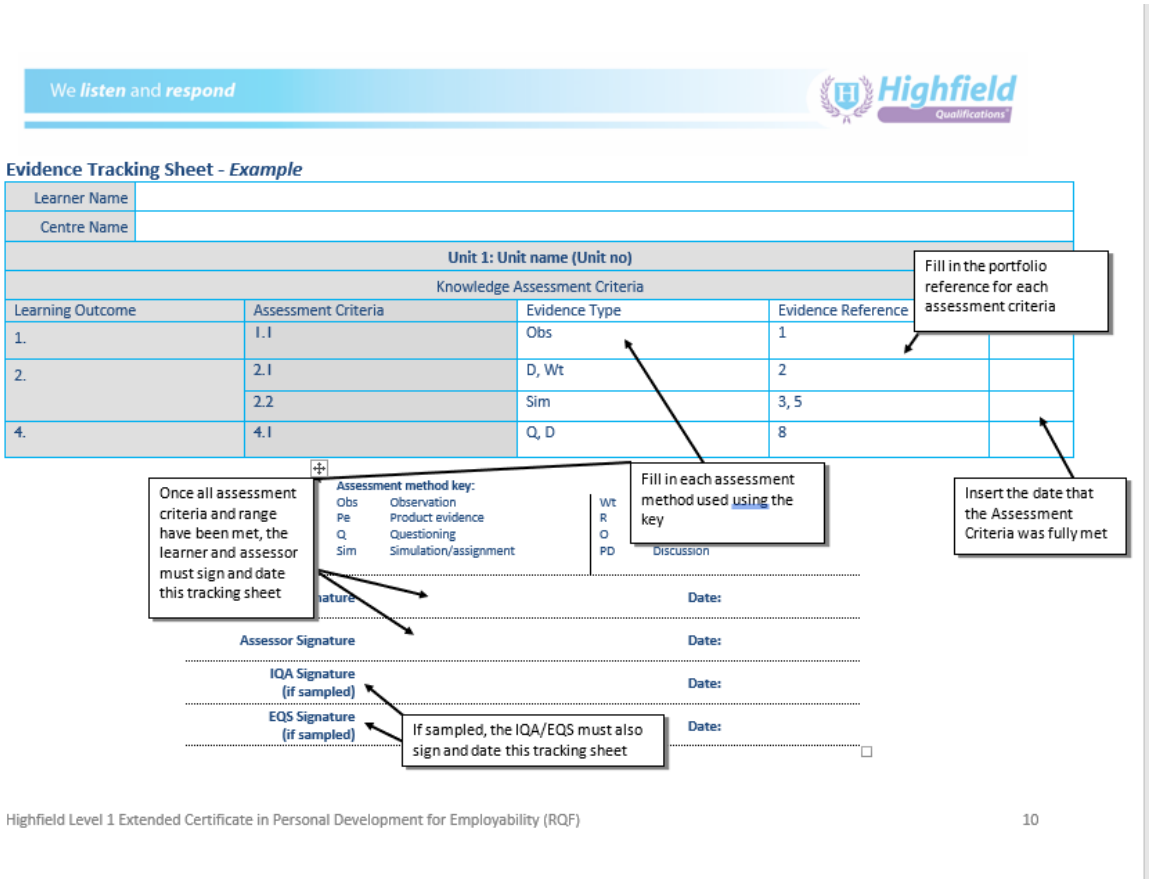
4.10 Good housekeeping practices must include:

- Correctly preparing the dispatch area
- Removing any hazards/obstructions/debris

5.5 Resources must include training opportunities.

5.8 Conflict situations must include threatening and/or violent/challenging behaviour from customers and/or staff.

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

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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
  - Active Leisure
  - Business and Administration
  - Cleaning
  - Conflict Management
- Covid 19
  - Customer Service
  - Fire Safety
  - Health and Social Care, Early Years and Childcare
  - Hospitality and Catering
  - Land-based
  - Legionella
  - Manual Handling
  - Retail
  - Risk Assessment
  - Underage Sales Prevention
  - Warehousing

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.

Unit specific requirements

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HEALTH AND SAFETY UNITS

Tutor Requirements

In addition to points 1, 2 and 3 above, it is recommended that nominated tutors should have a higher-level Health and Safety qualification from a recognised awarding body. Suitable subject area qualifications may include:

- IOSH Managing Safely
- Level 3 or 4 qualification in health and safety or equivalent
- NEBOSH National General Certificate in Occupational Safety and Health or above
- HNC/D in a related subject
- Proof of at least 30 hours delivery of health and safety

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.

Unit Reference	Unit Title
R/601/1212	Communicate effectively with customers
F/601/2453	Communicate in a business environment
T/601/1221	Deal with customers face to face
L/601/1614	Follow the rules to deliver customer service
K/601/2446	Make and receive telephone calls
T/601/2482	Produce documents in a business environment
M/601/1508	Recognise and deal with customer queries, requests and problems
Y/601/2460	Use a filing system
H/601/2493	Use office equipment
F/601/2470	Work in a business environment

CLEANING UNITS

Tutor Requirements

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

- Have verifiable, relevant, current industry experience and knowledge at the occupational working area at or above the level being delivered/assessed.

CONFLICT MANAGEMENT UNITS

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Tutor Requirements

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

- Hold a qualification or demonstrate knowledge in a relevant subject area.

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.

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

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- 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.

MANUAL HANDLING UNITS

Tutor requirements

In addition to points 1, 2 and 3 above (from Employability units), Highfield require nominated tutors to have a minimum of a Level 3 Health and Safety qualification or equivalent.

Suitable subject area qualifications may include:

- Degree or Dip HE in a related subject (such as Environmental Health, Nursing or Occupational Health and Safety)
- Regulated L3 or L4 qualification in Health and Safety
- NEBOSH Diploma or National General Certificate in Occupational Safety and Health
- Advanced qualifications in Moving People Safely
- Suitable Manual Handling or Moving People Safely instructor courses

In addition to the above, Nominated Tutors must also have suitable moving people qualifications/experience which may include:

- Registered General Nurse
- Senior care worker or care manager
- L3 Award in Inducting Others in Assisting and Moving of Individuals in Social Care

RISK ASSESSMENT UNITS

Tutor requirements

In addition to points 1, 2 and 3 above (from Employability units), it is recommended that nominated tutors should have a minimum of a Level 3 Health and Safety or Risk Assessment qualification from a recognised awarding body. Suitable subject area qualifications may include:

- Highfield Level 3 or 4 qualification in health and safety or equivalent;
- IOSH Managing Safely;
- NEBOSH National General Certificate in Occupational Safety and Health or above;
- HNC/D in a related subject; or
- Proof of at least 30 hours delivery of health and safety

UNDERAGE SALES PREVENTION

Tutor requirements

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

- Have experience or hold a relevant subject area qualification
- Have teaching experience or hold or be working towards a recognized teaching qualification, which could include any of the following:
    - Level 4 PTLLS, or above
    - Level 3 International Award in Delivering Training (or equivalent)
    - Level 3 Award in Education and Training (RQF)
    - Level 4 Certificate in Education and Training
    - Diploma or certificate in education
    - Bachelors or master's degree in education
    - Level 3 or 4 NVQ in training and/or development
    - Proof of at least 30 hours of training in any subject

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- Maintain appropriate continued professional development for the subject area

WAREHOUSING UNITS

Tutor requirements

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

- Be occupationally competent; and
- Have undertaken the specific training or hold the 'licence' in instances where the learner uses equipment that requires the same specific training or 'licence', e.g. lift trucks.