

gateway
qualifications



Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Vocational

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4230/4	Gateway Qualifications Entry Level Award in Employability Skills (Entry 3)
603/4231/6	Gateway Qualifications Entry Level Certificate in Employability Skills (Entry 3)
603/4232/8	Gateway Qualifications Entry Level Extended Certificate In Employability Skills (Entry 3)
603/4228/6	Gateway Qualifications Level 1 Award in Employability Skills
603/4227/4	Gateway Qualifications Level 1 Certificate in Employability Skills
603/4220/1	Gateway Qualifications Level 1 Extended Certificate in Employability Skills
603/4233/X	Gateway Qualifications Level 2 Award in Employability Skills
603/4229/8	Gateway Qualifications Level 2 Certificate in Employability Skills

Version and date	Change detail	Section/Page Reference
1.1 March 2021	L1 Social Media for Job Prospecting added to Group E – Searching and Applying for Jobs for all L1 qualifications.	Pg22
1.2 (October 2021)	Guidance for Pre 16 age range.	Page14
1.3 (August 2022)	New Green units added to all quals, address removed, and back cover changed. Unit details added. Funding section updated	Pg 17, 20-21, 25-26 Pg 13
1.4 (December 2024)	GLH and credit values corrected in qualification tables.	Pg 17 onwards

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualification/s within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualification/s.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

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1. Qualification Information

1.1. About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The Gateway Qualifications suite of Employability Skills qualifications have been developed at Entry 3, Level 1 and Level 2 as Awards and Certificates.

The qualifications offer the generic transferable employability skills needed for employment such as teamwork, communication, problem-solving. The qualifications are designed to enable a learner either to progress directly into employment or into learning at a higher level as part of a progression pathway towards employment in a specific sector. They have been designed to complement learning in specific sectors where there is a need for the learner to obtain additional employability skills alongside sector-specific skills.

The revised suite of employability qualifications build on our popular existing qualifications. Following consultations with centres we have made some minor changes to ensure that the units remain fit for purpose and support progression. In particular we are keen to facilitate the embedding of units to make it easier to deliver holistic programmes of learning in different contexts. We have also added new units that reflect employer requirements.

These qualifications have a stronger focus on skills where evidence of a learner's ability to do something takes priority over evidencing underpinning knowledge. However, the units include guidance on coverage of underpinning knowledge in the teaching and learning of a unit. There is also the addition of new units that reflect skills that are deemed essential by employers for example "Negotiation Skills".

1.2. Objective

The Gateway Qualifications in Employability Skills are categorised as having the following objective:

Prepare learners for employment.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Entry Level Award in Employability Skills (Entry 3)	60	45	6
Gateway Qualifications Entry Level Certificate in Employability Skills (Entry 3)	130	106	13
Gateway Qualifications Entry Level Extended Certificate In Employability Skills (Entry 3)	250	226	25
Gateway Qualifications Level 1 Award in Employability Skills	60	45	6
Gateway Qualifications Level 1 Certificate in Employability Skills	130	101	13
Gateway Qualifications Level 1 Extended Certificate in Employability Skills	250	198	25
Gateway Qualifications Level 2 Award in Employability Skills	60	45	6
Gateway Qualifications Level 2 Certificate in Employability Skills	130	101	13

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by but, unlike Guided Learning, not under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

In many cases centres will adopt a project-based approach with one piece of assessment covering one or more units from the qualification together with sector specific units from another qualification that is part of their programme of learning.

1.5. Using the qualifications

Learners develop employability skills by having the opportunity to test out, practise and refine their skills through active learning. Whatever approach is adopted, the programme of learning will need to provide a motivating and engaging context in which learners can develop, apply and evidence the skills in practice. Learning might take place in the workplace, the community, the classroom or workshop, or a combination of any or all of these.

The units within these qualifications can be **embedded into a vocational programme** and delivered alongside a sector-specific qualification. This can be done effectively through a **project-based learning** approach where teachers plan an extended learning and assessment activity covering a range of knowledge and skills.

For example:

Hospitality and Catering: units in Event Planning and Basic Food Preparation and Cooking plus Working in a Team

Learners work as a team to plan and help deliver an open-day event at college designed to give potential learners, link employers and other guests an idea of what happens on a hospitality and catering course and some of the learning it involves. They prepare a range of simple dishes for their guests. They also produce some information on cooking methods for guests to read, watch or listen to.

Sport and active leisure: units in Working in sport and active leisure plus Searching for a job, Applying for a job and Interview skills

Learners explore the functions and types of organisations within the sport and active leisure sector and key job roles, identifying job roles of interest to them. They seek out a genuine job opportunity, research the company to understand its fit in the sector, the specific role and the responsibilities and skills/qualifications required for it and complete a job application. They prepare for and undertake a role-played interview.

The employability skills units can also be **packaged together** to meet different purposes.

For example:

Initial engagement activity with a group of previously NEET students: units in Team-working and Solving work-related problems

As part of an initial group-bonding exercise, learners are presented with a problem to solve as a team, e.g. drop an egg from a height without it breaking; build a raft and use it to cross a pond; create the tallest structure out of a given set of materials. They are videoed in action and invited to comment on what they or others have contributed as problem-solvers or team-workers, and to think about how they might do things differently next time. They are set a new challenge in which they try to apply what they have learned about effective practice in these two areas.

Digital upskilling for job-seekers as part of a Job Centre Plus programme: units in Digital skills for Work and Searching for a job and Applying for a job

Learners who have identified a lack of confidence and skills in using IT as a key barrier to gaining employment are offered a programme which combines developing the digital skills they will need in the workplace with the digital skills that will help them find jobs and apply for them successfully, including accessing online sources of job vacancy information through social media apps or online jobs sites or boards, creating a positive online profile and following potential employers on social media. They will also create and post an online CV and practise completing online job applications.

1.6. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.7. Progression opportunities

The Gateway Qualifications suite of Employability qualifications will enable learners to develop the essential transferrable employability skills to enter into the world of work. The units can be taken together with units from the Gateway Qualifications suite of sector specific skills qualifications including:

- Art & Design
- Business and Administration
- Childcare
- Construction
- Creative Industries
- Engineering
- Hair and Beauty
- Health and Social Care (Adults and Children)

- Hospitality and Catering
- Motor Vehicle
- Music and Music Technology
- Office Professionals
- Performing Arts
- Public Service
- Retail
- Sport and Active Leisure;
- Travel and Tourism.

Please refer to the Gateway Qualifications [website](#) for further details.

1.8. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.9. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: Pre-16, 16-18, 19+. **Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.**

2.2. Prior qualifications

There are no prior qualification requirements for these qualifications.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding.

2.4. Restrictions

There are no restrictions to entry for these qualifications.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;

- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.3 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Entry Level Award in Employability Skills (Entry 3)

Learners must complete up to 6 credits of which 4 credits must be achieved at Entry 3. All units are optional, there are no mandatory units.

The units have been clustered according to the skills they focus on. Units can be selected from any of the groups or from a single group.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Interview Skills at Entry 3 and Level 1).

Gateway Qualifications Entry Level Certificate in Employability Skills (Entry 3)

Learners must complete a minimum of 13 credits of which 7 credits must be achieved at Entry 3. All units are optional, there are no mandatory units.

The units have been clustered according to the skills they focus on. Units can be selected from any of the groups or from a single group.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Customer Service Skills at Entry 3 and Level 1).

Gateway Qualifications Entry Level Extended Certificate in Employability Skills (Entry 3)

Learners must complete a minimum of 25 credits of which 13 credits must be achieved at Entry 3. All units are optional, there are no mandatory units.

The units have been clustered according to the skills they focus on. Units can be selected from any of the groups or from a single group.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Interview Skills at Entry 3 and Level 1).

Group A – Skills, attitudes and behaviours that support employability

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/650/2071	Community Environment Project	Entry 3	30	3
L/617/4070	Conduct at Work	Entry 3	20	2
R/617/4071	Conduct at Work	1	20	2
D/617/4073	Customer Service Skills	Entry 3	20	2
H/617/4074	Customer Service Skills	1	16	2
Y/650/2247	Environmental Awareness	Entry 3	30	3
T/617/4094	Health and Safety in the Workplace	Entry 3	20	2
A/617/4095	Health and Safety in the Workplace	1	20	2
J/650/2214	Improving Sustainability in the Workplace	Entry 3	30	3
K/617/4108	Negotiation Skills	Entry 3	30	3
H/617/4107	Negotiation Skills	1	30	3
L/617/4134	Self-Management Skills for Work	Entry 3	20	2
J/617/4133	Self-Management Skills for Work	1	20	2
H/617/4138	Setting and Meeting Work-Related Targets	Entry 3	20	2
D/617/4137	Setting and Meeting Work-Related Targets	1	20	2
M/617/4143	Solving Work-Related Problems	Entry 3	20	2
K/617/4142	Solving Work-Related Problems	1	20	2
D/650/2211	Sustainability	Entry 3	30	3
T/650/2075	Taking Personal Responsibility for the Environment	Entry 3	30	3
F/617/4146	Time Management	Entry 3	20	2
A/617/4145	Time Management	1	20	2
R/617/4152	Working in a Team	Entry 3	30	3
L/617/4151	Working in a Team	1	30	3
H/617/4155	Working with Colleagues	Entry 3	20	2
D/617/4154	Working with Colleagues	1	20	2
T/617/4127	Working Safely	Entry 3	10	1
H/617/4124	Working Safely	1	10	1

Group B – Personal, Learning and Thinking Skills

Unit Number	Unit Title	Level	Guided Learning	Credit Value
J/504/6299	Skills for Creative Thinkers	Entry 3	15	2
H/504/6262	Skills for Creative Thinkers	1	15	2
A/504/6249	Skills for Effective Participants	Entry 3	15	2
Y/504/6260	Skills for Effective Participants	1	15	2
T/504/6248	Skills for Independent Enquirers	Entry 3	15	2

D/504/6258	Skills for Independent Enquirers	1	15	2
F/504/6902	Skills for Reflective Learners	Entry 3	15	2
A/504/6915	Skills for Reflective Learners	1	15	2

Group C – Basic Skills in a Work Context

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/617/4080	Communication Skills for Work	Entry 3	30	3
A/617/4081	Communication Skills for Work	1	30	3
T/617/4158	Digital Skills for Work	Entry 3	30	3
M/617/4157	Digital Skills for Work	1	30	3
R/617/4149	Numeracy Skills for Work	Entry 3	30	3
L/617/4148	Numeracy Skills for Work	1	30	3

Group D – Exploring Career Options and Career-Planning

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/617/4061	Career Planning	Entry 3	20	2
A/617/4064	Career Planning	1	30	3
D/617/4087	Exploring and Presenting Enterprise Ideas	Entry 3	30	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
D/617/4090	Exploring Entrepreneurship	Entry 3	20	2
H/617/4091	Exploring Entrepreneurship	1	20	2
J/617/4102	Introduction to Self-Employment	Entry 3	30	3
F/617/4101	Introduction to Self-Employment	1	30	3
L/617/4103	Making the Most of Work Placement	Entry 3	30	3
R/617/4104	Making the Most of Work Placement	1	30	3

Group E – Searching and Applying for Jobs

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/617/4047	Applying for a Job	Entry 3	20	2
M/617/4059	Applying for a Job	1	20	2
R/617/4099	Interview Skills	Entry 3	30	3
L/617/4098	Interview Skills	1	30	3
A/617/4131	Searching for a Job	Entry 3	20	2
T/617/4130	Searching for a Job	1	20	2

Gateway Qualifications Level 1 Award in Employability Skills

Learners must complete up to 6 credits of which 4 credits must be at Level 1.

The units have been clustered according to the skills they focus on. All units are optional. Units can be selected from any of the groups or from a single group where there are sufficient credits.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Entry 3 Interview Skills and Level 1 Interview Skills).

Gateway Qualifications Level 1 Certificate in Employability Skills

Learners must complete a minimum of 13 credits of which 7 credits must be at Level 1.

The units have been clustered according to the skills they focus on. All units are optional. Units can be selected from any of the groups or from a single group where there are sufficient credits.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Entry 3 Interview Skills and Level 1 Interview Skills).

Gateway Qualifications Level 1 Extended Certificate in Employability Skills

Learners must complete a minimum of 25 credits of which 13 credits must be at Level 1.

The units have been clustered according to the skills they focus on. All units are optional. Units can be selected from any of the groups or from a single group where there are sufficient credits.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Entry 3 Interview Skills and Level 1 Interview Skills).

Group A – Skills, attitudes and behaviours that support employability

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/650/2072	Community Environment Project	1	30	3
L/617/4070	Conduct at Work	Entry 3	20	2
R/617/4071	Conduct at Work	1	20	2
D/617/4073	Customer Service Skills	Entry 3	20	2
H/617/4074	Customer Service Skills	1	16	2
T/617/4077	Customer Service Skills	2	16	2
Y/650/2238	Environmental Awareness	1	30	3
T/617/4094	Health and Safety in the Workplace	Entry 3	20	2
A/617/4095	Health and Safety in the Workplace	1	20	2

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/617/4096	Health and Safety in the Workplace	2	20	2
H/650/2213	Improving Sustainability in the Workplace	1	30	3
M/617/4109	Leadership Skills	2	16	2
K/617/4108	Negotiation Skills	Entry 3	30	3
H/617/4107	Negotiation Skills	1	30	3
D/617/4106	Negotiation Skills	2	24	3
L/617/4134	Self-Management Skills for Work	Entry 3	20	2
J/617/4133	Self-Management Skills for Work	1	20	2
F/617/4132	Self-Management Skills for Work	2	16	2
H/617/4138	Setting and Meeting Work-Related Targets	Entry 3	20	2
D/617/4137	Setting and Meeting Work-Related Targets	1	20	2
R/617/4135	Setting and Meeting Work-Related Targets	2	16	2
M/617/4143	Solving Work-Related Problems	Entry 3	20	2
K/617/4142	Solving Work-related Problems	1	20	2
H/617/4141	Solving Work-Related Problems	2	16	2
A/650/2210	Sustainability	1	30	3
M/650/2082	Taking Personal Responsibility for the Environment	1	30	3
F/617/4146	Time Management	Entry 3	20	2
A/617/4145	Time Management	1	20	2
T/617/4144	Time Management	2	20	2
R/617/4152	Working in a Team	Entry 3	30	3
L/617/4151	Working in a Team	1	30	3
J/617/4150	Working in a Team	2	24	3
H/617/4155	Working with Colleagues	Entry 3	20	2
D/617/4154	Working with Colleagues	1	20	2
Y/617/4153	Working with Colleagues	2	16	2
T/617/4127	Working Safely	Entry 3	10	1
H/617/4124	Working Safely	1	10	1

Group B – Personal, Learning and Thinking Skills

Unit Number	Unit Title	Level	Guided Learning	Credit Value
J/504/6299	Skills for Creative Thinkers	Entry 3	15	2
H/504/6262	Skills for Creative Thinkers	1	15	2
D/504/6261	Skills for Creative Thinkers	2	15	2
A/504/6249	Skills for Effective Participants	Entry 3	15	2
Y/504/6260	Skills for Effective Participants	1	15	2
A/504/7627	Skills for Effective Participants	2	15	2
T/504/6248	Skills for Independent Enquirers	Entry 3	15	2
D/504/6258	Skills for Independent Enquirers	1	15	2

Y/504/6257	Skills for Independent Enquirers	2	15	2
F/504/6902	Skills for Reflective Learners	Entry 3	15	2
A/504/6915	Skills for Reflective Learners	1	15	2
M/504/6913	Skills for Reflective Learners	2	15	2

Group C – Basic Skills in a Work Context

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/617/4080	Communication Skills for Work	Entry 3	30	3
A/617/4081	Communication Skills for Work	1	30	3
R/617/4085	Communication Skills for Work	2	24	3
T/617/4158	Digital Skills for Work	Entry 3	30	3
M/617/4157	Digital Skills for Work	1	30	3
K/617/4156	Digital Skills for Work	2	24	3
R/617/4149	Numeracy Skills for Work	Entry 3	30	3
L/617/4148	Numeracy Skills for Work	1	30	3
J/617/4147	Numeracy Skills for Work	2	24	3

Group D – Exploring Career Options and Career-Planning

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/617/4061	Career Planning	Entry 3	20	2
A/617/4064	Career Planning	1	30	3
F/617/4065	Career Planning	2	24	3
D/617/4087	Exploring and Presenting Enterprise Ideas	Entry 3	30	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
K/617/4089	Exploring and Presenting Enterprise Ideas	2	24	3
D/617/4090	Exploring Entrepreneurship	Entry 3	20	2
H/617/4091	Exploring Entrepreneurship	1	20	2
K/617/4092	Exploring Entrepreneurship	2	16	2
J/617/4102	Introduction to Self-Employment	Entry 3	30	3
F/617/4101	Introduction to Self-Employment	1	30	3
A/617/4100	Introduction to Self-Employment	2	24	3
L/617/4103	Making the Most of Work Placement	Entry 3	30	3
R/617/4104	Making the Most of Work Placement	1	30	3
Y/617/4105	Making the Most of Work Placement	2	24	3

Group E – Searching and Applying for Jobs

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/617/4047	Applying for a Job	Entry 3	20	2
M/617/4059	Applying for a Job	1	20	2
H/617/4060	Applying for a Job	2	16	2
R/617/4099	Interview Skills	Entry 3	30	3
L/617/4098	Interview Skills	1	30	3
J/617/4097	Interview Skills	2	24	3
A/617/4131	Searching for a Job	Entry 3	20	2
T/617/4130	Searching for a Job	1	20	2
F/617/4129	Searching for a Job	2	16	2
L/616/9533	Social Media for Job Prospecting	1	48	6

Gateway Qualifications Level 2 Award in Employability Skills

Learners must complete up to 6 credits of which 4 credits must be at Level 2.

The units have been clustered according to the skills they focus on. All units are optional. Units can be selected from any of the groups or from a single group where there are sufficient credits.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Entry 3 Interview Skills and Level 1 Interview Skills).

Gateway Qualifications Level 2 Certificate in Employability Skills

Learners must complete a minimum of 13 credits of which 7 credits must be at Level 2.

The units have been clustered according to the skills they focus on. All units are optional. Units can be selected from any of the groups or from a single group where there are sufficient credits.

Learners cannot include more than one unit with the same title (e.g. a learner may not include Entry 3 Interview Skills and Level 1 Interview Skills).

Group A – Skills, attitudes and behaviours that support employability

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/650/2072	Community Environment Project	1	30	3
R/617/4071	Conduct at Work	1	20	2
H/617/4074	Customer Service Skills	1	16	2
T/617/4077	Customer Service Skills	2	16	2
K/650/2224	Environmental Awareness	2	24	3
A/617/4095	Health and Safety in the Workplace	1	20	2
F/617/4096	Health and Safety in the Workplace	2	20	2
F/650/2212	Improving Sustainability in the Workplace	2	24	3
M/617/4109	Leadership Skills	2	16	2
H/617/4107	Negotiation Skills	1	30	3
D/617/4106	Negotiation Skills	2	24	3
J/617/4133	Self-Management Skills for Work	1	20	2
F/617/4132	Self-Management Skills for Work	2	16	2
D/617/4137	Setting and Meeting Work-Related Targets	1	20	2
R/617/4135	Setting and Meeting Work-Related Targets	2	16	2
K/617/4142	Solving Work-related Problems	1	20	2
H/617/4141	Solving Work-Related Problems	2	16	2
R/650/2209	Sustainability	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/650/2082	Taking Personal Responsibility for the Environment	1	30	3
A/617/4145	Time Management	1	20	2
T/617/4144	Time Management	2	20	2
L/617/4151	Working in a Team	1	30	3
J/617/4150	Working in a Team	2	24	3
D/617/4154	Working with Colleagues	1	20	2
Y/617/4153	Working with Colleagues	2	16	2
H/617/4124	Working Safely	1	10	1

Group B – Personal, Learning and Thinking Skills

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/504/6262	Skills for Creative Thinkers	1	15	2
D/504/6261	Skills for Creative Thinkers	2	15	2
Y/504/6260	Skills for Effective Participants	1	15	2
A/504/7627	Skills for Effective Participants	2	15	2
D/504/6258	Skills for Independent Enquirers	1	15	2
Y/504/6257	Skills for Independent Enquirers	2	15	2
A/504/6915	Skills for Reflective Learners	1	15	2
M/504/6913	Skills for Reflective Learners	2	15	2

Group C – Basic Skills in a Work Context

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/617/4081	Communication Skills for Work	1	30	3
R/617/4085	Communication Skills for Work	2	24	3
M/617/4157	Digital Skills for Work	1	30	3
K/617/4156	Digital Skills for Work	2	24	3
L/617/4148	Numeracy Skills for Work	1	30	3
J/617/4147	Numeracy Skills for Work	2	24	3

Group D – Exploring Career Options and Career-Planning

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/617/4064	Career Planning	1	30	3
F/617/4065	Career Planning	2	24	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
K/617/4089	Exploring and Presenting Enterprise Ideas	2	24	3
H/617/4091	Exploring Entrepreneurship	1	20	2
K/617/4092	Exploring Entrepreneurship	2	16	2

F/617/4101	Introduction to Self-Employment	1	30	3
A/617/4100	Introduction to Self-Employment	2	24	3
R/617/4104	Making the Most of Work Placement	1	30	3
Y/617/4105	Making the Most of Work Placement	2	24	3

Group E – Searching and Applying for Jobs

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/4059	Applying for a Job	1	20	2
H/617/4060	Applying for a Job	2	16	2
L/617/4098	Interview Skills	1	30	3
J/617/4097	Interview Skills	2	24	3
T/617/4130	Searching for a Job	1	20	2
F/617/4129	Searching for a Job	2	16	2

3.2. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.3. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/4230/4	Gateway Qualifications Entry Level Award in Employability Skills (Entry 3)	No
603/4231/6	Gateway Qualifications Entry Level Certificate in Employability Skills (Entry 3)*	Yes
603/4232/8	Gateway Qualifications Entry Level Extended Certificate In Employability Skills (Entry 3)*	Yes
603/4228/6	Gateway Qualifications Level 1 Award in Employability Skills	No
603/4227/4	Gateway Qualifications Level 1 Certificate in Employability Skills*	Yes
603/4220/1	Gateway Qualifications Level 1 Extended Certificate in Employability Skills*	Yes
603/4233/X	Gateway Qualifications Level 2 Award in Employability Skills	No

603/4229/8	Gateway Qualifications Level 2 Certificate in Employability Skills	Yes
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3.4. Links to other qualifications

The qualifications units can be taken together with units from the Gateway Qualifications suite of sector specific skills qualifications. See section 1.6 for further details.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2. Assessment language

This qualification is assessed in English only.

4.3. Assessment materials

There are no specific assessment materials provided for this qualification.

4.4. Assessment guidance

Employability skills are best developed and assessed through practical activity which requires some sort of context in order to make them meaningful. Learners could demonstrate their employability skills through practical activity in the classroom or workshop, elsewhere within the learning provider's premises, in the community, at a social enterprise or in the workplace.

Practical activity, such as planning and running an enterprise activity, might produce evidence for multiple employability skills units (e.g. Working in a Team and Customer Service Skills). Tutors could also design assessment tasks that will generate evidence for both employability skills units and sector-specific units from other qualifications (e.g. 'Working in the Sport and Active Leisure Industry' could be combined with 'Interview Skills' as part of a task for learners exploring career options in this sector).

4.5. Qualification-specific centre requirements

In the delivery of qualification and units to pre-16 learners centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;

- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification and unit specification/s offered to learners, where clarification is required the centre should consult with the assigned External Quality Assurer for further advice and guidance in the delivery of units and refer to the Centre Handbook and Reasonable Adjustment and Special Consideration policy and guidance.

4.6. Qualification-specific tutor/assessor requirements

There are no additional qualification specific tutor/assessor requirements for these qualifications.

4.7. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for these qualifications.

4.8. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

Group A – Skills, attitudes and behaviours that support employability

Conduct at Work

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	L/617/4070
Unit Aim:	To help learners develop positive attitudes and behaviours, appropriate for the workplace.
Assessment Guidance:	The focus of the assessment for this unit is on demonstrating positive attitudes and behaviours. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of: - the importance of appropriate conduct at work - expectations of employers in relation to employees' attitudes and behaviours.

This unit has 2 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to conduct self appropriately in a work setting.	1.1	Follow given codes of conduct (e.g. for personal presentation, time-keeping).
		1.2	Interact appropriately with others.
		1.3	Apply sufficient effort to enable them to complete tasks set to the standard required.
		1.4	Seek help or clarification when required.
2	Be able to review own conduct in a work setting.	2.1	Identify aspects of own conduct which meet expectations of a work setting.
		2.2	Identify aspects of own conduct that need improvement.

Conduct at Work

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	R/617/4071
Unit Aim:	To help learners develop positive attitudes and behaviours, appropriate for the workplace
Assessment Guidance:	The focus of the assessment for this unit is on demonstrating positive attitudes and behaviours. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of: - the characteristics of positive working - the importance of appropriate conduct at work for the individual and the organisation.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to conduct self appropriately in a work setting.	1.1 Identify and follow codes of conduct (e.g. for personal presentation, time-keeping) as appropriate to own role. 1.2 Interact appropriately with peers, managers and customers. 1.3 Apply sufficient effort to enable them to complete tasks set to the standard required. 1.4 Demonstrate initiative in carrying out own role.
2 Be able to review own conduct in a work setting.	2.1 Outline aspects of own conduct which meet expectations of a work setting. 2.2 Outline aspects of own conduct that need improvement, making suggestions for how to develop in these areas.

Customer Service Skills

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	D/617/4073
Unit Aim:	To provide learners with a basic understanding of what good customer service looks like and develop their customer service skills.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about good customer service.	1.1 Identify some characteristics of effective customer service. 1.2 Give reasons why it is important to offer good customer service.
2 Be able to interact with customers.	2.1 Greet customers politely. 2.2 Respond appropriately to routine customer queries and requests.
3 Be able to perform customer service tasks.	3.1 Follow instructions to complete routine customer service tasks.

Customer Service Skills

Level:	Level 1
Credit Value:	2
GLH:	16
Unit Number:	H/617/4074
Unit Aim:	To provide learners with an understanding of effective customer service and its importance to businesses and develop their customer service skills.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about good customer service.	1.1 Describe key characteristics of effective customer service. 1.2 State how good customer service can benefit a business 1.3 Outline possible consequences of poor customer service.
2 Be able to provide effective customer service.	2.1 Provide relevant information to customers. 2.2 Respond to customer queries and requests. 2.3 Communicate in a positive and attentive manner with customers.
3 Be able to perform customer service tasks.	3.1 Follow workplace guidelines to complete routine customer service tasks.

Customer Service Skills

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	T/617/4077
Unit Aim:	To provide learners with an understanding of the importance of customer service, and the role of individual employees and of customer service protocols in helping businesses achieve high levels of customer satisfaction, and to develop learners' customer service skills.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand good customer service.	1.1 Explain why customer satisfaction is important to organisations. 1.2 Explain the contribution of individual employees in maintaining customer satisfaction 1.3 Explain how and why organisations use customer service protocols.
2 Be able to communicate with customers.	2.1 Listen actively to what customers are saying, identifying the information they require and/or the key points they are making. 2.2 Communicate politely clear and accurate answers to customer queries. 2.3 Follow organisational protocols for interacting with customers.
3 Be able to perform customer service tasks.	3.1 Fulfil customer requests to meet their needs. 3.2 Offer appropriate help to customers. 3.3 Respond positively to customer complaints. 3.4 Refer customers to appropriate colleagues, when necessary. 3.5 Follow organisation procedures when carrying out customer service tasks.

Health and Safety in the Workplace

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	T/617/4094
Unit Aim:	To introduce learners to core aspects of health and safety in the workplace including roles and responsibilities, risks and hazards and reporting procedures.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about roles and responsibilities for health and safety in the workplace.	1.1 State key examples of what an employee can expect of their employer in relation to health and safety. 1.2 State the person(s) who is/are responsible for health and safety in a specific workplace. 1.3 Give examples of health and safety information in the workplace.
2 Know how to identify and control risks from hazards in the workplace.	2.1 State some common hazards in the workplace. 2.2 Outline the possible harm these hazards could cause. 2.3 Give examples of ways to eliminate or minimise hazards.
3 Know procedures for responding to accidents and incidents in the workplace.	3.1 Identify who to report hazards and risks to in the workplace. 3.2 Give examples of arrangements that are in place for emergencies and first aid. 3.3 Identify key actions that might need to happen following an accident or incident in the workplace.

Health and Safety in the Workplace

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	A/617/4095
Unit Aim:	To develop learners' understanding of core aspects of health and safety in the workplace including roles and responsibilities, risks and hazards and reporting procedures.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about roles and responsibilities for health and safety in the workplace.	1.1 Outline employers' duties in relation to health and safety at work. 1.2 Outline employees' duties in relation to health and safety at work. 1.3 Identify the person(s) responsible for health and safety in a specific workplace. 1.4 Give examples of how health and safety information is communicated.
2 Know how to identify and control risks from hazards in the workplace.	2.1 Give examples of common hazards in the workplace. 2.2 Outline how these hazards can pose a risk. 2.3 Describe how hazards can be eliminated or minimised.
3 Know the procedures for responding to accidents and incidents in the workplace.	3.1 Outline reporting procedures for hazards and risks in the workplace 3.2 Identify arrangements that are in place for emergencies and first aid. 3.3 Identify actions that might need to happen following an accident or incident in the workplace. 3.4 Outline why the recording of accidents, incidents and ill health needs to take place.

Health and Safety in the Workplace

Level:	Level 2
Credit Value:	2
GLH:	20
Unit Number:	F/617/4096
Unit Aim:	To develop learners understanding of health and safety in the workplace including roles and responsibilities, legislation, risks and hazards, protocols and reporting procedures.
Assessment Guidance:	Portfolio of Evidence

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand roles and responsibilities for health, safety and welfare in the workplace.	1.1 Outline employers' and employees' duties relating to health, safety and welfare at work. 1.2 Outline the consequences for non-compliance with health and safety legislation. 1.3 Outline the requirements for training and competence in the workplace. 1.4 Outline the ways in which health and safety information can be communicated.
2 Understand how risk assessments contribute to health and safety.	2.1 Define the terms 'hazard' and 'risk' 2.2 Outline the process for carrying out a risk assessment 2.3 Describe how risk assessment can be used to reduce accidents and ill health at work
3 Understand how to identify and control the risks from common workplace hazards.	3.1 Describe the hazards that may be found in a range of workplaces. 3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment. 3.3 Describe the principle of the risk control hierarchy. 3.4 List examples of risk controls for common workplace hazards. 3.5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4 Know the procedures for responding to accidents and incidents in the workplace.	4.1 State the common causes of workplace accidents and ill health. 4.2 Identify the actions that might need to be taken following an incident in the workplace. 4.3 List the arrangements that should be in place in a workplace for emergencies and first aid. 4.4 Outline why it is important to record all incidents, accidents and ill health.

Leadership Skills

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	M/617/4109
Unit Aim:	To help learners understand the characteristics and benefits of effective leadership and develop leadership skills including decision-making and supporting and directing others.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand effective leadership.	1.1 Explain the characteristics, skills and behaviours of effective leaders. 1.2 Explain the impact of effective leadership on group behaviour and outcomes.
2 Be able to demonstrate effective leadership skills.	2.1 Make decisions about tasks and activities, including to solve problems. 2.2 Allocate tasks and activities appropriately to other members of a group. 2.3 Encourage, support and direct other members of a group. 2.4 Give and respond to feedback from members of a group in a positive manner.
3 Be able to review own leadership performance.	3.1 Assess own leadership performance, identifying strengths and areas for improvement. 3.2 Suggest ways to improve own leadership performance.

Negotiation Skills

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	K/617/4108
Unit Aim:	To help learners develop the ability to use negotiation skills as a means of reaching agreement in work or social situations.
Assessment Guidance:	The focus of the assessment for this unit is on negotiation skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of • when negotiation may be necessary • ways to compromise.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to communicate own wants, needs and views to others.	1.1 State own wants, needs and/or views in relation to a specific situation. 1.2 Give reasons for own wants, needs and/or views.
2 Be able to respond to the objections or queries of others.	2.1 Give answers which clarify wants, needs, and/or views, or reasons for these, when challenged by others.
3 Be able to discuss the wants, needs or views of others.	3.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 3.2 State where they agree and disagree with others, giving reasons
4 Be able to suggest ways forward at the end of a negotiation process.	4.1 Identify possible solutions, relevant to a specific situation, which take into account the wishes and views of others as well as their own.

Negotiation Skills

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	H/617/4107
Unit Aim:	To help learners develop the ability to use negotiation skills as a means of reaching agreement in work or social situations.
Assessment Guidance:	The focus of the assessment for this unit is on negotiation skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the importance of making own case clearly and listening carefully to the views of others - the need for compromise in most negotiation situations.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to communicate own position.	1.1 Clearly outline own views and desired outcomes in relation to a specific situation. 1.2 Offer a clear rationale for own position. 1.3 Respond positively to questions or challenges from others about own position.
2 Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 2.2 Seek clarification from others on their views. 2.3 Question and challenge the position of others in a constructive manner.
3 Be able to suggest ways forward at the end of a negotiation process.	3.1 Propose possible solutions, relevant to a specific situation, taking into account the viewpoints of all involved, including an element of compromise, where appropriate.

Negotiation Skills

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	D/617/4106
Unit Aim:	To help learners develop the ability to use negotiation skills as a means of reaching agreement in work or social situations.
Assessment Guidance:	The focus of the assessment for this unit is on negotiation skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of • situations in which negotiation skills can be usefully applied • the balance between the need to achieve a good outcome for oneself and to reach a position which is acceptable to all • strategies for reaching a compromise.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to communicate, justify and defend own position.	1.1 Express own views and desired outcomes clearly and persuasively. 1.2 Justify own position, anticipating possible objections from others. 1.3 Expand on own views through detailed answers to questions or challenges from others, demonstrating respect and acknowledging their right to a different viewpoint.
2 Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 2.2 Question and challenge the position of others in a constructive manner. 2.3 Identify and clarify main areas of agreement and disagreement.
3 Be able to conclude a negotiation process successfully.	3.1 Suggest areas of compromise for self and others. 3.2 Respond positively to others' attempts to compromise. 3.3 Come up with possible solutions which allow both/all parties to achieve core elements of their original proposals.

Self-Management Skills for Work

Level: Entry Level 3

Credit Value: 2

GLH: 20

Unit Number: L/617/4134

Unit Aim: To help learners develop the skills to manage themselves effectively in a work setting.

Assessment Guidance: The focus of the assessment for this unit is on self-management skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of

- what is meant by 'self-management' in a work context
- expectations of employers
- the importance of being able to self-manage when at work

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to demonstrate good time-keeping.	1.1 Arrive and leave punctually. 1.2 Work at an appropriate pace and in a focused manner.
2 Be able to work in an organised manner.	2.1 Follow guidelines in relation to tidiness or orderliness (e.g. replacing tools after use). 2.2 Follow guidelines or instructions to equip self appropriately for work.
3 Be able to manage own feelings and behaviours.	3.1 Apply self-management strategies to ensure that behaviours are appropriate to the workplace. 3.2 Ask for help in dealing with difficult situations when necessary.
4 Be able to review own self-management skills.	4.1 Identify positive aspects of own self-management. 4.2 Identify aspects of self-management that need improving.

Self-Management Skills for Work

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	J/617/4133
Unit Aim:	To help learners develop the skills to manage themselves effectively in a work setting.
Assessment Guidance:	The focus of the assessment for this unit is on self-management skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding • effective self-management in a work context • the impact of an individual's ability to self-manage on themselves and others at work

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to demonstrate good time-keeping.	1.1 Organise own time to complete tasks to given deadlines. 1.2 Comply with relevant guidelines or codes of conduct for time-keeping.
2 Be able to work in an organised manner.	2.1 Meet workplace expectations in relation to tidiness or orderliness. 2.2 Equip self appropriately for work setting and/or specific work tasks.
3 Be able to manage own feelings and behaviours.	3.1 Manage emotions in a way that is appropriate to the situation. 3.2 Identify appropriate sources of help for managing emotions so that they do not interfere with effectiveness at work.
4 Be able to review own self-management skills.	4.1 Outline positive and negative aspects of own self-management. 4.2 Identify ways to improve own self-management.

Self-Management Skills for Work

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	F/617/4132
Unit Aim:	To help learners develop the skills to manage themselves effectively in a work setting.
Assessment Guidance:	The focus of the assessment for this unit is on self-management skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of - the characteristics of effective self-management in relation to managing own time, resources and emotions - strategies for successful self-management.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to manage self in a work context.	1.1 Plan and manage own time effectively to achieve a balance between personal and work/training-related demands. 1.2 Plan and manage resources effectively. 1.3 Manage emotions appropriately, including when under pressure.
2 Be able to review own self-management skills.	2.1 Assess own effectiveness in managing self, citing specific evidence for judgements. 2.2 Describe the impact of own self-management on workplace effectiveness of self and others. 2.3 Explain how own self-management could be improved.

Setting and Meeting Work-Related Targets

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	H/617/4138
Unit Aim:	To help learners use targets to support improved performance in work-related activity.
Assessment Guidance:	The focus of the assessment for this unit is on target-setting skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of - the role of targets in improving performance - the importance of tracking progress towards targets.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to set a personal target relating to work.	1.1 Agree a personal target with an appropriate person. 1.2 Identify actions needed to achieve the personal target.
2 Be able to review progress towards a personal target.	2.1 Recognise whether or to what extent a target has been met. 2.2 Identify, as relevant, factors that - have supported progress - are preventing or hindering progress. 2.3 Identify next steps required towards meeting a personal target and/or setting a new personal target as appropriate.

Setting and Meeting Work-Related Targets

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	D/617/4137
Unit Aim:	To help learners use targets to support improved performance in work-related activity.
Assessment Guidance:	The focus of the assessment for this unit is on target-setting skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the role of targets in improving performance - positive and negative influences on progress.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to set personal targets relating to work.	1.1 Use knowledge of own development needs to identify areas to work on. 1.2 Agree personal targets with an appropriate person.
2 Be able to review progress towards personal targets.	2.1 Assess own progress towards personal targets drawing on own self-assessment and feedback from others. 2.2 Describe factors that have supported their progress and/or factors that are preventing or hindering progress, as relevant. 2.3 Describe next steps towards meeting personal targets and/or setting new targets as appropriate.

Setting and Meeting Work-Related Targets

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	R/617/4135
Unit Aim:	To help learners use targets to support improved performance in work-related activity.
Assessment Guidance:	The focus of the assessment for this unit is on target-setting skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of: - the characteristics of effective targets and their role in supporting increased effectiveness - the role of self-evaluation and from others within the target-setting cycle.

This unit has 2 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to set personal targets relating to work.	1.1	Identify challenging, achievable targets which support own development and will lead to increased effectiveness at work.
		1.2	Develop and refine targets through discussion with relevant others.
2	Be able to review progress in meeting own targets.	2.1	Use own self-assessment and feedback from others to determine the progress they have made from their starting point, citing specific evidence to support their judgements.
		2.2	Explain the factors that have positively and/or negatively impacted their progress, as relevant.
		2.3	Explain what they need to do to continue to make progress, including ways to address any possible barriers.

Solving Work-Related Problems

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	M/617/4143
Unit Aim:	To help learners develop the skills they need to tackle problems relating to work.
Assessment Guidance:	The focus of the assessment for this unit is on problem-solving skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of: • common types of workplace problem • sources of help in solving problems relating to work.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to select solutions to a work-related problem or issue.	1.1 Identify possible solutions to a particular problem or issue affecting self, using own experience and ideas and/or given sources of help, support and guidance. 1.2 Select an appropriate solution to the problem or issue.
2 Be able to apply a strategy to address a work-related problem or issue.	2.1 Take appropriate steps to address a straightforward work-related problem affecting self, once a particular solution has been chosen.

Solving Work-Related Problems

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	K/617/4142
Unit Aim:	To help learners develop the skills they need to tackle problems relating to work.
Assessment Guidance:	The focus of the assessment for this unit is on problem-solving skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of • common types and causes of workplace problem • sources of help in solving problems relating to work • problem-solving strategies.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to use sources of help for work-related problems.	1.1 Identify possible sources of help for a particular problem. 1.2 Gather information and/or advice for a work-related problem from an appropriate source.
2 Be able to come up with solutions to work-related problems.	2.1 Suggest solutions to a work-related problem, drawing on own previous experience or that of others, and information/advice gained from sources of help. 2.2 Select an appropriate problem-solving strategy for solving a work-related problem from possibilities identified.
3 Know how to apply a strategy to solve a workplace problem.	3.1 Describe the actions needed to apply a chosen strategy to solve a particular work-related problem.

Solving Work-Related Problems

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	H/617/4141
Unit Aim:	To help learners develop the skills they need to tackle problems relating to work.
Assessment Guidance:	The focus of the assessment for this unit is on problem-solving skills. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of - different types and causes of workplace problem and their impact on organisations - sources of help in solving problems relating to work, including those available to both individuals and organisations - problem-solving strategies.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to use sources of help for a work-related problem.	1.1 Gather appropriate information or advice from different sources to help solve a specific work-related problem.
2 Be able to solve a work-related problem.	2.1 Assess a range of potential solutions, applying appropriate problem-solving strategies. 2.2 Select a specific solution, justifying why this one is the most likely to prove effective.
3 Understand how to apply a strategy to solve a work-related problem.	3.1 Present clear action plan, including tasks and timelines, for implementing chosen solution to a specific work-related problem.

Time Management

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	F/617/4146
Unit Aim:	To help learners develop time management skills.
Assessment Guidance:	The focus of the assessment for this unit is on time management skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of • key aspects of time management • expectations of employers/places of learning in relation to time-keeping.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to manage their time while working or studying.	1.1 Arrive for and leave on time. 1.2 Complete short tasks within time set. 1.3 Take breaks in line with given guidelines.
2 Be able to review their time management.	2.1 Identify when they have managed their time effectively and when they have not.

Time Management

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	A/617/4145
Unit Aim:	To help learners develop time management skills.
Assessment Guidance:	The focus of the assessment for this unit is on time management skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of • key aspects of time management • the importance of time management in a work/study context.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to manage their time while working or studying.	1.1 Prioritise tasks appropriately, either using own initiative or by following instructions or protocols. 1.2 Complete tasks by agreed deadlines. 1.3 Work at the pace required, remaining focused on the specific task. 1.4 Take breaks at appropriate times and of an appropriate length.
2 Be able to assess how well they are managing their time.	2.1 Identify which aspects of time management they are doing well in and which they need to improve. 2.2 Outline how they could improve their time management.

Time Management

Level:	Level 2
Credit Value:	2
GLH:	20
Unit Number:	T/617/4144
Unit Aim:	To help learners develop time management skills.
Assessment Guidance:	The focus of the assessment for this unit is on time management skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the characteristics of effective time management - the benefits of time management for individuals, teams and organisations and the potential consequences of poor time management.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to demonstrate time-management skills while working or studying.	1.1 Plan work: - according to priority - taking into account length of time needed to complete tasks - in order to meet deadlines - including appropriate breaks 1.2 Work at an appropriate pace to carry out tasks in accordance with plan. 1.3 Adjust approach in response to any change of circumstance (e.g. one task over-running), as appropriate, to ensure remaining time is spent effectively.
2 Be able to assess how well they are managing their time.	2.1 Evaluate how well they are managing their time. 2.2 Identify areas for improvement. 2.3 Assess the impact of their time management on their own performance and that of others around them.

Working in a Team

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	R/617/4152
Unit Aim:	To develop learners' team-working skills.
Assessment Guidance:	The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of • ground rules for effective teamwork • different ways in which individuals can contribute to team tasks.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan as part of a team.	1.1 Communicate about and agree team goals. 1.2 Actively listen to the ideas of others, showing respect for different views. 1.3 Identify some of the tasks needed to meet team goals. 1.4 Suggest ways in which they could contribute to the team task.
2 Be able to work positively as a member of a team.	2.1 Communicate in a respectful way with other team members during the task. 2.2 Offer help to other team members when it is requested and seek help when needed. 2.3 Complete the aspects of the task they were allocated.
3 Be able to review own performance as a member of a team.	3.1 Identify areas where they worked well as a team member. 3.2 Identify areas where they could improve their ability to work as part of a team.

Working in a Team

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4151
Unit Aim:	To develop learners' team-working skills.
Assessment Guidance:	The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the benefits of team-working - the characteristics of effective team-working - attitudes and behaviours that support effective team-working.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify how they could contribute to a team task.	1.1 Communicate to other team members their strengths and skills as relevant to a team task. 1.2 Make suggestions about specific roles and responsibilities they could take on in which they could use their strengths to benefit the team.
2 Be able to plan team activity with others.	2.1 State what the task is about and what the team is working to achieve. 2.2 Agree with other team members the key actions the team must carry out to complete the task. 2.3 Confirm own role and responsibilities and those of others in the team.
3 Be able to work positively as a member of a team.	3.1 Listen to the ideas and suggestions of others. 3.2 Give ideas and make own suggestions. 3.3 Offer and accept help or support to/from other team members. 3.4 Complete the aspects of the task, allocated to them, in line with the brief and to the standard required.
4 Be able to review own performance as a member of a team.	4.1 Identify which positive team-working behaviours they demonstrated in undertaking the task. 4.2 Identify which team-working skills they could improve.

Working in a Team

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/4150
Unit Aim:	To develop learners' team-working skills.
Assessment Guidance:	The focus of the assessment for this unit is on team-working skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of • different types of team • the benefits of team-working • the characteristics of effective team-working.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify when it would be beneficial to approach a task or problem as a team.	1.1 Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem.
2 Be able to recognise the different strengths, skills and experiences different people bring to a team.	2.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. 2.2 Assess relevant strengths, skills and experiences that other members bring to a particular team.
3 Be able to allocate roles and responsibilities within the team in relation to a given task.	3.1 Agree with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively.
4 Be able to work positively as a member of a team.	4.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task. 4.2 Devise and follow a team plan to complete a task or solve a problem. 4.3 Contribute to a team by sharing skills and knowledge and fulfilling own agreed role. 4.4 Offer help, support or advice to team members when appropriate. 4.5 Respond positively to advice and constructive criticism. 4.6 Devise and follow an agreed code of conduct for effective team-working.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5 Be able to reflect on the performance of a team.	5.1 Assess how own performance contributed to the overall performance of the team. 5.2 Describe ways in which the team as a whole performed effectively. 5.3 Explain areas in which the team could have worked together more effectively and how they could improve their team-working skills.

Working with Colleagues

Level: Entry Level 3

Credit Value: 2

GLH: 20

Unit Number: H/617/4155

Unit Aim: To give learners the skills to work effectively with colleagues in the workplace.

Assessment Guidance: The focus of the assessment for this unit is on the skills required to work with colleagues. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of

- the key features of effective working relationships
- the difference between working effectively with peers and with senior colleagues.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to work positively with colleagues.	1.1 Follow instructions from senior colleagues. 1.2 Carry out responsibilities in line with expectations of peers. 1.3 Use appropriate language and mannerisms when communicating with colleagues at all levels. 1.4 Ask for help from colleagues when needed. 1.5 Respond positively to requests for help from colleagues.

Working with Colleagues

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	D/617/4154
Unit Aim:	To give learners the skills to work effectively with colleagues in the workplace.
Assessment Guidance:	The focus of the assessment for this unit is on the skills required to work with colleagues. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of: • why people need to get along with one another in the workplace • how relationships and interactions with peers may differ from those with senior colleagues.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to work with senior colleagues.	1.1 Complete a task as instructed by a senior colleague. 1.2 Use appropriate language, tone and listening skills when communicating with senior colleagues.
2 Be able to work with peers in the workplace.	2.1 Use appropriate language and tone when communicating with peers. 2.2 Contribute ideas and opinions in a way that peers find acceptable. 2.3 Carry out their own role or task in line with the expectations of their peers. 2.4 Seek and accept help, guidance and feedback from peers when appropriate.

Working with Colleagues

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	Y/617/4153
Unit Aim:	To give learners the skills to work effectively with colleagues in the workplace.
Assessment Guidance:	The focus of the assessment for this unit is on the skills required to work with colleagues. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of: • interdependencies between people in the workplace • the effects of one person's behaviour on others and the impact on workplace effectiveness • how relationships and interactions with peers may differ from those with a manager.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to work with a manager.	1.1 Respond positively to requests, feedback and advice and guidance from a manager. 1.2 Use appropriate communication style and methods to interact with a manager. 1.3 Seek advice, guidance, clarification or feedback from a manager, as appropriate.
2 Be able to work with peers.	2.1 Communicate clearly with colleagues. 2.2 Resolve differences with colleagues amicably. 2.3 Offer help and guidance to colleagues and accept their help and guidance. 2.4 Offer ideas, suggestions and opinions to colleagues. 2.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately.

Working Safely

Level:	Entry Level 3
Credit Value:	1
GLH:	10
Unit Number:	T/617/4127
Unit Aim:	To enable the learner to work safely in a work environment.
Assessment Guidance:	The focus of the assessment for this unit is on the ability to work safely. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of • what constitutes a risk or hazard • their responsibilities for their own safety and that of others in a work environment • characteristics of safe working.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify risks and hazards in a work environment.	1.1 Identify risks and hazards in a specific work environment.
2 Be able to reduce risk of harm to self or others.	2.1 Conduct self in a way that minimises risk or harm to self or others in the work environment.
3 Be able to deal with low-risk hazards in the workplace environment.	3.1 Inform appropriate person of a low-risk hazard. 3.2 Follow instructions to deal with a low risk hazard.

Working Safely

Level:	Level 1
Credit Value:	1
GLH:	10
Unit Number:	H/617/4124
Unit Aim:	To enable the learner to work safely in a work environment.
Assessment Guidance:	The focus of the assessment for this unit is on the learner's ability to work safely. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of: • different types of risk and hazard • the importance of workplace guidelines, policies and procedures in promoting safety • characteristics of safe working and how these reduce the risk of harm to self and others.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify risks and hazards in a work environment.	1.1 Identify different types of risks and hazards in a work environment, giving specific examples of each.
2 Be able to reduce risk of harm to self or others.	2.1 Protect self and others through responsible workplace behaviour, following workplace policies and guidelines, e.g. for suitable clothing, use of equipment, where appropriate.
3 Be able to deal with hazards and risks within the work environment.	3.1 Report hazards and risks to an appropriate person, following workplace reporting procedures. 3.2 Follow workplace procedures for dealing with low-risk hazards.

Group B – Personal, Learning and Thinking Skills

Skills for Creative Thinkers

Level:	Entry Level 3
Credit Value:	2
GLH:	15
Unit Number:	J/504/6299
Unit Aim:	To develop learners' creative thinking skills so that they are able to come up with a range of ideas, and explore and test out solutions with others.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to think creatively	1.1 Come up with different ideas in response to questions, situations or problems.
2 Be able to work creatively to apply imaginative solutions to issues	2.1 Explain own ideas to others 2.2 Actively listen to the ideas of others and ask questions about these ideas 2.3 Contribute to testing out different solutions.

Skills for Creative Thinkers

Level:	Level 1
Credit Value:	2
GLH:	15
Unit Number:	H/504/6262
Unit Aim:	To develop learners' creative thinking skills so that they are able to generate ideas, respond positively to the ideas of others, and test out solutions, adapting their approach when necessary.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to think creatively.	1.1 Generate ideas. 1.2 Question own and others' assumptions.
2 Be able to work creatively to apply imaginative solutions to issues.	2.1 Discuss own ideas and those of others, to extend thinking. 2.2 Work with others to try out different solutions. 2.3 Adapt solutions as circumstances change.

Skills for Creative Thinkers

Level:	Level 2
Credit Value:	2
GLH:	15
Unit Number:	D/504/6261
Unit Aim:	To develop learners' creative thinking skills so that they are able to generate ideas, explore and challenge these along with the ideas of others, and adopt and apply potential approaches to achieve results.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to think creatively	1.1 Generate different ideas in response to issues, problems or situations 1.2 Challenge own assumptions and those of others 1.3 Ask questions to further own understanding
2 Be able to work creatively to apply imaginative solutions	2.1 Work with others to try out different solutions 2.2 Adopt approaches which draw on different ideas suggested by self and others 2.3 Adapt ideas to meet changing circumstances 2.4 Apply solutions to achieve results

Skills for Effective Participants

Level:	Entry Level 3
Credit Value:	2
GLH:	15
Unit Number:	A/504/6249
Unit Aim:	To help learners gain an awareness of issues affecting their own community and develop the skills they need to make a positive contribution to improving their community.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to engage with issues that affect their communities (eg place of learning, work or area in which they live)	1.1 List some issues that affect their communities 1.2 Describe some of the different ways in which issues affect self and others 1.3 Suggest some potential solutions to community issues and listen actively to the suggestions of others
2 Be able to take action to bring about improvements within communities	2.1 Make a positive contribution to activity to improve community situations for self and others.

Skills for Effective Participants

Level:	Level 1
Credit Value:	2
GLH:	15
Unit Number:	Y/504/6260
Unit Aim:	To help learners gain an understanding of issues affecting their own community, come up with potential solutions to these through discussion with others, and develop the skills they need to plan and carry out improvement actions.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to engage in issues that affect their communities (eg place of learning, work or area in which they live)	1.1 Identify issues that affect communities 1.2 Discuss the different ways in which issues affect self and others 1.3 Discuss potential solutions to community issues, respecting different views and beliefs.
2 Be able to take action to bring about improvements within communities	2.1 Agree plan of action to address community issues 2.2 Undertake agreed activity to improve community situations for self and others.

Skills for Effective Participants

Level:	Level 2
Credit Value:	2
GLH:	15
Unit Number:	A/504/7627
Unit Aim:	To help learners gain an understanding of issues affecting their own community, come up with practical solutions to these through discussion and negotiation with others, and develop the skills they need to plan and carry out improvement actions.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to engage with issues that affect their communities (eg place of learning, work or area in which they live)	1.1 Discuss issues affecting their communities, respecting views and beliefs of others 1.2 Negotiate with others to agree practical actions to improve situations for self and others 1.3 Act as an advocate for views and beliefs that may differ from their own.
2 Be able to take action to bring about improvements within communities	2.1 Form plans to address community issues which draw on own and others' ideas 2.2 Take responsible action to improve situations for self and others.

Skills for Independent Enquirers

Level:	Entry Level 3
Credit Value:	2
GLH:	15
Unit Number:	T/504/6248
Unit Aim:	To develop the skills associated with independent enquiry including basic research skills and the ability to share key findings with others.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan investigations	1.1 Identify what they need to find out to answer questions or resolve problems 1.2 Identify some sources of relevant information to help answer questions or resolve problems.
2 Be able to carry out investigations	2.1 Find out key information, relevant to their investigation, from different sources.
3 Be able to present findings of investigations	3.1 Describe to others the main things they have found out from an investigation.

Skills for Independent Enquirers

Level:	Level 1
Credit Value:	2
GLH:	15
Unit Number:	D/504/6258
Unit Aim:	To develop the skills associated with independent enquiry including being able to plan and carry out research using different sources and summarise and share findings with others.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan investigations	1.1 Generate ideas for investigation in order to answer questions or resolve problems 1.2 Plan how to carry out investigations effectively 1.3 Identify sources of relevant and reliable information on different topics.
2 Be able to carry out investigations	2.1 Find out information and different views about topics 2.2 Provide findings from investigating different perspectives.
3 Be able to present findings of investigations	3.1 Provide a summary of findings.

Skills for Independent Enquirers

Level:	Level 2
Credit Value:	2
GLH:	15
Unit Number:	Y/504/6257
Unit Aim:	To develop the skills associated with independent enquiry including being able to plan and carry out research, assessing the relevance and reliability of different sources, analyse and evaluate evidence and present conclusions.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to plan research	1.1 Generate research ideas in order to answer questions or resolve problems 1.2 Identify potential sources information, including facts and opinions
2 Be able to carry out research	2.1 Use sources of information to explore topics from different perspectives 2.2 Assess relevance and reliability of information sources 2.3 Analyse and evaluate evidence found
3 Be able to present findings of research	3.1 Provide conclusions, based on research evidence.

Skills for Reflective Learners

Level:	Entry Level 3
Credit Value:	2
GLH:	15
Unit Number:	F/504/6902
Unit Aim:	To develop reflective skills that enable them to identify own strengths and weaknesses, set personal development goals and reflect on progress.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify own strengths and weaknesses	1.1 List key personal strengths and weaknesses.
2 Be able to set goals for own development	2.1 Agree appropriately challenging goals for personal development.
3 Be able to reflect on progress and achievement	3.1 Describe own progress towards goals 3.2 Respond positively to the views of others on own progress. 3.3 Agree ways to change, improve or build on approach to meeting goals, following a discussion of progress.

Skills for Reflective Learners

Level:	Level 1
Credit Value:	2
GLH:	15
Unit Number:	A/504/6915
Unit Aim:	To develop reflective skills that enable them to identify own strengths and weaknesses, set personal development goals and reflect on progress.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify own strengths and weaknesses	1.1 Use different methods to identify personal strengths and weaknesses.
2 Be able to set goals for own development	2.1 Set appropriately challenging goals for personal development.
3 Be able to reflect on progress and achievement	3.1 Review own progress towards goals 3.2 Ask views of others on progress towards personal development goals 3.3 Use feedback to adjust approach to meeting goals.

Skills for Reflective Learners

Level:	Level 2
Credit Value:	2
GLH:	15
Unit Number:	M/504/6913
Unit Aim:	To develop reflective skills that enable them to assess their own strengths and weaknesses, set personal development goals and monitor own progress.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to evaluate own strengths and weaknesses	1.1 Assess personal strengths and areas for development. 1.2 Identify opportunities to address areas for development.
2 Be able to set goals for own development	2.1 Set appropriately challenging personal goals with specific success criteria.
3 Be able to reflect on progress and achievement to support future progress	3.1 Monitor own progress towards personal goals 3.2 Discuss progress with others 3.3 Invite and respond positively to feedback from others on progress and performance 3.4 Reflect on experiences and learning 3.5 Use self-assessment and feedback from others to plan future development.

Group C – Basic Skills in a Work Context

Communication Skills for Work

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	T/617/4080
Unit Aim:	To develop learners' communication skills in a way that will support their effectiveness at work.
Assessment Guidance:	The focus of the assessment for this unit is on communication skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of - the importance of clear and appropriate communication at work - the variety of work-related situations that involve communication

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Use written communication in a work context.	1.1 Create clear and accurate written documents. 1.2 Accurately complete forms and use given templates.
2 Use oral communication in a work context.	2.1 Communicate with colleagues and managers, using appropriate language. 2.2 Communicate in one-to-one and group situations. 2.3 Actively listen to what others say. 2.4 Answer straightforward questions and queries relating to work.

Communication Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	A/617/4081
Unit Aim:	To develop learners' communication skills in a way that will support their effectiveness at work
Assessment Guidance:	The focus of the assessment for this unit is on communication skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the importance of effective communication in the workplace - the different types of communication methods used at work.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Use written communication in a work context.	1.1 Produce documents of different types and for different purposes that are clearly and accurately presented. 1.2 Use text, images and/or graphics in written documents. 1.3 Use given software to present written communication.
2 Use oral communication in a work context.	2.1 Communicate clearly in different situations using appropriate language and tone. 2.2 Communicate work-related information to a group. 2.3 Engage in conversations with colleagues, showing respect for others. 2.4 Give clear and accurate answers to questions and queries from others.

Communication Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	R/617/4085
Unit Aim:	To develop learners' communication skills in a way that will support their effectiveness at work
Assessment Guidance:	The focus of the assessment for this unit is on communication skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the importance to the individual and the organisation of effective communication in the workplace - the range of communication methods used at work, including the need for different approaches in different situations

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Use written communication in a work context.	1.1 Select appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate. 1.2 Produce documents of different types that are clearly and accurately presented and appropriate (e.g. in terms of length, style and language use) for the purpose and intended audience. 1.3 Combine text, images and/or graphics in written documents as appropriate to audience and purpose. 1.4 Make appropriate use of available software to present written communication, including numerical information. 1.5 Make accurate and appropriate use of terminology associated with a particular workplace or sector in written communication.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2 Use oral communication in a work context.	2.1 Communicate clearly in different situations, adjusting register and tone to match the audience and purpose of the communication. 2.2 Communicate work-related information in a formal presentation to a group. 2.3 Engage in discussion with colleagues, making relevant points and actively listening to the ideas of others. 2.4 Respond appropriately to queries, requests and/or complaints in a way that satisfies the other person. 2.5 Make accurate and appropriate use of terminology associated with a particular workplace or sector when communicating orally.

Digital Skills for Work

Level: Entry Level 3

Credit Value: 3

GLH: 30

Unit Number: T/617/4158

Unit Aim: To equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners will also learn how to operate safely and responsibly online or when using digital devices, and how to solve basic technical problems for themselves.

Assessment Guidance: Portfolio of Evidence

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to use digital skills to handle work-related information.	1.1 Find information required for routine work-related tasks. 1.2 Follow workplace guidelines to store and retrieve files.
2 Be able to create and edit digital content for work-related purposes.	2.1 Create and save straightforward documents and sound, image or video files, as appropriate to the work context. 2.2 Edit and format work-related documents in line with given guidelines or instructions, inputting data into existing documents where appropriate.
3 Be able to use digital skills to communicate in a work context.	3.1 Send and receive online communications for work-related purposes, in line with given guidelines.
4 Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify common online risks and threats in a work environment. 4.2 Follow workplace guidelines for • safe and responsible use of devices and the internet at work • reporting anything suspicious or offensive • protecting own health and wellbeing while using devices.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5 Be able to respond to technical problems.	5.1 Solve simple technical problems. 5.2 Seek help from an appropriate person when unable to solve a technical problem themselves.

Digital Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	M/617/4157
Unit Aim:	To equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners will also learn how to operate safely and responsibly online or when using digital devices, and how to solve common technical problems for themselves.
Assessment Guidance:	Portfolio of Evidence

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to use digital skills to handle work-related information.	1.1 Find current, relevant and reliable information required for work-related tasks. 1.2 Organise files and folders efficiently.
2 Be able to create and edit digital content for work-related purposes.	2.1 Create and save documents and sound, image or video files, as appropriate to the work context, following workplace conventions for format and layout. 2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to the task.
3 Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.
4 Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify online risks and threats and ways that an organisation can protect themselves from these. 4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5 Be able to identify and solve technical problems.	5.1 Identify and apply solutions to common technical problems, drawing on appropriate sources of help when needed.

Digital Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	K/617/4156
Unit Aim:	To equip learners with the digital skills that will be useful to them in a work context, including handling information, creating and editing digital content, and communicating using digital skills. Learners will also learn how to operate safely and responsibly online or when using digital devices, and how to be proactive in solving technical problems.
Assessment Guidance:	Portfolio of Evidence

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to use digital skills to handle work-related information.	1.1 Find and select current, relevant and reliable information from different sources to complete complex work-related tasks. 1.2 Develop and use efficiently appropriate information storage systems.
2 Be able to create and edit digital content for work-related purposes.	2.1 Create and save text-based, sound, image or video files, as appropriate to different complex work-related tasks, taking into account audience and purpose. 2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to different complex work-related tasks. 2.3 Bring together information from different sources to create digital content for work-related purposes. 2.4 Improve draft digital content in light of feedback from others in the work setting.
3 Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes. 3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4 Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Explain the online risks and threats to a particular workplace or sector, the steps taken to mitigate these, and how these protect the organisation, employees and/or customers, as appropriate to the workplace/sector. 4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.
5 Be able to solve technical problems.	5.1 Apply appropriate solutions to technical problems. 5.2 Demonstrate initiative in solving technical problems, e.g. by referring to online sources of help before drawing on support from others.

Numeracy Skills for Work

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	R/617/4149
Unit Aim:	To develop the numeracy skills that will support them to be effective in the workplace.
Assessment Guidance:	The focus of the assessment for this unit is on numeracy skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of the relevance of numeracy skills to the types of work in which they are involved or to which they aspire

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to select appropriate numeracy skills in a work context.	1.1 Select the appropriate numeracy skills needed to carry out simple, practical workplace tasks of a routine nature.
2 Be able to apply appropriate numeracy skills in a work context.	2.1 Apply appropriate numeracy skills to routine workplace tasks or situations. 2.2 Use simple checking procedures.
3 Be able to use the results in situations where they have applied numeracy skills in a work context.	3.1 Use findings relating to routine workplace tasks to make an appropriate recommendation or take a relevant action (e.g. to order the right amount of paint).

Numeracy Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4148
Unit Aim:	To develop learners' ability to apply numeracy skills in a work context.
Assessment Guidance:	The focus of the assessment for this unit is numeracy skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the importance of accurate use of numeracy skills in the workplace - the range of work-related situations in which numeracy skills are useful

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to select appropriate numeracy skills in a work context.	1.1 Select the appropriate numeracy skills needed to carry out straightforward workplace tasks.
2 Be able to apply appropriate numeracy skills in a work context.	2.1 Identify and obtain information needed in order to apply numeracy skills in work situations. 2.2 Apply appropriate numeracy skills to straightforward workplace tasks or situations in an organised way. 2.3 Use appropriate checking procedures at each stage.
3 Be able to interpret and communicate results in situations where they have applied numerical skills in a work context.	3.1 Interpret findings in order to present appropriate solutions to different straightforward work-related problems. 3.2 Explain simple conclusions to others.

Numeracy Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/4147
Unit Aim:	To develop learners' ability to apply numeracy skills in a work context.
Assessment Guidance:	The focus of the assessment for this unit is on numeracy skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of - the importance to the individual and the organisation of effective use of numeracy skills in the workplace - the different ways and situations in which numeracy skills are applied in a work setting

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to select appropriate mathematical approach to solving work-related problems.	1.1 Recognise when numeracy skills are needed. 1.2 Identify possible mathematical methods that could be used to solve specific workplace problems. 1.3 Select the most appropriate mathematical approach for each situation.
2 Be able to apply appropriate numeracy skills in a work context.	2.1 Collate supporting information needed in order to apply numeracy skills in work situations. 2.2 Apply different mathematical approaches, using the appropriate numeracy skills, to workplace problems or situations. 2.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.
3 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work context.	3.1 Analyse findings from the mathematical approaches applied to workplace situations. 3.2 Identify solutions to workplace problems or tasks based on their findings. 3.3 Use mathematical justifications to explain their conclusions or recommendations to others.

Group D – Exploring Career Options and Career-Planning

Career Planning

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	K/617/4061
Unit Aim:	To support learners in investigating and assessing potential career options and planning a career through setting appropriate career goals.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to find out about different career options.	1.1 Use given sources of information, advice and guidance on careers to select areas of work relevant to own skills, interests and qualities.
2 Be able to assess career options.	2.1 Identify job roles in chosen area(s) • for which they already have appropriate skills, training and experience • where they would need further training, opportunity to develop skills and experience before applying.
3 Be able to plan goals for future career.	3.1 State what they want to achieve in the future in relation to their career. 3.2 Plan a simple timescale for achieving career goals. 3.3 Identify key actions to be undertaken, for example further study, courses, qualifications to be taken, applications in order to work towards and achieve goals.

Career Planning

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	A/617/4064
Unit Aim:	To support learners in investigating and assessing potential career options and planning a career through setting appropriate career goals.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to investigate different career options.	1.1 Identify sources of information, advice and guidance on careers. 1.2 Use sources of information, advice and guidance on careers to select career options relevant to own aspirations.
2 Be able to assess career options.	2.1 Identify areas of work suited to own personal skills, qualities or experience. 2.2 Explain how own skills, training and experience match selected career options.
3 Be able to plan goals for future career.	3.1 Identify what they want to achieve in the future in relation to their career. 3.2 Outline a simple timescale for achieving goals. 3.3 Identify some key actions to be undertaken to move forward from current position, for example further study, courses, qualifications to be taken, applications, research. 3.4 Identify possible progression routes beyond first/next job.

Career Planning

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	F/617/4065
Unit Aim:	To support learners in investigating and assessing potential career options and planning a career through setting appropriate career goals.
Assessment Guidance:	Portfolio of Evidence.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to investigate career options.	1.1 Identify different types and sources of information, advice and guidance on careers. 1.2 Use careers information, advice and guidance to build understanding of possible career options, including entry routes where appropriate.
2 Be able to assess career options.	2.1 Review relevance of own skills, qualities, experience, training and/or qualifications for different career options. 2.2 Outline the advantages and disadvantages of different career options (e.g. time taken to train, level of salary, working patterns, work/life balance). 2.3 Outline a specific career option, relevant to own skills, interests and ambitions, including key features of the option and reasons for selecting it.
3 Be able to plan to achieve a career-related goal.	3.1 Use careers information, advice and guidance to produce a career development plan to enable self to progress from own starting point to achieve a career-related goal, including: • timescales • Targets • key actions to be taken (e.g. undertaking training).
4 Be able to plan for career progression.	4.1 Outline possible progression routes within a specific area of work (e.g. developing a specialism or taking on a management role).

Community Environment Project

Unit Number:	K/650/2071
Level:	Entry 3
Credit Value:	3
GLH:	30
Unit Aim:	To equip learners with the skills to engage successfully in community action to improve the local environment.
Grading Guidance:	Pass

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to select a focus for a community environment project.	1.1	Agree a focus for a project to help community improve the environment.
2	Be able to communicate the benefits of engaging in a community environment project.	2.2	Give reasons why community members should get involved in the project.
3	Be able to plan a community environment project.	3.1	Create a timeline of key actions.
4	Be able to participate in a community environment project.	4.1	Carry out agreed actions.
5	Be able to review a community environment project.	5.1	State what improvements were made through the project.
		5.2	Identify what went well and what did not.
		5.3	Make suggestions for further environmental improvement projects for the community.

Indicative Content: Community environment project
Learning Outcome 1:

- Community could be, for example, class or year group; school/college; group of neighbours or football team.
- Environmental improvement could be to local wildlife/nature or air/water quality or to the wider environment, e.g. through reduced use of plastics.
- Learners can work individually or as a group on the same project; all projects must involve the learner and members of their community.
- Focus to be agreed with tutor/assessor as feasible/suitable for a community project but could be any of a wide range of possibilities, e.g. a community clean-up of local park or river; a campaign/activity to increase recycling on their street; a class commitment to reduce/stop use of disposable items such as coffee cups with research into alternatives.

Learning Outcome 2:

Reasons should be specific to the project and could relate to

- Project impact for the community (e.g. a cleaner playground; more people walking rather than driving; reduced use of single-use plastics).
- Project impact for the environment (e.g. reduced carbon emissions; greater use of sustainable resources; protection for vulnerable species).

Learning Outcome 3:

- Main actions necessary for completion of project in chronological order. These will vary according to the nature of the project but could include awareness raising and practical activity.

Learning Outcome 4:

- Actions which they have been assigned or volunteered to take on as set out in the timeline.

Learning Outcome 5:

- Environmental improvements, e.g. doubling of the amount of recycling put out by a group of neighbours; plastic straws no longer available in the college canteen, an insect 'hotel' now installed in the wildlife area of the park.
- What went well and less so in terms of meeting project aims, e.g. number of people who got involved; deadlines hit; actions completed. What they personally did well and less well in terms of working with others, fulfilling own role.
- Further suggestions to tackle different types of improvement project relevant to the community.

Community Environment Project

Unit Number:	L/650/2072
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To equip learners with the skills to engage successfully in community action to improve the local environment.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to select a focus for a community environment project.	1.1	Select a specific focus for a project to help a community improve the environment.
2	Be able to communicate the benefits of engaging in a community environment project.	2.1	Describe to community members the benefits to the environment and to the community participating in the project.
3	Be able to plan a community environment project.	3.1	Create a project plan including actions and timeline.
4	Be able to participate in a community environment project.	4.1	Implement actions from the project plan, relevant to own role.
		4.2	Support and encourage others to participate.
5	Be able to review a community environment project.	5.1	Describe what the project achieved.
		5.2	Outline how well they worked with other community members.
		5.3	Outline possible next steps for the community in terms of environmental improvements.

Indicative Content: Community environment project
Learning Outcome 1:

- Community could be, for example, school/college; street; village; sports club; social group.
- Environmental improvement through making a change either locally, e.g. to air or water pollution; or contributing to national/global change such as tackling global warming, loss of biodiversity, deforestation, ozone layer depletion.
- Learners can work individually or as a group on the same project; all projects must involve the learner and members of their community.
- Focus should be chosen by the learner or learners, feasible, and need community involvement to be a success, but could be any of a wide range of possibilities, e.g. a tree-planting day, setting up a community garden/allotment, a vegan awareness event with free recipe booklet.

Learning Outcome 2:

Benefits should be specific to the project but could include:

- Benefits to the environment: greater range of biodiversity, reduced threat to the ozone layer; reduced dependence on unsustainable resources; reduced pollution.
- Benefits to the community: better health resulting from cleaner air; nicer-looking spaces (e.g. without litter); more enjoyment of nature; opportunities for social interaction, increased wellbeing and for learning together through taking community action.

Learning Outcome 3:

- Project plan might be presented in a given template. Actions should be necessary for completion of project sequenced in a logical order and with realistic deadlines.
- Actions will be specific to the project but could include further research; publicising the project; seeking necessary permissions; practical activities; sourcing necessary equipment or resources.

Learning Outcome 4:

- Actions where they have individual or shared responsibility as set out in the project plan.

Learning Outcome 5:

- Project achievements – tasks completed; changes made; environmental improvements.
- Strengths and areas for development in terms of team-working, fulfilling own responsibilities, support and motivating others.
- Next steps – ways of building on what was achieved in this project and/or how new projects could help achieve improvements in other areas.

Environmental Awareness

Unit Number:	Y/650/2247
Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' understanding of climate change and the impact of human behaviour on the environment.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how and why the climate is changing.	1.1 Give examples of changes in weather patterns linked to climate change. 1.2 Identify the main ways in which industries are causing climate change.
2 Know about the effects of climate change on plants, animals and people.	2.1 Give examples of the negative effect of climate change on animals and plants. State how climate change is making life more difficult for people in different parts of the world. 2.2
3 Know about the carbon footprint.	3.1 Give a definition of 'carbon footprint'. 3.2 Identify the main factors that make up a carbon footprint. 3.3 Use a given carbon footprint calculator to identify own impact on the environment.
4 Know how individuals and businesses can reduce their carbon footprint.	4.1 Identify practical steps to reduce own carbon footprint. 4.2 Give examples of ways businesses can reduce their carbon footprint.

Indicative Content: Environmental awareness
Learning Outcome 1:

Weather pattern changes: droughts, floods, extreme heatwaves.
 Industry impact on climate change through fossil fuel use.
 Coverage of specific examples in sectors of interest, e.g.
 Retail – use of petrol/diesel in delivery vehicles.
 Food industry – use of gas/oil/electricity in ovens.

Learning Outcome 2:

Negative effect of climate change on animals and plants.
 Loss of (suitable) habitat – range of specific examples such as:

- Polar bears (loss of sea ice).
- African elephants (availability of drinking water).
- Sea turtle (affected by changing water temperature).
- Wheat (temperature too hot in many places where it's currently grown, like India).
- Peaches (need very cold winters to trigger flowers).

Making life more difficult for people: loss of property and homes through fire (e.g. Greece, USA) and flood (e.g. Germany, France, Belgium) heatwaves effect on health and long-term ability to remain in a place, livelihoods (e.g. end of farming for some in Australia); rising sea levels affecting island dwellers (e.g. Pacific island nations).

Learning Outcome 3:

Carbon footprint – how much carbon you are releasing as you go about your everyday life.
 Main factors in personal carbon footprint: energy use at home, when travelling, linked to things you buy.
 Awareness that for business focus is on energy use in business processes and ways in which facilities like offices and canteens are run.
 A range of free-to-use calculators are available online.
 WWF Footprint Calculator <https://footprint.wwf.org.uk/>
 Maybe most suitable for Entry 3 learners.

Learning Outcome 4:

Steps to reduce own carbon footprint linked to greatest emissions identified by calculator, e.g.

- Walk or take public transport to college/work
- Reduce fast food consumption
- Buy some clothes second hand

Examples of specific carbon-reducing actions for businesses in sectors of interest such as

- A florist using fewer imported flowers (cutting down on air miles/fuel use)

A café – encourage the use of re-usable cups (cutting down on emissions from making plastic cups).

Environmental Awareness

Unit Number: Y/650/2238

Level: Level 1

Credit Value: 3

GLH: 30

Unit Aim: To develop learners' understanding of climate change and the impact of human behaviour on the environment.

Assessment Guidance: Portfolio of evidence

Grading Guidance: Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Know how and why the climate is changing.	1.1	Describe changes in weather patterns linked to climate change.
		1.2	Outline industrial practices that are contributing to climate change.
2	Know about the effects of climate change on plants, animals and people.	2.1	Explain the link between climate change and biodiversity loss.
		2.2	Describe how different aspects of climate change are affecting humans.
3	Know about the carbon footprint.	3.1	State what is measured by a carbon footprint.
		3.2	Outline the factors considered in calculating a carbon footprint.
		3.3	Present key findings about own impact on the environment from a carbon footprint calculator.
4	Know how individuals and businesses can reduce their carbon footprint.	4.1	Outline different actions or changes to behaviours that would reduce own carbon footprint.
		4.2	Give examples of carbon offsetting schemes.
		4.3	Suggest actions or changes that could help businesses in a chosen sector reduce their carbon footprint.

Indicative Content: Environmental awareness
Learning Outcome 1:

Difference between climate (long-term) and weather (short-term).

Increased temperature is caused by greenhouse gases.

Weather pattern changes linked to climate change: droughts, floods, extreme heatwaves.

Industrial practices that involve use of fossil fuels:

Industrial practices: burning of fossil fuels; releasing gases used in manufacturing; reliance on products/components involving fossil fuel use.

Learning Outcome 2:

Link between climate change and biodiversity loss:

Land/water temperature too hot to support life for some animals/plants; lack of water for growth/drinking; forest fires/melting ice/rising sea levels destroying habitats.

Effects of climate change on humans: risks to property and life of flood and fire; limited availability of food/water and higher costs; increased risk of some illnesses; some areas may become too hot to be habitable/some low-lying areas will be submerged and people will need to abandon homes and property and migrate.

Learning Outcome 3:

Carbon footprint as a measure of amount of carbon released by an individual or business as a result of their normal activities.

Main factors considered in personal carbon footprint calculation: domestic energy use; travel – own vehicles plus flights/use of public transport; food consumption; other retail – goods and services.

Main factors for businesses: direct and indirect emissions from own operations.

A range of free-to-use calculators are available online.

WWF Footprint Calculator

- <https://footprint.wwf.org.uk/>
- <https://www.carbonindependent.org/>

are both recommended for student use.

Learning Outcome 4:

Specific actions or changes linked to own carbon footprint calculations focused on areas of greatest emission, e.g. in relation to food, retail and travel choices and habits.

Actions for businesses in a sector linked to areas of greatest emission, such as

- Plumbing firm - switch from diesel-using vans to hybrid/electric
- Nursery – switch from disposable to washable nappies

Carbon off-setting schemes either directly introducing more oxygen or cutting down the emissions of others, for example: planting trees, distributing efficient cooking stoves in developing countries, and paying for community centres to replace light bulbs with energy efficient versions.

Environmental Awareness

Unit Number: K/650/2224

Level: Level 2

Credit Value: 3

GLH: 24

Unit Aim: To develop learners' understanding of climate change and the impact of human behaviour on the environment.

Assessment Guidance: Portfolio of evidence

Grading Guidance: Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the indicators and causes of climate change.	1.1 Explain the link between climate change and selected examples of weather pattern changes. 1.2 Explain how human activity has contributed to climate change over the last century.
2 Understand the effects of climate change on plants, animals and people.	2.1 Explain the impact that climate change is having on plant and animal species, habitats and ecosystems. 2.2 Explain the threats to human health, wellbeing and security posed by climate change.
3 Understand how impact on the environment can be measured.	3.1 Summaries the key elements of an environmental impact assessment. 3.2 Explain the use of the carbon footprint as an impact measure for individuals and businesses. 3.3 Compare and contrast own results from a carbon footprint calculator with UK targets.
4 Understand how individuals and businesses can reduce their carbon footprint.	4.1 Explain how actions or changes they can implement would reduce their own carbon footprint. 4.2 Explain how carbon offsetting works. 4.3 Describe actions or changes that would result in the greatest reduction in carbon emissions for businesses in a chosen sector.

Indicative Content: Environmental awareness
Learning Outcome 1:

Climate change: long-term shifts in weather patterns.

Weather pattern changes: hurricanes, droughts, floods, extreme heatwaves and associated forest fires.

Greenhouse gas emissions particularly methane and carbon dioxide as cause of climate change.

Fossil fuel use by industry -

- to create heat in industrial processes and space heating in buildings
- as boiler fuel to generate steam or hot water for process heating and generating electricity
- as raw materials to make products such as plastics and chemicals

The industrial sector uses electricity for operating industrial motors and machinery, lights, computers and office equipment, and equipment for facility heating, cooling, and ventilation.

Major sources of methane – landfill sites/cattle.

Energy, industry, transport, buildings, agriculture and land use as main emitters.

Learning Outcome 2:

Impact of climate change on plant and animal species including reduced biodiversity.

Loss of habitat or changes to habitat (e.g. coastal habitats due to rising sea levels; sea ice habitats due to rising sea temperatures); temperatures threatening survival; damage through heavier rainy seasons, extended droughts or unpredictable snowfall; migration due to habitat change or loss or lack of water.

Changes in life cycle patterns and associated risks especially to young plants and animals of unpredictable temperatures.

Effect on ecosystems: reduced numbers or absence of one element of the food chain resulting in depletion of all species in the chain. Link between drought, erosion/soil quality and inability of plants to thrive.

Threats to human health and wellbeing: increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme weather events, changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases, and threats to mental health (e.g. PTSD after climate-related catastrophic events).

security: potential for unrest due to mass migration from most affected to less areas, conflict over limited supplies of water and food, potential breakdown of society/rule of law as people seek to ensure own basic needs are met.

Learning Outcome 3:

Environmental impact assessments: tool to support decision making in relation to planned projects/changes, including information on likely environmental, social, and health effects.

Components of an environmental impact assessment: baseline study; impact prediction/extent; mitigations.

Carbon footprint – amount of carbon released into the atmosphere as a result of everyday activities of an individual, company, event, place or product.

Carbon footprint calculator – awareness of range of different types: e.g. MacKay Carbon Calculator (options for UK policy); calculators for business; calculators for individuals.

A range of free-to-use calculators are available online.

Learning Outcome 4:

Personal carbon footprint reduction based on analysis of own carbon footprint, for example, through improved energy efficiency; food, retail and travel choices and habits.

Indicative Content: Environmental awareness

Carbon footprint reduction for business through, for example, switching to greener energy; improving energy efficiency of buildings; changing travel/meeting policies; minimise waste; increase recycling; become 'paperless'.

Carbon offsetting: a way of paying for others to reduce emissions or absorb CO₂ to compensate for own emissions, e.g., by planting trees to take carbon out of the atmosphere as they grow. (The compensatory actions are beneficial, but they do not encourage emitters to change own behaviours/reduce own emissions.)

Exploring and Presenting Enterprise Ideas

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	D/617/4087
Unit Aim:	To help learners develop the skills to discuss enterprise ideas, select a potential idea and present it to others.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to discuss ideas for an enterprise activity.	1.1 Discuss own enterprise ideas and the ideas of others.
2 Be able to select an enterprise idea.	2.1 State the main advantages and disadvantages of different enterprise ideas. 2.2 Choose an enterprise idea which has the potential to be successful.
3 Be able to present an idea for an enterprise activity to others.	3.1 Describe the key elements of a selected enterprise activity to others.

Exploring and Presenting Enterprise Ideas

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	H/617/4088
Unit Aim:	To help learners develop the skills to explore different enterprise ideas, select a potential idea, based on an understanding of key advantages, disadvantages and possible risks, and present it to others.
Assessment Guidance:	Portfolio of Evidence

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to discuss ideas for an enterprise activity.	1.1 Suggest ideas that could be developed for an enterprise activity. 1.2 Comment on the enterprise ideas of others.
2 Be able to select an enterprise idea.	2.1 State the advantages and disadvantages of different enterprise ideas. 2.2 Gather feedback from others on enterprise ideas. 2.3 Select an enterprise idea that has the potential to be successful.
3 Know the risks involved in implementing the enterprise activity.	3.1 Describe the main risks of selected activity.
4 Be able to present an idea for an enterprise activity to an audience.	4.1 Explain the key elements of a selected enterprise activity to an audience.

Exploring and Presenting Enterprise Ideas

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	K/617/4089
Unit Aim:	To help learners develop the skills to explore different enterprise ideas, including with potential customers, assess risk, and pitch a specific enterprise idea to an audience.
Assessment Guidance:	Portfolio of Evidence

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to explore ideas for an enterprise activity.	1.1 Identify ideas that could be developed for an enterprise activity. 1.2 Select ideas with most potential for further exploration.
2 Be able to test out ideas with potential customers.	2.1 Gather feedback from potential customers on proposed activities. 2.2 Use feedback to determine the focus of the enterprise activity.
3 Understand the risks involved in implementing the enterprise activity.	3.1 Identify the risks of selected activity. 3.2 Describe ways to mitigate the risks.
4 Be able to present an idea for an enterprise activity to an audience.	4.1 Pitch selected idea in a format suitable to the targeted audience.

Exploring Entrepreneurship

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	D/617/4090
Unit Aim:	To develop learners' understanding of the skills needed for entrepreneurship and help them self-assess their own suitability for enterprise.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know what makes a successful entrepreneur.	1.1 Describe what it means to be an 'entrepreneur'. 1.2 Identify the main skills needed to be a successful entrepreneur.
2 Be able to assess own suitability for enterprise.	2.1 List the enterprise skills they possess. 2.2 List enterprise skills they would need to develop to be a successful entrepreneur. 2.3 Use information on their current skills to assess their suitability for enterprise.

Exploring Entrepreneurship

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	H/617/4091
Unit Aim:	To develop learners' understanding of the skills and behaviours needed for successful entrepreneurship and the skills required to self-assess their own suitability for enterprise.
Assessment Guidance:	Portfolio of Evidence

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know the characteristics of a successful entrepreneur	1.1 Define the term 'entrepreneur'. 1.2 Identify the main skills that are needed to be a successful entrepreneur. 1.3 Identify some of the behaviours that are needed to be a successful entrepreneur (e.g. willingness to take risks).
2 Be able to assess own suitability for enterprise	2.1 Describe own existing enterprise skills and behaviours. 2.2 Identify skills and behaviours that would need further development. 2.3 Give examples of how they could develop in the necessary areas. 2.4 Make a judgement on how well-suited they are to becoming an entrepreneur, using evidence from their self-assessment.

Exploring Entrepreneurship

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	K/617/4092
Unit Aim:	To develop learners' understanding of the skills, attitudes and qualities needed for successful entrepreneurship and their ability to self-assess their own suitability for enterprise and identify ways to develop their potential for entrepreneurship.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the characteristics of a successful entrepreneur.	1.1 Explain what is meant by the term entrepreneur. 1.2 Identify the skills that are needed to be a successful entrepreneur. 1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur.
2 Understand own strengths as an enterprising person.	2.1 Describe own strengths in terms of enterprise skills, attitudes and qualities. 2.2 Evaluate self in terms of ability to set up a successful business/enterprise.
3 Understand ways to develop enterprise skills and knowledge.	3.1 Agree activities to develop or strengthen own enterprise skills. 3.2 Identify changes in own attitude and behaviour that will help to make the most of enterprise opportunities. 3.3 Agree ways to bring about changes in own enterprising attitudes and behaviours.

Introduction to Self-Employment

Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Number:	J/617/4102
Unit Aim:	To make learners aware of self-employment as an option and how it differs from employment, and develop their understanding of the need to plan and the support available to people preparing for self-employment.
Assessment Guidance:	Portfolio of evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about self-employment.	1.1 Give examples of different types of products or services that can be offered by self-employed people. 1.2 State some of the key differences between working for yourself and being employed by someone else. 1.3 List some key advantages and disadvantages of self-employment.
2 Know about planning for self-employment.	2.1 Identify the key areas to consider when planning to be self-employed. 2.2 Identify sources of support for preparing for self-employment.
3 Know about income and expenditure.	3.1 Identify the main sources of income for a possible business. 3.2 Identify the main types of expenditure for a possible business.

Introduction to Self-Employment

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	F/617/4101
Unit Aim:	To make learners aware of the self-employment opportunities available to them, the skills and behaviours needed to be successful, the practicalities of being self-employed and the support available to them. Learners will also consider sources of income and types of expenditure, and associated record-keeping.
Assessment Guidance:	Portfolio of Evidence

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about self-employment opportunities in a given sector.	1.1 Describe different types of products or services that are offered by self-employed people in a given sector. 1.2 Describe the working patterns of self-employed people in a given sector. 1.3 Describe the skills and behaviours that are needed to be effective as a self-employed person in a given sector.
2 Know about income and expenditure.	2.1 Describe sources of income and types of expenditure for a possible business in a given sector. 2.2 Describe the sort of records a self-employed person needs to keep in relation to income and expenditure.
3 Know about planning for self-employment.	3.1 Describe the different aspects to be considered when planning for self-employment. 3.2 Explain how planning for self-employment can contribute to success. 3.3 Describe ways of presenting plans so that they can be shared with others. 3.4 Describe different types and sources of support available to people planning for self-employment.

Introduction to Self-Employment

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/617/4100
Unit Aim:	The aim of this unit is to help learners understand how to become self-employed, the support available and the challenges involved. They will consider the advantages and disadvantages of self-employment; potential sources and levels of income and expenditure as well as the specific responsibilities of a self-employed person.
Assessment Guidance:	Portfolio of Evidence

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about self-employment in a given sector.	1.1 Explain the contribution of self-employed people to a given sector. 1.2 Explain the advantages and disadvantages of being self-employed in a given sector. 1.3 Describe the skills, qualities, attitudes and behaviours characteristic of successful self-employed people in a given sector.
2 Know about income and expenditure as a self-employed person.	2.1 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services. 2.2 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services.
3 Know the responsibilities of a self-employed person	3.1 Describe how to register as self-employed. 3.2 Describe the business records that need to be kept.
4 Know about planning for self-employment.	4.1 Explain how planning for self-employment can contribute to a successful outcome. 4.2 Explain the different sources of support available to people considering self-employment and how they can be used to help in setting up a business.

Improving Sustainability in the Workplace

Unit Number:	J/650/2214
Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' ability to plan for improved sustainability in a workplace.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1	Select an area of a workplace where current practices are not supporting sustainability as well as they could.
2	Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1	Outline changes that a workplace could make in a chosen area to improve sustainability.
3	Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1	Create a basic project plan with key actions.
		3.2	Present project plan so key actions and reasons they are needed are clear.

Indicative Content: Improving sustainability in the workplace**Learning Outcome 1:**

Area of business should be quite tightly defined to keep project manageable in scope, e.g. approach to recycling; energy waste in a specific office.

Sustainability in a business: ways of working to ensure the business does not make too much use of resources that cannot be replaced.

Learning Outcome 2:

Depending on the focus of the project, improvements could focus on reducing waste, reducing pollution, reducing energy consumption, using sustainable materials.

Changes could be to ways of working or introduction of new products.

Learning Outcome 3:

As appropriate to the project.

Actions for employers and/or employees.

Reasons should relate to reduced use of non-renewable resources or polluting practices.

Improving Sustainability in the Workplace

Unit Number:	H/650/2213
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' ability to plan for improved sustainability in a workplace.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1 Select an area of a workplace where sustainability could be improved. 1.2 Give reasons for their choice of area, including information about current practices and how sustainable they are.
2 Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Describe new or revised processes, practices or resources that could improve sustainability in a chosen area.
3 Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a project plan including actions and timelines. 3.2 Present project plan so that required actions, timescales and intended impact are clear.

Indicative Content: Improving sustainability in the workplace**Learning Outcome 1:**

Area of business could relate to one or more processes or products, e.g. the energy used, or the vans in the company fleet, or a particular aspect of the business, e.g. the staff canteen and the choice of food, it's packaging, and how waste is handled.
Sustainability of current practices: what natural resources they use and whether levels of use of non-renewables, in particular, could be reduced so that future generations will still be able to access them.

Learning Outcome 2:

Depending on the focus of the project, improvements could focus on reducing waste, reducing pollution, using cleaner energy, using sustainable materials, making their products sustainable.

Changes/revisions could be to ways of working for employers/employees, ceasing practices, introducing replacements products, changing supplier.

Learning Outcome 3:

As appropriate to the project.

Actions for employers and/or employees.

Intended impact should relate to reduced use of finite resources or more generally reducing negative impact on the environment.

Improving Sustainability in the Workplace

Improving sustainability in the workplace

Unit Number:	F/650/2212
Level:	Level 2
Credit Value:	3
GLH:	24
Unit Aim:	To develop learners' ability to plan for improved sustainability in a workplace.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1 Review strengths and weaknesses of a specific workplace in relation to sustainability. 1.2 Outline the evidence that a selected aspect of the workplace needs improvement in terms of sustainability.
2 Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Explain how new or revised processes, practices or resources could improve sustainability in the chosen area. 2.2 Describe ways to measure the impact of proposed new processes, practices or resources.
3 Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a project plan including actions, deadlines, responsibilities and outcome measures. 3.2 Present clearly the project rationale, aims, proposed actions, timescales and intended outcomes. 3.3 Explain the benefits to the business of taking the proposed, more sustainable approach.

Indicative Content: Improving sustainability in the workplace
Learning Outcome 1:

Area of business could be a specific process or processes or relate to the actions and behaviours of a particular team, a function, a part of the supply chain or a site.

Sustainability: responsible interaction with the planet to avoid depleting natural resources and to increase the chances of future generations being able to meet their daily needs.

Sustainability could be in relation to waste creation and disposal, pollution, energy type and use, water, choice of materials, design of products, and policies such as for business travel.

Evidence as appropriate to project focus: e.g. rates of recycling; impact of single-use plastics on environment; intensive farming practices associated with a product; comparison of environmental impact of current energy source with alternative greener energy.

Learning Outcome 2:

Improvements could focus on reducing waste, reducing or preventing pollution, adopting cleaner energy, conserving water, using sustainable materials, making their products sustainable, changing policies to promote sustainability.

Ways to measure impact could include, depending on focus of project, carbon footprint, energy consumption, product recycling rate, supply chain miles, waste reduction rate, water consumption.

Learning Outcome 3:

As appropriate to the project.

Project rationale should explain how proposed changes will:

- reduce the use of finite resources and/or increased use of renewables
- rely less on practices that cause damage to the environment

Benefits to the business: improved brand image; cost reductions; compliance with current regulations and preparedness for future tighter regulations; attractiveness to new employees and investors; morale of staff.

Making the Most of Work Placement

Level: Entry Level 3

Credit Value: 3

GLH: 30

Unit Number: L/617/4103

Unit Aim: To help learners prepare for and reflect on a work placement.

Assessment Guidance: The focus of the assessment for this unit is on the skills involved in preparing for and reflecting on work placement. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of:

- the purpose of work placement and its role in improving employability skills and extending knowledge of future options for employment
- how preparation will improve their experience on placement
- common expectations in relation to attitudes and behaviours in the workplace
- possible issues that might arise while on placement and the importance of resolving these promptly.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for a work placement	1.1 Identify key information about work placement setting. 1.2 Identify specific arrangements for first day of placement. 1.3 Identify different tasks they are likely to be required to do as part of the work placement. 1.4 Identify basic expectations of employer, such as for behaviour, personal presentation or time-keeping. 1.5 Identify possible issues that might arise on work placement and appropriate sources of support for resolving these in the setting and external to it.
2 Be able to set goals for a work placement.	2.1 Set goals for the work placement which are relevant to the setting and to their own ambitions for employment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to review a work placement.	3.1 State what went well during the work placement and what they could improve on. 3.2 Identify some of the things they have learned while on placement. 3.3 With guidance, set realistic goals relating to employability, which build on learning from the work placement.

Making the Most of Work Placement

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	R/617/4104
Unit Aim:	To help learners prepare for and reflect on a work placement.
Assessment Guidance:	The focus of the assessment for this unit is on the skills involved in preparing for and reflecting on work placement. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of: - the potential benefits of work placement in improving employability skills and helping them progress towards a job - the importance of conforming to expectations in relation to attitudes and behaviours in the workplace - issues that might arise while on placement and ways to avoid these where possible.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for a work placement.	1.1 Identify information about work placement setting, including its key purpose and objectives. 1.2 Outline expectations of employer in relation to attitudes and behaviours in the work placement setting. 1.3 Outline workplace tasks likely to be undertaken on placement. 1.4 State how to respond to issues that might arise while on work placement (e.g. running late; not being given any breaks).
2 Be able to set goals to get the most out of a work placement.	2.1 Set goals which are relevant to the setting and to their own ambitions for employment and build on their existing employability skills, knowledge and experience.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to review a work placement.	3.1 Be Outline what went well during the work placement and what they could improve on, making reference to specific tasks or activities. 3.2 Make suggestions for how to complete certain tasks better or improve on particular attitudes or behaviours (e.g. levels of punctuality). 3.3 Identify key learning points from the work placement experience. 3.4 Use reflections on performance on work placement to set specific targets for further development of knowledge, behaviour, attitude or skills to improve employability.

Making the Most of Work Placement

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	Y/617/4105
Unit Aim:	To help learners prepare for and reflect on a work placement.
Assessment Guidance:	The focus of the assessment for this unit is on the skills involved in preparing for and reflecting on work placement. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of: • different sources of information about companies or organisations • codes of conduct, conventions, ethos and values associated with the workplace • the characteristics of effective goal-setting • ways in which learning from work placement, about a sector, job role, or own abilities and preferences, can support career-planning.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for a work placement.	1.1 Undertake research into a work placement setting in order to understand its purpose, functions and objectives. 1.2 Describe the terms and conditions of a work placement. 1.3 Describe the tasks to be performed as part of a work placement. 1.4 Describe the expectations of the employer in relation to conduct and appearance and why these are important in the workplace. 1.5 Describe how to deal with potential problems that might occur during a work placement.
2 Be able to set goals to get the most out of a work placement.	2.1 Set goals which are measurable and achievable, will extend their existing skills and knowledge, and increase their readiness for work.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to review a work placement.	3.1 Describe what went well during a work placement and why these aspects were successful 3.2 Describe skills and knowledge gained or improved during a work placement. 3.3 Describe aspects of a work experience that were less successful and how they could have approached these differently to achieve a better outcome. 3.4 Describe how they can use learning from a work placement to assist them in making choices about a future career. 3.5 Use own self-assessment to set goals for career development.

Sustainability

Unit Number:	D/650/2211
Level:	Entry Level 3
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know what sustainability means.	1.1 Give a definition of sustainability. 1.2 State how future generations may be affected if people do not live and work in a sustainable way now.
2 Know how human activity is threatening sustainability.	2.1 Identify the biggest threats to sustainability caused by humans.
3 Know how a business or sector is working towards achieving sustainability.	3.1 Identify changes a chosen business or sector has made to help achieve sustainability.

Indicative Content: Sustainability**Learning Outcome 1:**

Using resources responsibly now so that future generations continue to be able to have their basic needs met.

Consequences of inaction for future generations: limited access to energy sources, leading to much higher costs; more limited availability of (affordable) goods and services (e.g. flying may become something only the most wealthy can do); poorer air and water quality leading to increased ill-health.

Learning Outcome 2:

Biggest threats to sustainability: different examples of

- over-use of non-renewable resources: fossil fuels (e.g. frequent flying)
- practices where potentially renewable resources are used at too fast a pace to allow them to be sufficiently renewed (e.g. over-fishing; de-forestation)

Learning Outcome 3:

Changes made could include:

- more on-site recycling
- switch to cleaner fuel
- reduced use of plastics (e.g. disposable cutlery or straws)
- reduced packaging

Sustainability

Unit Number:	A/650/2210
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know what sustainability means.	1.1 Give a definition of sustainability. 1.2 Give reasons why it is important for countries and businesses to operate sustainably.
2 Know how human activity is threatening sustainability.	2.1 Outline the main ways in which human activity is threatening sustainability.
3 Know about sustainability goals and targets.	3.1 State the importance of different global sustainability goals. 3.2 Outline key sustainability targets relevant to a chosen sector.
4 Know how a business or sector is working towards achieving sustainability.	4.1 Describe ways in which a chosen business or sector is working to help achieve sustainability.

Indicative Content: Sustainability
Learning Outcome 1:

The ability to meet current needs without compromising on future generations' ability to meet their needs, requiring reduced use of non-renewable resources.

Impact on environment of continued use of non-sustainable/environmentally damaging resources (e.g. global warming, climate change, biodiversity loss).

Potential threat to life/lifestyles for future generations – air and water quality; cost of energy; availability of resources; biodiversity loss; greater inequities across the world as energy prices rise.

Responsibility of businesses as biggest consumers (as opposed to individuals) to act and governments to make laws to require businesses and individuals to operate sustainably.

Learning Outcome 2:

Human behaviours to include travel, energy consumption; farming; use of plastics; disposal of waste.

Threatening sustainability because of over-reliance on non-renewables; intensive practices that threaten ability to renew resources such as intensive farming; negative impact on environment, e.g. climate change, biodiversity loss.

Learning Outcome 3:

Awareness of a range of UN sustainable development goals; focus on key goals, including:

- net-zero emissions, particularly decarbonisation
- limiting increase in global warming to less than 2%

Identification of national/global targets particularly relevant to a chosen sector or, where they exist, sector-specific targets (e.g. Construction 2025 targets).

Learning Outcome 4:

Actions of a particular sector or business could include:

- using sustainable materials in the manufacturing process
- sourcing components more locally to reduce greenhouse gas emissions
- setting up a lift-share or cycle grant scheme for employees

Simple explanations of how each contributes to sustainability (e.g. reduce demand for fossil fuel).

Sustainability

Unit Number:	R/650/2209
Level:	Level 2
Credit Value:	3
GLH:	24
Unit Aim:	To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand what is meant by sustainability.	1.1	Explain the three key pillars of sustainability. Summarise what governments are aiming to achieve through sustainability.
		1.2	Explain what businesses are aiming to achieve through sustainability.
		1.3	Explain what businesses are aiming to achieve through sustainability.
2	Understand how human activity is threatening sustainability.	2.1	Assess the environmental impact of different human activities and the related threat to sustainability.
3	Know about sustainability goals and targets.	3.1	Describe global sustainability goals, targets and indicators.
		3.2	State how sustainability goals and UK environmental targets are linked.
		3.3	Describe the importance of sustainability targets to a particular sector.
4	Understand how businesses can work towards achieving sustainability.	4.1	Explain different strategies businesses can use to work towards sustainability.
		4.2	Assess the progress a chosen business or sector is making towards achieving sustainability.

Indicative Content: Sustainability
Learning Outcome 1:

Sustainability is the ability to meet current needs without compromising on future generations' ability to meet their needs.

Three key pillars:

- environmental health
- economic benefits (recognising environmental friendliness of goods and services as benefitting the economy)
- social equity (fair access to resources and opportunities and full participation in the social and cultural life of a community.)

Government aims: make laws, set out policies (e.g. net zero strategy), and taxes (e.g. fuel duty) that help protect the environment from further damage, reduce use of non-renewable resources and encourage use of renewables; encouraging or requiring businesses and individuals to change behaviours; fair ways of doing this that do not disadvantage particular groups; achieving internationally agreed goals and targets.

Business aims: achieve compliance with UK laws/guidelines; reduce costs; positive brand and consumer approval; guaranteeing longer-term survival of business.

Learning Outcome 2:

Environmental impact: climate change/global warming; biodiversity loss; pollution of air and water; deforestation; ozone depletion.

Different human activities: use of fossil fuels, plastics – disposable single-use culture, materialism, intensive farming and fishing, travel/transport.

Threats to sustainability: population growth and urbanisation, energy use and global warming, excessive waste generation and the subsequent pollution of soil, air, and water, transportation in cities, and limited supply of resources.

Need for changes in social, economic, and environmental processes to achieve a balanced relationship between nature and humans.

Learning Outcome 3:

17 UN sustainable development goals.

Environmental targets in UK 25-year environment plan.

For a chosen sector, relevance of general UK targets and, where they exist, sector-specific targets, including those identified in the UK Net Zero Strategy (e.g. Construction 2025 targets; Fashion Industry Charter for Climate Action); changes in practices these might entail.

Learning Outcome 4:

Ways a business can reduce its consumption of limited resources and find alternative resources with lower environmental consequences - in own practice and across supply chain, e.g.

- Improved waste management
- Switching to cleaner fuel/renewable energy
- Reducing use of non-recyclables
- Investing in research
- Educating employees and customers
- Changing suppliers to those with more sustainable practices.

Progress in comparison to similar businesses/organisations and/or from own starting point against relevant targets.

Taking Personal Responsibility for the Environment

Unit Number:	T/650/2075
Level:	Entry 3
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' awareness of the ways in which they as individuals can be environmentally responsible.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to research ways individuals can help fight the climate change.	1.1 Use different sources to find advice on how individuals can live more environmentally friendly lives.
2 Be able to identify ways to reduce own negative on the environment.	2.1 List actions they already take to reduce their negative impact on the environment. 2.2 Identify actions or changes to reduce their negative impact on the environment that they could make at home. 2.3 Identify actions or changes to their negative impact on the environment they could make when outside of the home.
3 Be able to implement actions or changes to reduce their negative impact on the environment.	3.1 Agree actions or changes and implement them over a set period of time.
4 Be able to reflect on how effectively they have been in reducing their negative impact on the environment.	4.1 Outline the changes they made and how well they stuck to them. 4.2 State why they chose to make these changes. 4.3 Give examples of other changes they could make to reduce their negative impact on the environment.

Indicative Content: Taking personal responsibility for the environment
Learning Outcome 1:

- Research as a means to generate ideas for own personal responsibility project.
- Given leaflets and websites, e.g. green energy companies; WWF; Friends of the Earth.
- Internet search with suggested search terms, such as 'eco-friendly', 'green living'.
- Advice to include areas such as reducing waste, saving energy, using 'green' products.

Learning Outcome 2:

- Assessment could focus on actions/behaviours on a typical day or across a week including time spent in and out of the home. They should include travel, eating habits, disposing of waste, but may also focus on other areas depending on how learners spend their time.
- Actions or changes at home: products they could re-use, recycle or buy/use less of or replace with less harmful alternatives; ways they could eat more sustainably; energy-saving actions they could take.
- Actions or changes outside of the home could include using public transport or walking/cycling; reducing fast food.

Learning Outcome 3:

- Need to be realistic in terms of number/range, scale/cost and must be actions/changes where they are empowered to make them.
- Set period of time – typically a week or a fortnight.

Learning Outcome 4:

- Changes in behaviours and choices, such as products bought/used, means of travel, new habits (such as switching off lights/turning down thermostats).
- What makes a behaviour/product/action environmentally unfriendly – high energy use; high emissions; wasteful of resources.
- Across this unit, learners should cover a range of different areas in which they could reduce their impact. Examples of other changes for 4.3 should go beyond the areas they chose to focus on within learning outcomes 2 and 3.
- Overall, for example, they might consider travel; food; consumer behaviour; domestic energy efficiency; single-use plastics.

Taking Personal Responsibility for the Environment

Unit Number:	M/650/2082
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' awareness of the ways in which they as individuals can be environmentally responsible.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to research ways individuals can help fight climate change.	1.1 Use different sources to find out about the role of individuals in slowing climate change.
2 Be able to identify ways to reduce own negative impact on the environment.	2.1 Assess own strengths and areas for improvement in terms of living as sustainably as possible. 2.2 Outline changes they could make to different aspects of their lifestyle.
3 Be able to implement actions or changes to reduce their negative impact on the environment.	3.1 Select actions or changes and implement them over an agreed period of time.
4 Be able to reflect on how effectively they have reduced their negative impact on the environment.	4.1 Describe the changes they made and how effectively they implemented them over the agreed period. 4.2 Outline how the changes have helped reduce their negative impact on the environment. 4.3 Set out next steps to continue to reduce their negative impact on the environment.

Indicative Content: Taking personal responsibility for the environment
Learning Outcome 1:

- Research as a means to identify the different ways individuals can have an impact and to generate ideas for own personal responsibility project.
- Newspaper articles, downloadable leaflets, websites.
- Actions/changes individuals can make to reduce own impact, focusing on reducing own carbon footprint.
- The role of individuals in influencing others – friends/family/household; employers or school/college; groups they belong to; politicians or others in authority.
- Actions of individuals need to be undertaken by large numbers to have impact; governments and corporations also need to take action to reach climate change targets.

Learning Outcome 2:

- Assessment should include different areas such as travel, energy-saving (habits, devices and renewables), food (food miles, food waste, composting, meat/), recycling, use of plastics, fashion, choice of products (personal care/beauty and cleaning products), use of water (e.g. shower/bath; tap/bottled water). Learners do not need to cover all of these and might focus on others depending on their lifestyles and interests.

Learning Outcome 3:

- Actions or changes should relate directly to areas for improvement identified in self-assessment. They should relate to more than one aspect of their lifestyle (e.g. travel and personal grooming) and include different types of change (e.g. replacing products and increasing recycling).
- Agreed period of time – to be negotiated between tutor and learner but typically between a fortnight and a month.

Learning Outcome 4:

- Changes in behaviours and choices, frequency, number of times applied, ease or difficulty of maintaining changes, any lapses and reasons for them.
- Impact on carbon footprint, comparison of previous behaviours/choices with new ones in terms of negative impact.
- Consideration of, for example, emissions, renewable resources, sustainable methods as relevant to chosen actions.
- Next steps – further reduction of impact in same aspects; consideration of different aspects.

Group E – Searching and Applying for Jobs

Applying for a Job

Level:	Entry Level 3
Credit Value:	2
GLH:	20
Unit Number:	A/617/4047
Unit Aim:	To support learners to apply for jobs.
Assessment Guidance:	The main focus of the assessment for this unit is on the skills required to apply for jobs. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of • typical application methods/processes associated with the job roles/sectors in which they are interested • the different types of information provided to applicants by employers as part of the job application process • the importance of making a good first impression through a job application

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare a job application.	1.1 Extract key details about a specific job from information provided to applicant by the employer. 1.2 Identify relevant information needed for a job application form. 1.3 Complete a straightforward job application form, so that information provided is clear to the prospective employer and presents self in a positive way. 1.4 Write a covering letter for a job application following given conventions for letter-writing.
2 Be able to prepare a CV.	2.1 Insert key, relevant information into a given CV template.

Applying for a Job

Level: Level 1

Credit Value: 2

GLH: 20

Unit Number: M/617/4059

Unit Aim: To support learners to apply for jobs.

Assessment Guidance: The main focus of the assessment for this unit is on the skills required to apply for jobs. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of

- how employers use information provided by candidates through the job application process to help them select the most appropriate person for the job
- how information provided to applicants by employers as part of the job application process can be used in putting together a strong application.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about different methods of applying for jobs.	1.1 Outline different methods of applying for a job, including common forms of information requested of applicants (e.g. CV, covering letter) Outline different methods of applying for a job. 1.2 Describe the different types of information typically provided by employers (e.g. job description) to those applying for jobs and the purpose of each.
2 Be able to complete a job application.	2.1 Gather relevant information 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.

Applying for a Job

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	H/617/4060
Unit Aim:	To support learners to apply for jobs.
Assessment Guidance:	The main focus of the assessment for this unit is on the skills required to apply for jobs. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of • judicious use of unsolicited applications • the importance of demonstrating an understanding of the job role and organisation and the relevance of own skills and prior experience in a job application • the importance of having an up-to-date CV ready to tailor to specific job opportunities • the value of following up on unsuccessful applications and using employer feedback to improve future applications

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand different methods of applying for a job.	1.1 Explain different methods of applying for jobs including responses to advertised positions, unsolicited applications and applications through agencies 1.2 Describe common components of a job application (e.g. covering letter, CV, application form) and the characteristics of effective versions of each 1.3 Explain how to use the information for applicants provided by employers to help shape own application
2 Be able to prepare a job application.	2.1 Collate the information appropriate for a specific job application. 2.2 Draft a comprehensive and accurate application, tailored to a specific job vacancy. 2.3 Review a draft job application for accuracy, fitness for purpose, and consistency with instructions (e.g. word counts) and revise if necessary. 2.4 Respond positively to feedback from others on a draft job application and revise if necessary.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to prepare a CV.	3.1 Produce an accurate and up-to-date CV, following appropriate conventions for format and content, ready for tailoring for future applications.

Interview Skills

Level: Entry Level 3

Credit Value: 3

GLH: 30

Unit Number: R/617/4099

Unit Aim: To help learners develop the skills they need to prepare for, participate in and review their performance in an interview.

Assessment Guidance: The focus of the assessment for this unit is on interview skills. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of:

- the importance of preparing for an interview, including planning how to get there and what to wear
- what employers are looking for when they carry out interviews.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for an interview.	1.1 Identify key information about the employer and/or place of work. 1.2 Identify main tasks and activities associated with the job role or placement. 1.3 Prepare answers to a given set of questions likely to be asked at the interview. 1.4 List appropriate questions to ask at interview.
2 Be able to plan how to get to and present self at the interview.	2.1 Identify from information provided, the time and place where the interview will be held. 2.2 Plan a route and means of transport to travel to the interview. 2.3 Select an appropriate outfit.
3 Be able to present self positively at an interview.	3.1 Demonstrate appropriate personal presentation 3.2 Demonstrate positive non-verbal communication in an interview. 3.3 Give clear, straightforward answers to the questions asked.
4 Be able to review own performance in an interview.	4.1 Identify what went well in the interview and what did not.

Interview Skills

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4098
Unit Aim:	To help learners develop the skills they need to prepare for, participate in and review their performance in an interview.
Assessment Guidance:	The focus of the assessment for this unit is on interview skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of: - the importance of preparing for an interview - the characteristics of effective performance at interview.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for an interview.	1.1 Find out key information about the employer and/or place of work from material provided by the employer and one or more additional sources. 1.2 From the application information provided by the employer, identify key details about the job role or placement. 1.3 Prepare answers to questions that might be asked at the interview. 1.4 Identify questions to ask which show interest in the job, placement or course.
2 Be able to plan how to arrive punctually.	2.1 Plan a route, means of transport and travel times to enable punctual arrival.
3 Be able to present self positively at an interview.	3.1 Arrive on time for interview 3.2 Demonstrate care in personal presentation, as appropriate to the interview. 3.3 Demonstrate active listening skills.
4 Be able to review own performance in an interview.	4.1 Outline aspects of own interview performance that what went well and where improvements are needed.

Interview Skills

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: J/617/4097

Unit Aim: To help learners develop the skills they need to prepare for, participate in and review their performance in an interview.

Assessment Guidance: The focus of the assessment for this unit is on interview skills. However, it is expected that the underpinning teaching and learning will help develop learners' understanding of:

- the importance of preparing for an interview
- possible sources of information about a company or organisation and particular job roles
- the characteristics of effective performance at interview.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to prepare for an interview.	1.1 Use a range of sources to build own knowledge of the employer or place of work and the job role or placement. 1.2 Devise questions likely to be asked at an interview and prepare responses which show self in positive light. 1.3 Identify previous experiences which could be used to illustrate skills, qualities or experience relevant to the job role or placement. 1.4 Prepare questions to ask at the interview to find out information beyond that in material already provided by the employer (e.g. in the job advert or description).
2 Be able to present self positively at an interview	2.1 Arrive to interview punctually, appropriately presented, and in accordance with employer's invitation. 2.2 Introduce self at the interview location, making clear purpose of visit. 2.3 Demonstrate positive interpersonal skills during interview. 2.4 Provide full detailed responses to questions asked by the interviewer. 2.5 Seek clarification and/or ask questions of interviewer at appropriate points, demonstrating understanding of and interest in the role.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to review own performance in an interview.	3.1 Describe aspects of own interview performance that what went well and where improvements are needed, giving reasons for own judgements. 3.2 Suggest ways of improving own performance in a future interview.

Searching for a Job

Level: Entry Level 3

Credit Value: 2

GLH: 20

Unit Number: A/617/4131

Unit Aim: To help learners develop the skills needed for job-searching.

Assessment Guidance: The main focus of the assessment for this unit is on the skills required for job search. However, it is expected that the underpinning teaching and learning will help develop learners' awareness of

- the range of on and off-line sources of job vacancy information, and how to identify from the array of jobs listed those which are most suitable for them
- how they can take a pro-active approach to job search, e.g. by dropping into shops or restaurants to ask if there is, or might soon be, work available or emailing employers using an appropriate email address.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to find out about job vacancies.	1.1 Identify different sources of online and offline information about job vacancies. 1.2 Identify key information about specific jobs advertised from the information provided. 1.3 Select job vacancies to match own skills, abilities and interests from given sources of information.
2 Know how to take a pro-active approach to job search.	2.1 State ways in which an individual can make employers aware that they are looking for a job.

Searching for a Job

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	T/617/4130
Unit Aim:	To enable learners to find out about potential job vacancies and to take the initiative in their job search.
Assessment Guidance:	The main focus of the assessment for this unit is on the skills required for job search. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of • on and off-line sources of job vacancy information, and how to use these to identify suitable job roles • how to take a pro-active approach to job search that go beyond checking for advertised job roles.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to find out about job vacancies.	1.1 Use different on-line and offline sources to find out about jobs available. 1.2 From vacancies identified, select jobs most suited to own interests, aspirations, skills, qualifications and/or experience.
2 Be able to take a pro-active approach to job searching.	2.1 Describe different actions an individual can take to be a pro-active job searcher. 2.2 Create a profile on an appropriate online site to support own job search.

Searching for a Job

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	F/617/4129
Unit Aim:	To enable learners to find out about potential job vacancies and to take the initiative in their job search.
Assessment Guidance:	The main focus of the assessment for this unit is on the skills required for job search. However, it is expected that the underpinning teaching and learning will help develop learners' knowledge and understanding of • on and off-line sources of job vacancy information, including social media; apps; trade publications; jobs sites or boards for specific sectors or job roles • ways to use online sites and apps, such as setting up alerts and using specific filters • the importance of taking an active role in job-search, e.g. through dropping CVs into stores; sending unsolicited expressions of interest, leveraging networks and contacts, creating a positive online profile or following potential employers on social media.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to find out about job vacancies.	1.1 Identify job information sources most likely to be relevant to own search. 1.2 Use different sources to find out about jobs available, including online job sites or job boards. 1.3 Filter job vacancy information to identify jobs most suited to own interests, aspirations, skills, qualifications and/or experience. 1.4 Use appropriate methods to ensure access to latest information on job availability.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2 Be able to take a pro-active approach to job-searching.	2.1 Explain the different means by which an individual can alert potential employers to the fact that they are job-seeking. 2.2 Select and use an appropriate social media platform for job prospecting by • creating a suitable profile • networking on-line with potential employers and other appropriate parties to facilitate job search • preparing a hyperlinked CV. 2.3 Review own online presence to ensure appropriate visibility to potential employers.

