Awards and Certificates in Employability and Personal Development (7546)

Level 2 Candidate logbook
Level 2 Award – 500/7785/5
Level 2 Certificate – 500/7786/7

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City & Guilds
1 Giltspur Street
London EC1A 9DD
Centres +44 (0)844 543 0000
Learners +44 (0)844 543 0033
www.cityandguilds.com
learnersupport@cityandguilds.com

Awards and Certificates in Employability and Personal Development (7546)

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Level 2 Candidate logbook

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Level 2 Certificate in Employability and Personal Development	7546-01	500/7786/7

Version and date	Change detail	Section
3.0 February 2013	Unit 863 added	Candidate progress record
4.0 April 2013	Credit value for unit 569 amended	About the units
4.1 August 2013	Information of barred combination added.	About the units
5.0 November 2013	Unit s 523,524 & 863 added.	About the units

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1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment number	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and email addresses here.

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' Employability and Personal Development qualifications. It contains forms you can use to record your evidence of what you have done.

There are 101 units in total available in this suite of qualifications, spanning four levels (Entry 2, Entry 3, Level 1 and Level 2). You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for Level 2 only.

About City & Guilds

City & Guilds is your awarding organisation for these units. City & Guilds is the UK's leading awarding organisation for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 About the units

2.1 Overview

City & Guilds' Employability and Personal Development qualifications help you to demonstrate that you have the personal skills, qualities and attitudes needed by employers. They will help you to look for, obtain and maintain employment. By developing your skills and confidence, these qualifications may also help you progress to further learning.

They are made up of a wide variety of units which fall into two broad categories:

- Employability and Personal and Social Development (PSD) units
- Vocational 'taster' units

You will need to decide with your assessor/tutor which units you should do. Depending on which units you complete (and the number of credits they are worth), you may be entitled to either an Award or Certificate qualification.

Each unit contains a list of things you need to do to show that you have the required skills or knowledge; these are known as **assessment criteria**. You will need to meet **all** of the assessment criteria to complete the unit.

2 About the units

2.2 The assessment process

The majority of the units in the Employability and Personal Development qualifications are assessed by what is known as a **portfolio**. A portfolio is a collection of evidence which demonstrates that you have achieved all the assessment criteria in a unit. Some of the vocational taster units are assessed differently and your assessor/tutor will explain this to you.

The following people at your centre will explain the assessment process and help you achieve your unit(s).

The assessor/tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s).

You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

The internal verifier

The internal verifier maintains the quality of assessment within the centre.

The external verifier

The external verifier works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

3 Using your logbook

Recording forms

This logbook contains the forms you and your assessor/tutor will need to plan, review and organise your evidence. Your tutor/assessor will be able to help you decide which forms you need to complete (depending on which unit(s) you are doing) and help you fill them in.

Please photocopy these forms as required.

4 Candidate progress record
Award and Certificate in Employability and Personal Development

Candidate's name ..... Start date .....

Registration number ..... Registration date .....

Units achieved				
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Title of unit	☐			
Award achieved at_____ level	☐			
Certificate achieved at_____ level	☐			

Candidate's Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-502 Effective skills, qualities and attitudes for learning and work

Level: **Level 2**
Credit value: **3**
UAN: **T/600/6195**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **202** Entry 2 Effective skills, qualities and attitudes for learning and work
- **302** Entry 3 Effective skills, qualities and attitudes for learning and work
- **402** Level 1 Effective skills, qualities and attitudes for learning and work
- **446** Level 1 Positive attitudes and behaviours at work
- **584** Level 2 Communication in the workplace
- **591** Level 2 Personal presentation in the workplace.

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1 Demonstrate a range of positive qualities, attitudes and behaviours for learning and work	1.1. explain the importance of positive qualities, attitudes and behaviours for employment		
	1.2. consistently demonstrate appropriate codes of conduct		
	1.3. demonstrate your adaptability and flexibility		
	1.4. demonstrate your motivation and enthusiasm		
	1.5. demonstrate your commitment and professionalism		
	1.6. reflect on your positive qualities, attitudes and behaviours for learning and work		
2. Understand why effective communication is important	2.1. explain the importance of effective verbal and non-verbal communication		
	2.2. demonstrate effective face-to-face communication with colleagues or customers		
	2.3. demonstrate effective communication with colleagues or customers who are not present		
	2.4. explain and discuss ideas using technical language where appropriate		

	2.5.	give examples of different forms of written communication and when they are used		
	2.6.	describe the possible impact of inappropriate use of social network sites		
3. Work effectively	3.1.	identify the tasks that need to be done and the deadlines		
	3.2.	produce a plan for the working day		
	3.3.	work safely following health and safety guidelines		
	3.4.	carry out multiple tasks or projects		
	3.5.	complete tasks to required standard and deadlines		
	3.6.	reflect on your work and identify ways of working more effectively		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-503 Career planning and making applications

Level: **Level 2**
Credit value: **3**
UAN: **A/600/6196**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **340** Entry 3 Career progression
- **347** Entry 3 Searching for a job
- **348** Entry 3 Applying for a job
- **373** Entry 3 Presenting personal information effectively
- **374** Entry 3 Learning about the range of opportunities in work
- **403** Entry 3 Career planning and making applications
- **436** Level 1 Preparation for work
- **441** Level 1 Career progression
- **451** Level 1 Investigating rights and responsibilities at work
- **459** Level 1 Searching for a job
- **460** Level 1 Applying for a job
- **474** Level 1 Recognising employment opportunities
- **495** Level 1 Presenting personal information effectively
- **545** Level 2 Career progression
- **563** Level 2 Searching for a job
- **564** Level 2 Applying for a job
- **579** Level 2 Investigating a vocational area
- **582** Level 2 Applying for work
- **602** Level 2 Presenting personal information effectively.

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Choose a suitable career pathway	1.1. research career options		
	1.2. outline two career pathways		
	1.3. evaluate these career pathways		
	1.4. agree a suitable career pathway		
2. Select a suitable job, training programme or course	2.1. list and use sources of information for job vacancies, training programmes or courses		
	2.2. select a suitable job vacancy, training programme or course		
	2.3. give reasons for choice		
3. Communicate own skills, qualities and experience in relation to the chosen career	3.1. explain the need to 'sell yourself'		
	3.2. describe your skills, qualities, experience and qualifications in relation to chosen career pathway		

pathway	3.3.	describe your achievements relevant to the chosen job, training programme or course		
	3.4.	prepare a focussed curriculum vitae for your chosen career pathway		
4. Understand the application process	4.1.	describe how candidates are selected for an interview for a job, training programme or course		
	4.2.	complete an application for a specific job, training programme or course		
	4.3.	produce relevant documentation to support application		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-506 Managing personal finance

Level: **Level 2**
Credit value: **3**
UAN: **R/600/7791**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **433** Level 1 Managing own money
- **406** Level 1 Managing personal finance
- **590** Level 2 Personal money management.

Unit aim

The aim of this unit is to help the learner to understand how to manage their personal finance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand sources of income and expenditure	1.1. give examples of earned and unearned sources of income		
	1.2. describe state benefits payable in different situations		
	1.3. give examples of a range of work-related and non work-related expenditure		
	1.4. describe advantages and disadvantages of different payment methods		
2. Understand pay slips and bank statements	2.1. explain key terms on a pay slip		
	2.2. explain the deductions on a payslip including tax and National Insurance contributions		
	2.3. explain key terms on a bank statement		
3. Understand the need to manage income and expenditure	3.1. plan and record income and expenditure for a given period, identifying any surplus/deficit		
	3.2. state why a contingency fund may be useful		
	3.3. identify the problems which may occur if expenditure is greater than income		
	3.4. identify possible benefits of effective management of personal finance		
4. Know how to reduce debt	4.1. describe ways of reducing personal expenditure and/or generating income		
	4.2. list sources of support for serious debt problems		
	4.3. define bankruptcy		
5. Understand a range	5.1. give examples of types of		

	of financial products and services	products and services provided by banks and building societies		
	5.2.	state advantages and disadvantages of different types of accounts		
	5.3.	choose a suitable account giving reasons for choice		
	5.4.	outline some of the risks and rewards involved in shares and other types of investments		
6. Understand the advantages and disadvantages of saving money	6.1.	describe the advantages of saving for an individual or family		
	6.2.	describe the disadvantages of saving for an individual or family		
	6.3.	give examples of the financial rewards from different types of saving		
7. Understand the advantages and disadvantages of borrowing money	7.1.	describe the advantages of borrowing for an individual or family		
	7.2.	describe the disadvantages of borrowing for an individual or family		
	7.3.	give examples of the financial costs of short term borrowing		
	7.4.	give examples of the financial costs of long term borrowing		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-509 Work-based experience

Level: **Level 2**
Credit value: **3**
UAN: **Y/600/7792**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **344** Entry 3 Preparing for work placement
- **345** Entry 3 Learning from work placement
- **367** Entry 3 Getting to a destination safely and on time
- **409** Level 1 Work-based experience
- **456** Level 1 Preparing for work placement
- **457** Level 1 Learning from work placement
- **459** Level 1 Searching for a job
- **558** Level 2 Preparing for work placement
- **559** Level 2 Learning from work placement
- **580** Level 2 Participating in a vocational taster
- **603** Level 2 Participating in a vocational tasters.

Unit aim

The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand how to plan effectively for work-based experience	1.1. research information related to work experience		
	1.2. apply or prepare for work experience		
	1.3. describe how this work experience relates to your employment and/or learning goals		
	1.4. state personal goals for this work experience		
2. Understand what is expected during work-based experience	2.1. describe behaviours and attitudes expected by work place supervisors and colleagues		
	2.2. explain why personal hygiene and appearance is important		
	2.3. Plan how to arrive at work on time		
3. Follow requirements during the work-based experience	3.1. attend a suitable work experience for a minimum of fifteen hours		
	3.2. dress appropriately		
	3.3. follow safe working practice		
	3.4. follow instructions to complete tasks to given standards and deadlines		

	3.5.	interact with other people in an appropriate manner		
	3.6.	accept feedback		
	3.7.	describe the procedures for reporting progress or any concerns		
4. Complete a work experience review	4.1.	identify what went well		
	4.2.	describe what you have learnt about yourself		
	4.3.	illustrate how and to what extent personal goals were met		
	4.4.	explain how you are going to build on this experience		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-512 Candidate project for learning and work

Level: **Level 2**
Credit value: **3**
UAN: **D/600/7793**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **412** Level 1 Candidate project
- **577** Level 2 Developing practical skills and techniques.

Unit aim

The aim of this unit is to support the learner in planning, carrying out, presenting and evaluating a project (an activity or a piece of research) of his/her own choice.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Plan a project (activity or piece of research)	1.1. agree a suitable project and state desired outcomes		
	1.2. list the stages involved in the project		
	1.3. suggest a timescale for the activities		
	1.4. identify the potential hazards and risks in carrying out the project		
	1.5. submit the plan to a suitable person for feedback		
	1.6. respond to feedback		
2. Carry out a project	2.1. follow the project plan		
	2.2. review progress with a suitable person		
	2.3. amend the project plan if necessary		
	2.4. complete the project		
3. Present a project	3.1. describe process		
	3.2. present project outcomes		
4. Evaluate a project	4.1. obtain and reflect on feedback		
	4.2. explain what went well		
	4.3. explain what did not go well		
	4.4. describe what you have learned from planning, carrying out and presenting the project		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-514 Developing self for learning and work

Level: **Level 2**
Credit value: **2**
UAN: **H/600/7794**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **401** Level 1 Planning for progression
- **427** Level 1 Developing self
- **436** Level 1 Preparation for work
- **438** Level 1 Working towards goals
- **440** Level 1 Self-assessment
- **466** Level 1 Developing personal development skills
- **544** Level 2 Self-assessmen**t**
- **571** Level 2 Introduction to alcohol awareness for the individual.

Unit aim

The aim of this unit is to help the learner plan for progression by being able to recognise and build on personal strengths.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand how to improve own performance through learning	1.1. identify formal learning opportunities		
	1.2. identify informal learning opportunities		
	1.3. describe how you learn effectively		
	1.4. identify how to maximise own learning opportunities		
2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work	2.1. describe positive qualities and attitudes needed for learning and work		
	2.2. outline own personal strengths and weaknesses		
	2.3. explain why it is important to continuously develop own strengths and improve on weaknesses		
3. Understand the importance of transferable skills for success in learning and work	3.1. differentiate between vocational skills and transferable skills		
	3.2. explain the importance of transferable skills		
	3.3. outline own current transferable skills		
4. Action plan for self development	4.1. identify areas for development: a) vocational skills b) transferable skills c) personal attributes		
	4.2. identify realistic short term targets and long term goals for		

		each area		
	4.3.	prepare an action plan or contract to meet short term targets		
	4.4.	identify arrangements for reviewing progress		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-515 Teamworking skills

Level: **Level 2**
Credit value: **3**
UAN: **K/600/7795**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **311** Entry 3 Contributing to a team
- **337** Entry 3 Working as part of a group
- **411** Level 1 Contributing to a team
- **437** Level 1 Working as part of a group
- **497** Level 1 Developing group and teamwork communication skills.

Unit aim

The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand why effective teamwork is important	1.1.	define effective teamwork		
	1.2.	describe the advantages and disadvantages of teamwork for a given situation		
2. Understand the roles people may take in a teamwork situation	2.1.	give examples of formally allocated roles		
	2.2.	give examples of less formal roles		
	2.3.	describe the impact these roles could have on the way a team works and on members of the team		
3. Understand the role of conflict	3.1.	list factors that could contribute to conflict in a team		
	3.2.	explain how conflicting views could be an advantage		
	3.3.	suggest ways to manage and resolve conflict		
4. Understand what needs to be done to achieve a particular goal	4.1.	explain the overall goal and objectives of the team		
	4.2.	identify own strengths, skills and experiences relevant to the teamwork situation		
	4.3.	describe your own role as part of the team		
5. Work with others towards achieving shared objectives	5.1.	agree an action plan of individual and group activities needed to achieve the objectives		
	5.2.	clarify action plan if necessary		
	5.3.	identify who to ask for help if you need it		

	5.4.	carry out the individual and group activities as agreed		
	5.5.	motivate the team to achieve its objectives		
	5.6.	provide feedback in an appropriate and constructive manner		
	5.7.	receive and respond to constructive feedback		
6. Reflect on own performance and that of the team	6.1.	reflect on your own performance and the performance of the team		
	6.2.	suggest ways of improving own teamworking skills		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-516 Dealing with challenges

Level: **Level 2**
Credit value: **2**
UAN: **M/600/7796**

Unit aim
The aim of this unit is to help the learner to recognise that challenge can be positive as well as negative and to recognise how he/she reacts to challenges.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand different types of challenge	1.1.	list different types of challenge		
	1.2.	describe potential opportunities of challenging situations		
	1.3.	describe potential threats of challenging situations		
	1.4.	describe attitudes to challenge		
2. Understand how to cope with challenges	2.1.	describe personal strengths (qualities, skills, attitudes and behaviours) needed to cope with challenges		
	2.2.	identify your own abilities to cope		
	2.3.	explain the possible effects of emotions on your ability to cope		
	2.4.	recognise signs of stress		
	2.5.	describe ways of dealing with stress		
3. Respond positively to challenges	3.1.	describe a challenge		
	3.2.	demonstrate a positive response		
	3.3.	analyse your approach and actions		
	3.4.	review the effectiveness of your actions		
	3.5.	state what you have learnt from this experience		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-517 Managing yourself

Level: **Level 2**
Credit value: **3**
UAN: **T/600/7797**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **605** Level 1 Understanding Time Management in the Workplace.

Unit aim

The aim of this unit is to help the learner understand the importance of a balanced lifestyle and be able to identify ways of making himself/herself more effective.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand the importance of life/work balance	1.1.	state why life/work balance is important		
	1.2.	list the roles you have in life and the time implications of these roles		
	1.3.	list the support available for these roles		
	1.4.	complete a time log for a given period and identify any areas of concern		
2. Understand the importance of a healthy lifestyle for personal effectiveness	2.1.	state why sleep is important		
	2.2.	state why regular exercise is important		
	2.3.	list the benefits of eating healthily		
	2.4.	describe the effects of alcohol and drugs on performance		
3. Understand how to 'work smart'	3.1.	list possible internal and external barriers to effective working		
	3.2.	state the difference between urgent and important tasks		
	3.3.	state when and where you work best		
4. Carry out an analysis of self management skills	4.1.	analyse current self management skills		
	4.2.	identify ways of making yourself more effective		
	4.3.	produce an action plan for personal improvement		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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(only if sampled)

Unit 7546-518 Valuing customers

Level: **Level 2**
Credit value: **2**
UAN: **A/600/7798**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **402** Level 1 Effective skills, qualities and attitudes for learning and work
- **450** Level 1 Building working relationships with customers
- **553** Level 2 Building working relationships with customers
- **816** Entry 3 Customer service in the hospitality industry
- **817** Level 1 Customer service in the hospitality industry.

Unit aim
The aim of this unit is to help the learner understand the importance of customers to organisations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of customers to organisations	1.1. explain why customers are important to organisations		
	1.2. differentiate between internal and external customers		
2. Understand the importance of customer confidence and retention	2.1. describe how to create customer confidence		
	2.2. outline the benefits to an organisation of having a positive reputation		
	2.3. list ways in which an organisation can build a good reputation		
	2.4. give examples of how an organisation's reputation can be damaged		
3. Know how to interact effectively with customers	3.1. list some positive and some negative aspects of personal presentation that can affect customers' perceptions of an organisation		
	3.2. explain the importance of effective communication skills in dealing with customers		
4. Understand how to develop productive relationships with customers	4.1. describe the benefits to an organisation of having a customer service policy		
	4.2. describe ways of responding positively to customers' needs, expectations and complaints		
	4.3. give examples of when behaviour may need to be adapted to meet the specific needs of customers		
	4.4. give examples of situations where support may be needed when		

	dealing with customers		

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Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-519 Understanding the business environment

Level: **Level 2**
Credit value: **2**
UAN: **F/600/7799**

Unit aim
The aim of this unit is to help the learner understand the business environment and how it impacts on opportunities for learning and work.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand that there are different types of business	1.1. define the private sector and give examples of types of private sector businesses		
	1.2. define the public sector and give examples of public sector organisations		
	1.3. define the voluntary sector and give examples of voluntary sector organisations		
	1.4. explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary		
2. Understand how businesses function	2.1. describe the following business functions: a) operations b) people c) information d) research and development e) finance		
	2.2. compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME)		
3. Understand changing patterns of employment	3.1. outline some of the changes in patterns of employment locally		
	3.2. outline some of the changes in patterns of employment nationally		
	3.3. outline some of the changes in patterns of employment in Europe and globally		
	3.4. describe how changing patterns of employment may affect your choices for learning or work		
4. Understand how business activity is affected by market forces	4.1. explain the relationship between supply and demand in the business environment		
	4.2. describe the relationship between price and profit		
	4.3. identify the connections between markets and competition		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-520 Working for yourself

Level: **Level 2**
Credit value: **2**
UAN: **K/600/7800**

Unit aim
The aim of the unit is to help learners know the skills needed to start-up and run their own business and understand the legal and regulatory requirements of self-employment.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the rewards and risks of working for yourself	1.1. define what is meant by self-employment		
	1.2. explain the potential rewards of working for yourself		
	1.3. explain the possible risks of working for yourself		
2. Know the skills needed to start-up and run his/her business	2.1. list the skills needed to start-up and run your business		
	2.2. analyse your current skills		
	2.3. describe what you could do to address any deficit between current skills and skills needed and/or where you could get support		
3. Understand how to fund his/her business	3.1. evaluate ways of funding your business		
	3.2. list the main items of business expenditure		
	3.3. explain what is meant by cash flow and why it is important		
4. Understand the legal and regulatory requirements of self-employment	4.1. state the legal requirements in relation to self-employment		
	4.2. Describe regulations for: a) Licences b) Business insurance c) Health and safety d) Data protection e) Intellectual property		

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Candidate's name ..... Signature ..... Date .....

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(only if sampled)

Unit 7546-521 Performing effectively at interviews

Level: **Level 2**
Credit value: **3**
UAN: **M/600/7801**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **350** Entry 3 Interview skills
- **349** Entry 3 Preparing for an interview
- **372** Entry 3 Preparing for and learning from interviews
- **461** Level 1 Preparing for an interview
- **462** Level 1 Interview skills
- **473** Level 1 Prepare for interview
- **494** Level 1 Preparing for and learning from interviews
- **565** Level 2 Preparing for an interview
- **566** Level 2 Interview skills

Unit aim

The aim of this unit is to help the learner to be able to perform effectively at an interview for a suitable job, training programme or course.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the interview process	1.1. describe the interview process		
	1.2. explain how interviews are a two-way process		
	1.3. describe different types of interview (eg panel, group) and activities you may be asked to complete		
	1.4. describe ways to make a positive impression		
2. Prepare for an interview	2.1. outline research completed regarding the interviewing organisation		
	2.2. outline research completed regarding the selected job, course or placement		
	2.3. organise relevant documentation to take to an interview		
	2.4. suggest possible interview questions and answers		
	2.5. plan how to arrive at the interview on time		
3. Participate in an interview	3.1. take part in a real or simulated interview		
	3.2. dress appropriately		
4. Make an informed decision	4.1. describe the impression gained and any information obtained during the interview		

	4.2.	state whether or not you would still like the job, course place or placement and give reasons for your decision		
5. Reflect on own performance	5.1.	evaluate own interview practice		
	5.2.	describe how you will build on this experience		

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Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-522 Introduction to sustainable development and global citizenship

Level: **Level 2**
Credit value: **3**
UAN: **T/600/7802**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **429** Level 1 Environmental awareness.

Unit aim

The aim of the unit is to introduce the learner to sustainable development and global citizenship.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the significance of sustainable development	1.1. define sustainable development		
	1.2. list some of the principles of sustainable development		
	1.3. describe some of the threats to sustainable development		
2. Understand the significance of global citizenship	2.1. define global citizenship		
	2.2. list some of the key features of global citizenship		
	2.3. choose one of these features and explain why it is important		
3. Understand the relationship between sustainable development and global citizenship	3.1. give examples of how sustainable development and global citizenship relate to one another		
4. Be aware of actions to promote sustainable development and/or global citizenship	4.1. describe a global initiative		
	4.2. describe a local project		
5. Conduct a sustainability survey	5.1. survey own workplace, home or learning environment in relation to sustainable development		
	5.2. list areas that contribute to sustainable development		
	5.3. list areas that threaten sustainable development		
	5.4. make appropriate recommendations to address these areas		

6. Know how to take action to promote sustainable development and/or global citizenship	6.1. describe actions you are taking/could take to promote sustainable development and/or global citizenship		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-523 Introduction to Drug Awareness

Level: **Level 2**
Credit value: **3**
UAN: **J/504/2883**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **355** Entry 3 Drug and alcohol misuse awareness
- **361** Entry 3 Introduction to issues of substance misuse
- **379** Entry 3 Drug and alcohol awareness
- **472** Level 1 Introduction to drug awareness for the individual
- **575** Level 2 Introduction to drug awareness.

Unit aim

This unit will enable the learner to understand the harmful effects of drugs on the body, reasons for misuse, consequent health issues, effects upon relationships and also where to seek help if needed.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know the differences between types of drugs, including their legal status	1.1. identify different types of drugs that exist		
	1.2. Classify those identified as A or B class drugs		
2. Be able to identify causes of drug misuse	2.1. explain reasons why people may misuse drugs		
3. Know the physical and psychological effects of drug misuse	3.1. explain, giving examples, of the physical effects of drug use		
	3.2. explain, giving examples, of the psychological effects of drug misuse		
4. Know the implications of drug misuse on others	4.1. explain the effects that drug misuse can have on family, friends and society		
5. Know health issues associated with drug misuse	5.1. outline how drug misuse can impact on physical and emotional health		
6. Know the effects of withdrawing from drugs	6.1. describe the effects of withdrawing from drugs		
7. Know agencies offering help and information on drug misuse	7.1. list sources of help and information related to drug abuse explaining how they differ from one another.		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-524 Sex and relationships education

Level: **Level 2**
Credit value: **3**
UAN: **Y/504/2886**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **362** Entry 3 Develop an awareness of social and physical aspects of adult relationships
- **475** Level 1 Sex and relationship education
- **576** Level 2 Sex and relationships education.

Unit aim

This unit helps the learner to understand a range of relationships and family lifestyles and the rights and responsibilities that individuals have within these relationships. It also explores the law in relation to sex and sexuality and how the body works.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to explain a range of relationships, family lifestyles and sexuality, including awareness of culture and individual differences	1.1. using examples, explain different types of relationships and sexuality		
	1.2. discuss cultural and individual differences that affect relationships and sexuality		
2. Know the qualities and attributes that help form individuals' positive consensual relationships	2.1. explain the qualities and attributes that help people form positive relationships		
3. Know that individuals have rights and responsibilities within a relationship	3.1. provide examples of how the individual's rights and responsibilities are acknowledged within a relationship		
	3.2. explain how rights and responsibilities interact within a relationship		
4. Know the law in relation to sex and sexuality	4.1. outline the law(s) relating to age of consent/marriage/cohabitation/abuse		
	4.2. explain how the law can be used to regulate sexual activity		
5. Know how the body works in relation to sexual activity	5.1. describe how the body functions in relation to sexual activity		
	5.2. explain what happens when the body becomes sexually aroused		
6. Be able to identify the range and	6.1. describe the different methods of contraception		

	purpose of male and female contraception methods including a knowledge of sexually transmitted infections	6.2. explain which methods protect against sexually transmitted infections		
		6.3. correctly apply a condom to a dummy		
7. Know agencies able to give help, advice and treatment on contraception and sexual health		7.1. list a range of agencies to give help and advice on contraception and sexual health		
		7.2. explain what help and advice is available on contraception and sexual health		
8. Be able to communicate about sex, sexuality and relationships		8.1. express own views and ask questions about sex, sexuality and relationships, both individually and in groups		
		8.2. take into account different viewpoints when communicating about sex, sexuality and relationships		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-539 Identity and cultural diversity

Level: **Level 2**
Credit value: **2**
UAN: **M/501/3961**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **424** Level 1 Valuing equality and diversity.

Unit aim

The aim of the unit is to help the learner to understand the value of equality and diversity in society.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the meanings of the terms social diversity and inclusion	1.1. describe the key features of social diversity		
	1.2. define the term social inclusion		
	1.3. describe the key features of diversity (eg ethnicity, gender)		
	1.4. identify bodies who work on equality/diversity issues (eg CEHR)		
2. Understand equality, discrimination and prejudice	2.1. give examples of inequality in a range of situations		
	2.2. explain the differences between discrimination and prejudice		
	2.3. give examples of positive and negative stereotyping		
3. Understand the diversity of communities	3.1. describe the common characteristics of a range of diverse groups in Society		
	3.2. explain how society can benefit from a diverse society		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-540 Healthy eating in personal development

Level: **Level 2**
Credit value: **2**
UAN: **A/501/3994**

Unit aim
The aim of the unit is to help the learner understand the importance of maintaining a healthy diet in a range of situations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of maintaining a balanced diet	1.1. describe why a balanced diet is an important factor in leading a healthy lifestyle		
	1.2. identify the main food groups needed by the human body for optimum health		
	1.3. describe the characteristics of an unhealthy diet and of poor eating habits		
	1.4. explain the impact of a poor diet on health and fitness		
	1.5. produce a healthy eating plan for one week for own situation		
2. Understand how media representations of body image may influence eating habits	2.1. explain what is meant by 'body image'		
	2.2. explain how and why the media portrayal of body image may impact negatively on an individual's health		
3. Understand the dietary choices and needs of different groups	3.1. explain how religion and culture can affect dietary choices and needs		
	3.2. explain how to meet the nutritional needs of a person with a particular religious or cultural belief		
	3.3. explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation		
	3.4. produce a healthy eating plan for one day for an individual with specific dietary needs		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-541 Handling food safely in personal development

Level: **Level 2**
Credit value: **2**
UAN: **F/501/3995**

Unit aim
The aim of the unit is to help the learner understand the importance of handling food safely.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of personal hygiene when handling food	1.1. describe how to maintain personal hygiene in the kitchen		
	1.2. explain the potential problems resulting from not maintaining personal hygiene in the kitchen		
2. Understand the importance of cleaning a food work area	2.1. explain the importance of cleaning in keeping food safe		
	2.2. explain the importance of following instructions when using cleaning agents		
	2.3. design and make use of suitable cleaning schedules		
	2.4. complete an inspection report for a food work area		
3. Understand the importance of keeping food products safe	3.1. explain how food can become contaminated by different means: a) Physical b) Chemical c) Biological		
	3.2. describe and demonstrate how food should be handled to prevent contamination		
	3.3. explain the importance of time and temperature in the storage and cooking of food		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-542 Recreational involvement in personal development

Level: **Level 2**
Credit value: **2**
UAN: **T/501/3993**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **332** Entry 3Making the most of leisure time
- **432** Level 1 Making the most of leisure time.

Unit aim

The aim of the unit is to help the learner understand the personal and social benefits of involvement and participation in recreational activities.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the term 'recreation'	1.1. define the term 'recreation'		
	1.2. describe the range of recreational activities available to young people		
2. Know about different types of recreational activities in own local area	2.1. identify the different types of recreational activities available in your local area		
	2.2. identify appropriate recreational activities for specific user groups		
	2.3. describe any potential barriers to participation in recreational activities for specific user groups, in his/her local area, and identify possible ways to overcome those barriers		
	2.4. provide information about a recreational activity in your local area for a specified user group		
3. Understand the social and personal benefits of participating in recreational activities	3.1. identify the benefits of participation in recreational activities for specific user groups		
	3.2. participate regularly in a chosen recreational activity over an agreed period of time		
	3.3. describe the personal benefits of active participation in recreational activities		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-543 Alternatives to paid work

Level: **Level 2**
Credit value: **1**
UAN: **F/501/5892**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **338** Entry 3 Alternatives to paid work.

Unit aim

The aim of this unit is to help the learner to understand different types of beneficial alternatives to paid work and how the skills and qualities gained through participating in these different types of activities are transferable to other areas of their life.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand different beneficial alternatives to paid work	1.1. describe different types of beneficial alternatives to paid work		
	1.2. explain how the different types of beneficial alternatives to paid work differ		
2. Understand the role of organisations associated with beneficial alternatives to paid work	2.1. describe the role of different organisations associated with beneficial alternatives to paid work		
3. Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work	3.1. explain different types of skills, qualities and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work		
4. Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life	4.1. explain what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-544 Self-assessment

Level: **Level 2**
Credit value: **2**
UAN: **M/501/6164**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **301** Entry 3 Planning for progression
- **339** Entry 3 Self-assessment
- **401** Level 1 Planning for progression
- **427** Level 1 Developing self
- **440** Level 1 Self-assessment
- **514** Level 2 Developing self for learning and work.

Unit aim

The aim of this unit is for the learner to assess their own strengths, weaknesses, skills and qualities. Additionally, the learner will learn how to set personal goals.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of self - assessment	1.1. explain the importance of self-assessment		
2. Reflect on personal strengths and weaknesses	2.1. describe their own personal strengths and weaknesses		
	2.2. explain why it is important to continue developing their strengths		
	2.3. describe why it is important to improve areas of weakness and some ways of doing so		
3. Understand why personal skills and qualities are important to all areas of life	3.1. analyse their own skills and qualities		
	3.2. explain how these skills and qualities are important to their lives		
4. Understand the process of personal goal setting	4.1. describe how short term goals will meet long term goals		
	4.2. describe ways in which goals may be tracked over time		
5. Be able to evaluate personal achievements	5.1. identify their achievements over a given period		
	5.2. discuss some examples of things they would have liked to achieve		
	5.3. suggest some reasons why they achieved some things, but not others		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-545 Career progression

Level: **Level 2**
Credit value: **2**
UAN: **L/501/5894**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **340** Entry 3 Career progression
- **403** Level 1 Career planning and making applications
- **441** Level 1 Career progression
- **503** Level 2 Career planning and making applications.

Unit aim

This unit will help the learner understand the connection between their own skills, experiences and aspirations, and possible career opportunities. The learner will explore the ongoing nature of career development and also undertake the development of a career progression plan.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand that personal skills, qualities and experience influence career progression	1.1.	analyse their own skills, qualities and experience		
	1.2.	discuss reasons why their personal qualities, skills and experiences might be more suited to some areas of work or learning than others		
2. Be able to access information and guidance related to career progression	2.1.	find different sources of information related to career progression		
	2.2.	evaluate the relevance of the information to their own skills, qualities, experience and career aspirations		
3. Understand the importance of work or study opportunities in career progression	3.1.	discuss the career benefits of different examples of work or study opportunities		
	3.2.	explain how one job role or stage of career development may lead to another		
4. Be able to plan their career progression	4.1.	produce a career progression plan		
	4.2.	explain the timeline and resources that might be needed to support their career progression plan		
	4.3.	discuss appropriate ways of reviewing their career progression plan		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-546 Practising leadership skills with others

Level: **Level 2**
Credit value: **2**
UAN: **D/501/5916**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **443** Level 1 Practising leadership skills with others.

Unit aim

In this unit, the learner will be able to practice their leadership skills with other members of a group and evaluate their ability to lead others.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand how to lead a group activity	1.1. explain how their leadership skills will contribute to a given group activity		
2. Demonstrate effective leadership skills with others	2.1. give support to other members of the group		
	2.2. allocate tasks and activities appropriately to other members of the group		
	2.3. give and receive appropriate feedback		
	2.4. make decisions about tasks and activities appropriately		
3. Evaluate their leadership performance	3.1. carry out an evaluation of their leadership performance		
	3.2. suggest areas for improvement of their leadership performance		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-547 Developing personal skills for leadership

Level: **Level 2**
Credit value: **2**
UAN: **K/501/5904**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **442** Level 1 Developing personal skills for leadership.

Unit aim

In this unit, the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the main features of leadership	1.1. describe the main features of leadership		
	1.2. explain how their own skills and qualities relate to the main features of leadership		
2. Plan how to demonstrate leadership skills	2.1. describe the range of skills they will use to lead others		
	2.2. explain how they will put these skills into practice in order to lead others		
3. Prepare for a leadership activity	3.1. select a suitable activity to demonstrate their leadership skills		
	3.2. explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-548 Learning with colleagues and other learners

Level: **Level 2**
Credit value: **2**
UAN: **Y/501/5915**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **444** Level 1 Learning with colleagues and other learners.

Unit aim

In this unit, the learner gains an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of learning with colleagues or other learners	1.1. explain why learning with their colleagues or other learners is important for their own development		
2. Plan the learning they will undertake with colleagues or other learners	2.1. describe a learning goal which they will be able to undertake with colleagues or other learners		
	2.2. explain how they will work towards achieving the learning goal		
3. Be able to interact appropriately with colleagues or other learners in a learning situation	3.1. respond appropriately to advice from others		
	3.2. express beliefs and opinions to others appropriately		
	3.3. give helpful feedback to others		
4. Review the learning they have undertaken with colleagues or other learners	4.1. give examples of how they have learned with colleagues or other learners		
	4.2. reflect on their experience of learning with a group of other colleagues or other learners		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-549 Communicating solutions to others

Level: **Level 2**
Credit value: **2**
UAN: **R/501/5895**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **444** Level 1 Learning with colleagues and other learners.

Unit aim

In this unit, the learner will find out why a problem requires a solution, how to communicate possible solutions to others, deal appropriately with responses and review the effectiveness of their performance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand why they need to solve a problem	1.1. describe a possible problem to solve		
	1.2. explain why the problem requires a solution		
	1.3. describe a way to solve the problem		
2. Communicate the solution effectively to others	2.1. using appropriate communication methods, explain to others how the problem was solved		
	2.2. use appropriate information to support their explanation		
3. Provide appropriate responses to questions or objections	3.1. identify possible questions or objections to their solutions to a problem		
	3.2. plan how to deal with feedback and questions from others in the group		
	3.3. respond appropriately to questions or objections from others		
4. Evaluate their performance	4.1. evaluate how effective their performance was		
	4.2. suggest areas for improvement		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-550 Learning from more experienced people

Level: **Level 2**
Credit value: **2**
UAN: **R/501/5914**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **447** Level 1 Learning from more experienced people

Unit aim

In this unit, the learner will learn how they can recognise what they have learned from senior or more experienced people and put these skills into practice for themselves.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand situations where they might interact with more experienced people	1.1. describe situations in which they might interact with more experienced people		
2. Understand how more experienced people work effectively	2.1. describe an effective way of working demonstrated by a more experienced person		
	2.2. explain why this way of working was effective		
3. Understand how they can improve their performance by learning from those who have more experience	3.1. describe an example of a skill or process they have learned from others with more experience		
	3.2. explain how they can use what they have learned to improve their performance		
4. Review what they have learned from more experienced people	4.1. carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-551 Building working relationships with colleagues

Level: **Level 2**
Credit value: **2**
UAN: **L/501/6107**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **448** Level 1 Building working relationships with colleagues.

Unit aim

This unit explores the ways in which colleagues rely upon one another in a constructive working environment. The learner will also consider the consequences of positive and negative behaviours of individuals on whole teams or organisations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand how people in the workplace depend on one another	1.1. explain the interdependencies between different people in a workplace		
2. Understand how an individual's behaviour affects other people at work	2.1. describe how the positive behaviour of one person can affect others in the workplace		
	2.2. describe how the negative behaviour of one person can affect others in the workplace		
3. Be able to demonstrate positive behaviours that promote effective working with others	3.1. communicate clearly with colleagues		
	3.2. resolve differences with colleagues amicably		
	3.3. offer help and guidance to colleagues and accept their help and guidance		
	3.4. offer ideas, suggestions and opinions to colleagues		
	3.5. consider the ideas, suggestions and opinions of colleagues and respond appropriately		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-552 Working as a volunteer

Level: **Level 2**
Credit value: **2**
UAN: **J/501/6042**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **307** Entry 3 Supporting others
- **341** Entry 3 Working as a volunteer
- **407** Level 1 Supporting others
- **449** Level 1 Working as a volunteer

Unit aim

In this unit, the learner will find out about how to become a volunteer and make an application for voluntary work that suits their skills and interests. The learner will complete a voluntary work task which interests them and matches their skills.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to find voluntary work	1.1. identify ways to become a volunteer		
	1.2. apply for voluntary work which matches their skills and interests		
2. Understand what is expected of the volunteer in undertaking the voluntary work	2.1. explain the nature of the work to be undertaken		
	2.2. explain behaviours and attitudes needed to undertake the work		
3. Be able to undertake voluntary work	3.1. complete a voluntary work task which the learner has identified as matching their skills and interests		
4. Understand that the skills used during voluntary work may be of benefit to personal or career plans	4.1. describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-553 Building working relationships with customers

Level: **Level 2**
Credit value: **2**
UAN: **F/501/6413**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **450** Level 1 Building working relationships with customers
- **518** Level 2 Valuing customers
- **816** Entry 3 Customer service in the hospitality industry
- **817** Level 1 Customer service in the hospitality industry.

Unit aim

In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

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

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-554 Investigating rights and responsibilities at work

Level: **Level 2**
Credit value: **1**
UAN: **J/501/6414**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **304** Entry 3 Rights and responsibilities in the workplace
- **342** Entry 3 Investigating rights and responsibilities at work
- **404** Level 1 Rights and responsibilities in the workplace
- **451** Level 1 Investigating rights and responsibilities at work
- **594** Level 2 Rights and responsibilities in the workplace

Unit aim

The aim of this unit is to help the learner understand what is meant by the terms 'rights' and 'responsibilities' and how they are enforced. They will also gain an understanding of some of the legislation that protects the employee and the employer.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand why rights and responsibilities are important in a workplace	1.1. explain reasons why rights and responsibilities are important in a workplace		
	1.2. understand how rights and responsibilities are established and enforced in a workplace		
2. Understand why employees and employers have certain rights and responsibilities	2.1. identify the rights and responsibilities an employee has at work		
	2.2. explain the implications of employee rights and responsibilities		
3. Be able to access sources of guidance and information about rights and responsibilities at work	3.1. identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities		
	3.2. describe the type of advice given by key representative bodies		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-555 Solving work-related problems

Level: **Level 2**
Credit value: **2**
UAN: **A/501/6295**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **328** Entry 3 Dealing with problems in daily life
- **343** Entry 3 Solving work-related problems
- **428** Level 1 Dealing with problems in daily life
- **452** Level 1 Solving work-related problems
- **595** Level 2 Solving problems in the workplace.

Unit aim

The aim of this unit is for the learner to be able to apply problem-solving skills to situations that arise at work, consider reasons why problems may be encountered and how to use sources of help effectively.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand that both individuals and organisations encounter workplace problems	1.1. explain the main reasons that individuals encounter problems in the workplace		
	1.2. describe some of the common types of problem that an organisation or company might need to solve		
2. Use sources of help effectively	2.1. explain how sources of help available to both individuals and to organisations can help in solving work- related problems		
	2.2. extract relevant information or advice from several different sources to help solve workplace problems		
3. Consider possible solutions to workplace problems	3.1. describe possible solutions to different work-place problems		
	3.2. rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order		
4. Apply appropriate strategies to solve workplace problems	4.1. plan how to execute the solutions they consider most likely to work		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-556 Summarising documents

Level: **Level 2**
Credit value: **1**
UAN: **K/501/6146**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **454** Level 1 Summarising documents.

Unit aim

Throughout the delivery of this unit, the learner will gain experience of reading and summarising a range of texts that have been written with different audiences and purposes in mind.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to distinguish between the key points and supporting detail in documents of several pages	1.1. extract the key points from a document of several pages		
2. Understand that the intended purpose and audience for a summary should influence the way in which it is written	2.1. explain how summaries can be written and presented differently according to purpose and audience		
3. Be able to summarise the key points of documents of several pages in a way that is consistent with the intended purpose and audience	3.1. Produce a summary which: a) captures the key points of a document accurately b) document accurately is presented in a format and uses language appropriate for the intended purpose and audience c) has been proof read and edited for accuracy		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-557 Contributing to meetings

Level: **Level 2**
Credit value: **1**
UAN: **Y/501/5896**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **455** Level 1 Contributing to meetings.

Unit aim

This unit has been designed to help the learner understand the key aspects of meetings. The learner will also develop their own ways of recording information during the meeting to help them follow the thread of the discussion.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know key aspects of meetings	1.1. describe key aspects of the meeting process and procedures		
2. Know solutions to common meeting problems	2.1. describe appropriate solutions to common meeting problems		
3. Be able to contribute to the discussion at a meeting	3.1. record personal notes from meeting		
	3.2. contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting		
4. Be able to take responsibility for an agenda item at a meeting	4.1. present an agenda item at a meeting		
	4.2. answer questions to help move the discussion forward and reach decisions		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature ..... Date .....
(only if sampled)

Unit 7546-558 Preparing for work placement

Level: **Level 2**
Credit value: **1**
UAN: **T/501/6148**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **309** Entry 3 Work-based experience
- **344** Entry 3 Preparing for work placement
- **409** Level 1 Work-based experience
- **456** Level 1 Preparing for work placement
- **463** Level 1 Self-management skills
- **509** Level 2 Work-based experience.

Unit aim

The unit will help the learner find out about the company or organisation where they are going to be working, prior to starting their placement. The learner will find out how to set goals which meet their employer's expectations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the company or organisation where they plan to do the work placement	1.1. explain key information about the company or organisation providing the work placement and where this information was obtained		
2. Understand information they need before starting work placement	2.1. explain the terms and conditions of the work placement		
	2.2. explain the tasks they would need to perform as part of the work placement		
3. Understand what the company or organisation expects of the learner during the work placement	3.1. explain why workplace values are important for success at the work placement		
	3.2. describe personal presentation requirements appropriate to the placement		
	3.3. explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement		
4. Be able to set goals for the work placement including skills development	4.1. set specific, realistic goals for the work placement, including a goal that relates to skills development		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-559 Learning from work placement

Level: **Level 2**
Credit value: **2**
UAN: **L/501/6186**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **309** Entry 3 Work-based experience
- **345** Entry 3 Learning from work placement
- **409** Level 1 Work-based experience
- **457** Level 1 Learning from work placement
- **509** Level 2 Work-based experience.

Unit aim

This unit uses the evidence gathered work placement to reflect on what has been learned and how to use that learning for goal setting, career plans and future development.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to present evidence of learning gained from tasks undertaken during the work placement	1.1. show evidence that explains the learning gained from tasks undertaken during the work placement		
2. Understand what skills were used or gained during the work placement	2.1. explain how they used their strengths or skills during the work placement and where they experienced challenges		
3. Understand aspects of the work placement that could have been improved	3.1. explain any aspect of the work placement experience that could have been improved and how it could have been improved		
4. Be able to use learning from the work placement to set career-related goals	4.1. describe how the work placement experience might assist them in making choices about a future career		
	4.2. set short term and long term goals which build on their learning from the work placement		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature ..... Date .....
(only if sampled)

Unit 7546-560 Planning an enterprise activity

Level: **Level 2**
Credit value: **1**
UAN: **A/501/6300**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **308** Entry 3 Enterprise activity: producing products or services
- **408** Level 1 Enterprise activity: producing products or services.

Unit aim

This unit aims to provide the learner with a broad introduction for preparing to undertake an enterprise activity, including how to develop a product or service and assess some of the potential risks involved.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand how to choose a viable enterprise activity	1.1. describe key aspects of a viable product or service		
	1.2. describe why people might want to buy their product or service		
2. Draw up a plan for an enterprise activity	2.1. prepare a plan for implementing an enterprise activity		
3. Understand the risks involved in running the enterprise activity	3.1. assess the main risks that may occur in implementing the enterprise activity		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-561 Running an enterprise activity

Level: **Level 2**
Credit value: **1**
UAN: **H/501/6114**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **308** Entry 3 Enterprise activity: producing products or services
- **408** Level 1 Enterprise activity: producing products or services.

Unit aim

The aim of this unit is to provide the learner with the opportunity to carry out an enterprise activity, as well as developing the ability to evaluate the success of their activity and review their personal involvement.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to provide a strategy to ensure the success of an enterprise activity	1.1. explain the features of an effective strategy to ensure success for their enterprise activity		
2. Be able to complete an enterprise activity using appropriate skills and procedures	2.1. demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures		
	2.2. explain the importance of handling money correctly in an enterprise activity		
3. Be able to evaluate the success of the enterprise activity	3.1. use financial records to explain the reasons for the success or failure of the enterprise activity		
4. Know how to review their personal involvement in an enterprise activity	4.1. describe their role in the enterprise activity and any skills they have gained		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature ..... Date .....
(only if sampled)

Unit 7546-562 Producing a product

Level: **Level 2**
Credit value: **1**
UAN: **L/501/6155**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **308** Entry 3 Enterprise activity: producing products or services
- **408** Level 1 Enterprise activity: producing products or services.

Unit aim

In this unit, the learner will learn how to choose and make an appropriate product or item, plan how to make the product or item and evaluate how the product or item was made.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1 Understand how to plan the manufacture of a product or item	1.1 prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product		
2 Understand the new skills required to make the product or item	2.1 explain the new skills needed to make the product or item		
	2.2 explain how and where the new skills will be learned		
3. Be able to produce the product or item safely	3.1 demonstrate how the planned levels of safety were met in producing the product or item		
4 Be able to evaluate the product or item produced	4.1 describe how the plan for making the product or item affected the level of quality		
	4.2 suggest possible future improvements that could be made in producing the product or item		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-563 Searching for a job

Level: **Level 2**
Credit value: **1**
UAN: **A/501/6278**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **347** Entry 3 Searching for a job
- **401** Level 1 Planning for progression
- **403** Level 1 Career planning and making applications
- **451** Level 1 Investigating rights and responsibilities at work
- **459** Level 1 Searching for a job
- **503** Level 2 Career planning and making applications.

Unit aim

This unit aims to assist the learner in developing an understanding of a wide range of potential sources of employment and how to link their own skills, interests and achievements to appropriate job sources and job roles.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1 Understand how to use potential job sources	1.1 evaluate a range of sources of employment available for job-seekers		
	1.2 select appropriate sources of job vacancies for their own purposes		
	1.3 identify potential job roles from the appropriate sources of employment		
2 Understand how their skills, interests and achievements might relate to potential job roles	2.1 explain how their skills, interests and achievements relate to potential job roles identified from appropriate sources of employment		
3. Be able to investigate job vacancies	3.1 search for potential job vacancies		
	3.2 communicate with employers or the employer's representative to obtain further information about job vacancies		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-564 Applying for a job

Level: **Level 2**
Credit value: **1**
UAN: **J/501/5893**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **348** Entry 3 Applying for a job
- **403** Level 1 Career planning and making applications
- **460** Level 1 Applying for a job
- **463** Level 1 Self-management skills
- **503** Level 2 Career planning and making applications.

Unit aim

This unit aims to equip the learner with the skills to access and respond to different types of job application opportunities. The learner will gain an understanding of how to present a job application in an appropriate way.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1 Be able to access different methods of applying for a job	1.1 investigate different methods of applying for a job		
2 Be able to prepare a job application	2.1 collate the appropriate information for a job application		
	2.2 prepare a thorough job application		
3. Be able to present the job application appropriately	3.1 select and use the conventions, formats and styles of presenting job applications appropriately		
4 Be able to reflect on the appropriateness of the job application	4.1 evaluate the suitability of the style and information in the job application in relation to its intended audience		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-565 Preparing for an interview

Level: **Level 2**
Credit value: **1**
UAN: **H/501/5917**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **349** Entry 3 Preparing for an interview
- **461** Level 1 Preparing for an interview
- **521** Level 2 Performing effectively at interviews.

Unit aim

This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to anticipate key questions that they might be asked at the interview	1.1. suggest key types of questions that the interviewer might ask		
2. Be able to prepare answers to anticipated interview questions	2.1. prepare appropriate answers to the key questions most likely to be asked by the interviewer		
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1. find out key information about the employer/ organisation/ course and explain why it is useful for the interview		
	3.2. identify what information they do not have about the job/ placement/course which they could request at the interview		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-566 Interview skills

Level: **Level 2**
Credit value: **1**
UAN: **L/501/5913**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **350** Entry 3 Interview skills
- **462** Level 1 Interview skills
- **521** Level 2 Performing effectively at interviews.

Unit aim

This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to present themselves appropriately at an interview	1.1. arrive in good time for the interview and have prepared information about the name or job role or title of the interviewer		
	1.2. introduce themselves at the interview location		
	1.3. use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course		
2. Be able to answer the interviewer's questions appropriately	2.1. explain the importance of clarifying an interviewer's questions if they are unclear		
	2.2. give full responses which provide answers to the questions asked by the interviewer		
3. Reflect on their performance in an interview	3.1. analyse what went well and what did not		
	3.2. suggest ways of improving their performance in a future interview		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-567 Self-management skills

Level: **Level 2**
Credit value: **2**
UAN: **J/501/6168**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **351** Entry 3 Self-management skills
- **463** Level 1 Self-management skills.

Unit aim

This will equip the learner with an understanding of why self-management in the workplace is important. The learner is asked to demonstrate a range of skills and carry out an evaluation of their performance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of managing themselves effectively in the workplace	1.1. explain how and why they need to manage themselves in the workplace		
	1.2. explain how appropriate self management benefits themselves, their colleagues and their employer		
2. Demonstrate effective self - management skills	2.1. produce a plan for a working day		
	2.2. structure appropriate breaks during their working day		
	2.3. agree and prioritise work appropriately to achieve their daily objectives		
3. Carry out an analysis of their self- management skills	3.1. analyse their self-management skills		
	3.2. suggest areas for improvement		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-568 Effectiveness at work

Level: **Level 2**
Credit value: **1**
UAN: **J/501/5912**
Unit aim
This unit allows the learner to demonstrate that they understand and can apply appropriate behaviours within and outside of the workplace. The learner will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand effective workplace behaviour	1.1. explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace		
2. Demonstrate effective self - management skills	2.1. interact appropriately with a wide range of colleagues in the workplace		
	2.2. represent the workplace positively when dealing with customers or others outside of the workplace		
	2.3. apply organisational procedures appropriately		
3. Evaluate their own practice	3.1. describe what went well and what did not		
	3.2. suggest areas for improvement of their performance		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-569 Developing own interpersonal skills

Level: **Level 2**
Credit value: **3**
UAN: **J/501/5912**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **464** Level 1 Developing own interpersonal skills.

Unit aim

This unit allows the learner to demonstrate that they understand and can apply appropriate behaviours within and outside of the workplace. The learner will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be aware of personal skills and their use	1.1. describe their own strengths and show how these skills could be transferred to other roles		
2. Display awareness of the need for time management	2.1. describe ways of improving own time management		
3. Show understanding of personal need to manage stress	3.1. describe own strategies for managing stress		
4. Understand the difference between constructive and destructive criticism	4.1. describe real situations which illustrate and show use of appropriate criticism		
5. Be aware of confident behaviour in themselves and others	5.1. describe real situations which illustrate confident behaviour		
6. Be aware of body language and understand its application	6.1. describe the application of body language in real situations		
7. Know the difference between aggressive, passive and assertive behaviour	7.1. describe how s/he can respond appropriately to aggressive passive and assertive behaviour		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-570 Developing personal confidence and self awareness

Level: **Level 2**
Credit value: **3**
UAN: **H/500/4772**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **465** Level 1 Developing personal confidence and self-awareness.

Unit aim

This unit will enable the learner to develop skills and confidence to be applied in a variety of situations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Have an understanding of reasons for feeling confident and lacking confidence	1.1. describe a situation when s/he felt confident and how s/he behaves when feeling confident		
	1.2. describe a situation when s/he lacked confidence and how s/he behaves when lacking confidence		
	1.3. describe how s/he prepares for situations which make her/him feel unconfident		
	1.4. describe ways in her/his behaviour which might influence another person's perception of her/him		
2. Have an understanding of effective participation in social situations	2.1. describe barriers to participating in social activities and how s/he feels in social situations		
	2.2. describe examples of behaviour which would be inappropriate in a social situation and explain why		
	2.3. describe ways in which s/he behaves in social situations which make her/him feel uncomfortable and give reasons for behaviour		
	2.4. describe ways of improving own time management		
3. Have an understanding of ways to manage stress	3.1. describe situations in which s/he has felt stressed and identify what makes her/him feel stressed		
	3.2. describe and demonstrate a range of techniques that can help her/him feel better and improve performance		
	3.3 discuss ways in which certain stress		

	reducing techniques might be more effective in different situations		
4. Set personal objectives and plan for personal progression	4.1 identify one goal, and explain its significance for her/him		
	4.2 produce an action plan which identifies stages in meeting goals		
	4.3 discuss how goal setting can contribute to personal confidence		
	4.4 record achievements which have led to attainment of the goal and describe ways in which achievement of the goal has contributed to own self-confidence		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-571 Developing personal development skills

Level: **Level 2**
Credit value: **3**
UAN: **K/500/4773**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **401** Level 1 Planning for progression
- **466** Level 1 Developing personal development skills
- **514** Level 2 Developing self for learning and work.

Unit aim

This unit will enable the learner to explore and enhance personal development skills to assist in a variety of situations.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Identify and recognise their strengths and weaknesses	1.1. identify personal strengths and weaknesses		
	1.2. assess their importance for the future in life, work and training		
2. Identify and recognise their skills and investigate ways of self-improvement	2.1. identify and assess personal skills learned in life, work and training		
	2.2. describe how these may be used in future		
3. Acknowledge and assess their current life situation and relationships	3.1. describe their current life situation in realistic terms including home situation and relationships		
4. Develop the ability to make positive decisions	4.1. demonstrate, in a range of situations, the ability to make considered choices in a positive manner		
	4.2. give reasons for the choices made using examples		
5. Set personal objectives and make action plans for self-improvement	5.1. produce an action plan which identifies and records realistic personal goals and time-scales for achieving them		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-572 Understanding family relationships

Level: **Level 2**
Credit value: **3**
UAN: **A/500/5264**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **467** Level 1 Family relationships.

Unit aim

This unit develops awareness about family relationships and the differing roles and needs within a family.

Learning outcomes **The learner will:**	**Assessment criteria** **To do this you must:**	**Portfolio reference**	**Assessment date**
1. Recognise the changing nature of families	1.1. outline the variety of forms the family may take		
	1.2. identify the strengths and weaknesses of each type of family unit		
2. Appreciate the different roles within the family	2.1. describe the different roles of members of a family unit and how these may change over time		
3. Understand some of the causes and effects of problems in family life	3.1. describe the most common causes of problems and the possible effects these may have on the family		
	3.2. assess strategies to alleviate some of these problems		
4. Understand their personal responsibilities within the family to family members	4.1. describe their main responsibilities within the family to other members and suggest how these can be carried out		
5. Recognise that family members have changing needs	5.1. describe how the needs of family members may change as circumstances change		
	5.2. outline the consequences of this		
6. Develop their own strategies for future direction and personal development as a member of the family unit	6.1. produce a life plan for the future in relation to their own and their family's needs identifying possible problems and solutions		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-573 Healthy living

Level: **Level 2**
Credit value: **3**
UAN: **A/500/4809**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **376** Entry 3 Developing skills for a healthy lifestyle
- **383** Entry 3 Developing skills for a healthy lifestyle
- **468** Level 1 Healthy lifestyles
- **604** Level 1 Healthy lifestyles.

Unit aim

The unit will enable the learner to develop an understanding of how to maintain a healthy lifestyle including, exercise, fitness, diet and sexual health.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand why personal fitness is important	1.1. explain the term personal fitness		
	1.2. describe the advantages and disadvantages of different activities in relation to personal fitness		
2. Recognise the role that exercise plays in a healthy life style	2.1. develop a programme of personal exercise in relation to weight, health and age		
	2.2. record personal progress		
3. Understand the role of a balanced diet in promoting good health	3.1. explain the principles of healthy eating		
	3.2. design nutritionally balanced meals for self, giving reasons for choice		
4. Understand the importance of personal hygiene and good grooming	4.1. explain reasons for the need for personal hygiene and good grooming		
5. Understand and consider the basic issues of sex education and contraception	5.1. describe a range of methods of contraception		
	5.2. explain the need for sexual responsibility in personal relationships		
	5.3. identify at least two sexually transmitted diseases, explaining their causes and consequences		
6. Know how to take responsibility for their health and life style through action planning	6.1. devise an action plan for a healthy life style		
	6.2. access information from appropriate agencies to support this action plan		

for the future			

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-574 Introduction to alcohol awareness for the individual

Level: **Level 2**
Credit value: **3**
UAN: **M/500/4810**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **379** Entry 3 Drug and alcohol awareness
- **471** Level 1 Introduction to alcohol awareness for the individual.

Unit aim

This unit will enable the learner to understand the harmful effects of alcohol on the body, consequent health issues, effects upon relationships and also where to seek help if needed.

Learning outcomes **The learner will:**	**Assessment criteria** **To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know about differences in unit strengths	1.1. state the unit strength of a range of alcoholic drinks		
2. Be aware of possible causes of alcohol misuse	2.1. describe possible reasons as to why people may misuse alcohol		
3. Understand some of the psychological effects of alcohol misuse	3.1. describe psychological effects of alcohol misuse		
4. Be aware of the effects that alcohol use may have on others	4.1. describe the effects that alcohol misuse may have on family, friends and society		
5. Understand some of the health issues associated with alcohol misuse	5.1. explain some of the effects of alcohol misuse on physical and emotional health		
6. Understand the effects of withdrawing from alcohol	6.1. Describe the physical and emotional effects of withdrawing from alcohol		
7. Know some of the agencies that offer help and information on alcohol misuse	7.1. list sources of help and information on alcohol misuse and explain the key differences between them		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name..... Signature ..... Date .....
(only if sampled)

Unit 7546-575 Introduction to drug awareness

Level: **Level 2**
Credit value: **3**
UAN: **T/500/4811**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **361** Entry 3 Introduction to issues of substance misuse
- **379** Entry 3 Drug and alcohol awareness
- **472** Level 1 Introduction to drug awareness for the individual
- **498** Level 1 Introduction to drug awareness for the individual
- **523** Level 2 Introduction to drug awareness.

NOTE: Learners wishing to claim this unit have **until 30 April 2014** to do so as this unit has been withdrawn and has been replaced by **unit 523 Level 2 Introduction to drug awareness**.

Unit aim

This unit will enable the learner to understand the harmful effects of drugs on the body, reasons for misuse, consequent health issues, effects upon relationships and also where to seek help if needed.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know the differences between some types of drugs, including their legal status	1.1. identify the different types of drugs that exist, for example, stimulants, depressants, hallucinogens and pain reducing drugs		
	1.2. classify those identified as A or B class drugs		
2. Be aware of some of the causes of drug misuse	2.1. explain possible reasons as to why people may misuse drugs		
3. Know some of the physical and psychological effects of drug misuse	3.1. explain, giving examples, some of the physical effects of drug misuse		
	3.2. explain, giving examples, some of the psychological effects of drug misuse		
4. Understand the implications of drug misuse on others	4.1. explain the possible effects that drug misuse can have on family, friends and society		
5. Understand some of the health issues associated with drug misuse	5.1. outline some of the ways in which drug misuse can impact on physical and emotional health, for example, HIV, hepatitis B and C, psychosis, sexual health		
6. Know the effects of withdrawing from drugs	6.1. describe the effects of withdrawing from drugs		
7. Know some of the agencies offering help and information on drug misuse	7.1. list some sources of help and information related to drug abuse and explain how they differ from one another		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-576 Sex and relationships education

Level: **Level 2**
Credit value: **3**
UAN: **D/500/5290**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **362** Entry 3 Develop an awareness of social and physical aspects of adult relationships
- **475** Level 1 Sex and relationship education
- **524** Level 2 Sex and relationships education.

NOTE: Learners wishing to claim this unit have **until 30 April 2014** to do so as this unit has been withdrawn and has been replaced by **unit 524 Level 2 Introduction to drug awareness**.

Unit aim

This unit helps the learner to understand a range of relationships and family lifestyles and the rights and responsibilities that individuals have within these relationships. It also explores the law in relation to sex and sexuality and how the body works.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand a range of relationships, family lifestyles and sexuality, including an awareness of culture and individual differences	1.1. using examples, explain different types of relationships, and sexuality		
	1.2. discuss cultural and individual differences that affect relationships and sexuality		
2. Understand the qualities and attributes that help form individuals' positive consensual relationships	2.1. describe and explain the qualities and attributes that help people form positive relationships		
3. Understand that individuals have rights and responsibilities within a relationship	3.1. provide examples of how the individual's rights and responsibilities are acknowledged		
	3.2. explain how rights and responsibilities interact within a relationship		
4. Be aware of the law in relation to sex and sexuality	4.1. outline the law(s) relating to age of consent/marriage/cohabitation/abuse		
	4.2. explain how the law can be used to regulate sexual activity		
5. Understand how the body works in relation to sexual activity	5.1. describe how the body functions		
	5.2. explain what happens when the body becomes sexually aroused		
6. Understand the range and purpose of male	6.1. describe the different methods of contraception		

and female contraception methods and knowledge of sexually transmitted infections	6.2.	explain which methods protect against sexually transmitted infections		
	6.3.	correctly apply a condom to a dummy		
7. Be aware of the agencies able to give help, advice and treatment on contraception and sexual health	7.1.	list a range of agencies able to give health and advice		
	7.2.	explain what help and advice is available		
8. Communicate about sex, sexuality and relationships effectively	8.1.	express and actively listen to views and ask questions about sex, sexuality and relationships, both individually and in groups		
	8.2.	take into account different viewpoints		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-577 Developing practical skills and techniques

Level: **Level 2**
Credit value: **3**
UAN: **T/600/3247**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **412** Level 1 Candidate project
- **512** Level 2 Candidate project for learning and work.

Unit aim

This unit can be used to develop practical skills and/or techniques for a practical craft activity.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know how to use practical skills and techniques for a chosen activity	1.1. describe the skills/techniques to undertake a chosen activity		
	1.2. use skills/techniques to undertake a chosen activity		
2. Know how to plan and execute an activity	2.1. plan the activity detailing each stage of the process/development		
	2.2. select materials and equipment needed for each stage		
	2.3. describe any problems encountered at each stage		
3. Understand the Health and Safety requirements to undertake chosen craft	3.1. describe safe working practices		
	3.2. assess risks and hazards		
	3.3. follow safe working practices		
4. Review own development	4.1. comment on the practical skills and techniques learnt		
	4.2. assess areas for improvement		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature ..... Date .....
(only if sampled)

Unit 7546-578 Health and safety in a practical environment

Level: **Level 2**
Credit value: **1**
UAN: **F/600/3249**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **346** Entry 3 Safe learning in the workplace
- **370** Entry 3 Health and safety in places of work
- **425** Level 1 Introduction to health and safety awareness in the workplace
- **458** Level 1 Safe learning in the workplace
- **492** Level 1 Being safe and healthy at work.

Unit aim

This unit is about ensuring the learner is aware of the health and safety requirements of taking part in practical activities.

Learning outcomes **The learner will:**	**Assessment criteria** **To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be aware of relevant Health and Safety requirements, procedures and equipment	1.1. describe the purpose of relevant, current health and safety requirements, for example Health and Safety at Work Act, or the Control of Substances Hazardous to Health Regulations		
	1.2. describe the correct procedures for reporting accidents and potential hazards		
	1.3. describe the correct response to two emergency situations		
	1.4. describe the location of emergency equipment, for example fire/emergency alarm and first aid box		
2. Recognise and manage risk by following safe working practices	2.1. assess the potential risks of a given situation		
	2.2. describe the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks		
	2.3. observe relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-579 Investigating a vocational area

Level: **Level 2**
Credit value: **2**
UAN: **T/600/3250**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **403** Level 1 Career planning and making applications
- **503** Level 2 Career planning and making applications.

Unit aim

This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know how to research a vocational area	1.1. explain own reasons for interest in a specific vocational area		
	1.2. use relevant sources of information to research a vocational area, and explain what has been learned from each		
	1.3. describe three job roles associated with the vocational area		
	1.4. describe the skills, knowledge and personal qualities required to perform the job roles identified		
	1.5. explain how a candidate might show that they meet the job specification for one of the job roles identified		
2. Know how to develop the skills and knowledge for a chosen job role	2.1. assess own current skills, knowledge and personal qualities relevant to the chosen job role		
	2.2. assess and prioritise areas for own development		
	2.3. prepare an action plan for developing skills and knowledge for the chosen job role		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-580 Participating in a vocational taster

Level: **Level 2**
Credit value: **2**
UAN: **T/600/3250**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **309** Entry 3 Work-based experience
- **409** Level 1 Work-based experience
- **509** Level 2 Work-based experience.

Unit aim

This unit is about developing an understanding of a vocational area by investigating different job roles, participating in a vocational taster and reflecting on own skills and development needs within vocational area.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand different job roles within a vocational area	1.1. describe three job roles within a vocational area		
	1.2. assess the skills, knowledge and personal qualities required to perform one of the job roles identified		
2. Use relevant skills, knowledge and personal qualities in a vocational context	2.1. perform a given task in a vocational context using relevant skills		
	2.2. demonstrate application of relevant knowledge to a vocational context		
	2.3. describe how own personal qualities have been engaged in a vocational context		
3. Understand the health and safety requirements relevant to the vocational context	3.1. describe the health and safety issues relevant to the vocational context		
	3.2. assess the risks associated with own role		
	3.3. apply safe working procedures to minimise risks identified		
4. Reflect on suitability for job role in chosen vocational context	4.1. describe the skills and knowledge gained from the vocational taster		
	4.2. assess own strengths and areas for development		
	4.3. comment on the positive and negative aspects of the vocational experience		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-581 Use tools and equipment for a practical activity

Level: **Level 2**
Credit value: **2**
UAN: **R/600/3255**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **482** Level 1 Use tools and equipment for a practical activity
- **805** Entry 3 Recognise and use hand tools and materials used in construction
- **806** Entry 3 Recognise and use hand tools and materials used in decorating
- **828** Entry 3 Introduction to carpentry and joinery
- **864** Entry 3 Painting and Decorating Skills
- **865** Entry 3 Painting and Decorating: Cutting and Hanging Wall Coverings.

Unit aim

This unit can be used in different contexts and is about developing skills to use different tools and equipment for a practical activity.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Know how to use a range of tools and equipment for an agreed activity	1.1. describe the purpose of tools and equipment suitable for the agreed activity		
	1.2. describe and follow the safety precautions associated with the tools and equipment used for the agreed activity		
	1.3. select and use appropriate tools and equipment to produce an agreed artefact or complete an agreed task		
2. Know how to care for, maintain and store a range of tools and equipment	2.1. describe the care and/or maintenance needed by the tools used in producing the agreed artefact or completing the agreed task		
	2.2. describe the safety precautions relevant to the care and/or maintenance of the tools used in producing the agreed artefact or completing the agreed task		
	2.3. carry out appropriate care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task		
	2.4. make safe and/or store safely tools and equipment		
	2.5. clean and tidy the work area		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-582 Applying for work

Level: **Level 2**
Credit value: **2**
UAN: **T/600/3717**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **403** Level 1 Career planning and making applications
- **503** Level 2 Career planning and making applications.

Unit aim

This unit covers skills in writing CVs and covering letters, complying with accepted conventions, completing application forms and understanding the different ways of applying for work.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Recognise different ways of applying for jobs	1.1. describe the different ways of applying for jobs and what is involved in each approach		
2. Be able to produce a Curriculum Vitae (CV)	2.1. produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills		
	2.2. modify a CV for a specific purpose, including all relevant information		
3. Be able to write a covering letter	3.1. describe the range of information required in a covering letter to meet the needs and expectations of employers		
	3.2. produce a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register		
	3.3. adapt the letter appropriately for both a direct and a speculative approach		
4. Be able to complete job application forms	4.1. read the job requirements and specifications and describe the range of information required		
	4.2. describe own skills and experience relevant to the job specifications and prepare draft text		
	4.3. complete the form providing the information requested and the level of detail required		
	4.4. present the information in a style and register appropriate to the audience		

	4.5. check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-583 Building and managing workplace relationships

Level: **Level 2**
Credit value: **2**
UAN: **A/600/3718**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **401** Level 1 Planning for progression.

Unit aim

The aim of this unit is to provide an understanding of acceptable and unacceptable behaviours in the workplace and how to respond to those behaviours, including how to deal with conflict. The unit also addresses the essential skills of giving and receiving constructive criticism.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand acceptable boundaries to behaviour in the workplace	1.1.	describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace		
	1.2.	describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace		
2. Know how to recognise and respond to different behaviours	2.1.	describe examples of aggressive, passive and assertive behaviour in workplace situations		
	2.2.	describe the potential impact of these different behaviours on workplace relationships		
	2.3.	demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations		
3. Know how to give and respond to constructive criticism	3.1.	demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations		
	3.2.	describe how constructive criticism can benefit an individual and contribute to their personal development and growth		
	3.3.	demonstrate how to respond to constructive criticism in an open and non-defensive way		
4. Understand how conflict can be dealt with constructively in the workplace	4.1.	demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-584 Communication in the workplace

Level: **Level 2**
Credit value: **2**
UAN: **F/600/3719**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **302** Entry 3 Effective skills, qualities and attitudes for learning and work
- **402** Level 1 Effective skills, qualities and attitudes for learning and work
- **502** Level 2 Effective skills, qualities and attitudes for learning and work.

Unit aim

This unit focuses on the development of essential communication skills for the workplace. The learning covers positive verbal and non-verbal communication and written skills, including appropriate use of language, tone and register.

Learning outcomes **The learner will:**	**Assessment criteria** **To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand the importance of positive verbal and non-verbal interaction in the workplace	1.1. describe the importance and benefits of positive verbal communication with colleagues in the workplace		
	1.2. describe the importance and benefits of positive verbal communication with customers/clients		
	1.3. describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction		
	1.4. describe the importance of clarity, tone and manner when communicating by telephone		
2. Be able to demonstrate positive verbal and non-verbal interaction	2.1. demonstrate appropriate and inappropriate ways of communicating verbally		
	2.2. demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication		
	2.3. listen and respond to others, acknowledging their right to hold opinions that differ from own		
3. Be able to produce positive written communications in the workplace	3.1. produce written business communications in at least two formats, using language, tone and register appropriate to the recipient and the formality of the situation		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-585 Developing enterprise skills

Level: **Level 2**
Credit value: **3**
UAN: **A/600/3721**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **408** Level 1 Enterprise activity: producing products or services.

Unit aim

This unit introduces the learner to planning, running and evaluating an enterprise activity.

Learning outcomes **The learner will:**	**Assessment criteria** **To do this you must:**	**Portfolio reference**	**Assessment date**
1. Be able to identify a viable product or service to market and sell	1.1. describe the selected product or service and give reasons for choice		
	1.2. describe the target market for the product or service		
	1.3. describe the main competitors and assess risk		
2. Be able to plan an enterprise activity	2.1. devise an action plan describing each stage of the enterprise activity		
	2.2. identify resources and set targets for completion		
	2.3. obtain feedback from others on plan and amend where appropriate		
	2.4. describe potential risks to the activity		
3. Be able to run an enterprise activity	3.1. run the activity, putting the plan into action and monitoring at each stage		
	3.2. review the action plan, suggesting alternative ways to achieve objectives where necessary		
4. Be able to evaluate an enterprise activity	4.1. describe the strengths and weaknesses of the enterprise activity and the impact these had on the success or failure of the activity		
	4.2. describe lessons learnt and how these would affect future enterprise activities undertaken		
	4.3. assess own role in the activity and identify skills and/or knowledge acquired		

	and areas for own future development		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-586 Developing meeting skills

Level: **Level 2**
Credit value: **2**
UAN: **F/600/3722**

Unit aim
This unit introduces the learner to accepted meeting conventions and processes and to the skills and behaviours required to participate in, and contribute to meetings effectively.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**	**Portfolio reference**	**Assessment date**
1. Understand that there are different purposes to meetings	1.1. describe a range of reasons and purposes for holding meetings		
	1.2. describe how meetings differ depending on their nature and purpose, size, the people involved and the organisational culture		
2. Understand meeting conventions and processes	2.1. describe key aspects of the meeting process and procedures		
	2.2. describe the importance of having an agenda		
	2.3. describe the structure of a conventional agenda		
	2.4. describe the types of information and documentation that may be needed at a meeting		
	2.5. describe the importance of taking notes and recording outcomes and decisions		
	2.6. describe the role of the Chair in a meeting		
	2.7. give examples of acceptable and unacceptable behaviours in a meeting		
3. Be able to participate in a meeting	3.1. run the activity, putting the plan into action and monitoring at each stage		
	3.2. review the action plan, suggesting alternative ways to achieve objectives where necessary		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-587 Improving own performance

Level: **Level 2**
Credit value: **2**
UAN: **J/600/3723**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **301** Entry 3 Planning for progression
- **401** Level 1 Planning for progression.

Unit aim

The unit covers the skills required to assess own performance and create, implement and review action plans to improve own performance.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Be able to assess own performance	1.1.	describe areas of work s/he enjoys and/or feels s/he is good at		
	1.2.	describe areas of work s/he feels less confident about		
	1.3.	describe areas of own work s/he would like to improve, giving reasons		
2. Be able to create and implement an action plan to improve own performance	2.1.	produce a plan to improve performance in a number of areas, using a suitable format		
	2.2.	set realistic short term targets for improvement on the basis of existing strengths, aptitudes and skills		
	2.3.	consider differing demands on time when setting targets		
	2.4.	describe actions they will take to meet the targets		
	2.5.	identify possible obstacles and ways of overcoming them		
	2.6.	manage time and other resources in order to achieve targets		
	2.7.	use feedback from others to aid progress towards targets		
3. Be able to review the effectiveness of an action plan to improve own performance	3.1.	describe progress made in meeting targets and improving own performance		
	3.2.	review and revise the plan accordingly, suggesting alternative ways to achieve targets where necessary		

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Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-588 Operating in a work environment

Level: **Level 2**
Credit value: **3**
UAN: **R/600/3725**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **302** Entry 3 Effective skills, qualities and attitudes for learning and work
- **402** Level 1 Effective skills, qualities and attitudes for learning and work.

Unit aim

This unit focuses on knowledge and skills acquired through work placement. It covers the learner's understanding of the organisation they are working in and their role within it, and their compliance with the organisation's policies.

Learning outcomes The learner will:	**Assessment criteria To do this you must:**		**Portfolio reference**	**Assessment date**
1. Understand the structure and purpose of the organisation	1.1.	describe the main purpose of the organisation		
	1.2.	describe the most important activities undertaken by the organisation		
	1.3.	describe the organisational and management structure, including departments and their functions		
	1.4.	describe how information is gathered and communicated across the organisation and between departments		
2. Understand own role within the organisation and perform tasks accordingly	2.1.	describe own role and activities, and the agreed limitations to own responsibilities		
	2.2.	carry out tasks as directed, following instructions where appropriate and requesting guidance if necessary		
3. Be able to comply with agreed conventions for personal presentation, behaviour and time-keeping	3.1.	maintain personal presentation at work and behave within agreed standards consistently		
	3.2.	meet time-keeping and attendance requirements, following the organisational procedures if there are unavoidable difficulties		
4. Understand and comply with safe working practices	4.1.	describe the main safety hazards in the work placement, the precautions to address them and how to report them		
	4.2.	describe the organisation's procedures in the event of an accident or emergency		
	4.3.	describe the location of the First Aid Box and its main contents		
	4.4.	describe how to use key safety equipment, for example fire extinguisher		

	4.5.	work in a way that does not endanger self or others		
5. Be able to reflect on and learn from experience of work	5.1.	monitor own development and experiences, including positive achievements, key incidents, lessons learnt and skills acquired		
	5.2.	describe how previous learning helped them in their work		
	5.3.	identify areas for own further development in order to enhance future employment opportunities		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-589 Oral presentation skills

Level: **Level 2**
Credit value: **3**
UAN: **Y/600/3726**

Unit aim

This unit covers the skills of researching, preparing for, and delivering an oral presentation, taking into consideration the audience and handling questions effectively. It includes locating suitable information and preparing a plan, presenting material logically and in a structured way, using appropriate tone, register and pace, using supporting materials where appropriate, listening and responding to questions and evaluating own presentation.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Be able to source information for and plan a presentation	1.1. identify and locate different sources of information relevant to the topic of presentation		
	1.2. prepare a plan and/or notes that reflect appropriate content and structure for the task		
2. Be able to deliver a structured presentation to an audience	2.1. introduce topic clearly		
	2.2. present material logically, linking ideas together		
	2.3. present an effective conclusion		
	2.4. explain key concepts		
	2.5. use appropriate evidence to support ideas, arguments and opinions presented		
3. Be able to demonstrate an awareness of the audience	3.1. speak audibly, using tone and register appropriate to audience and level of formality		
	3.2. adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest		
	3.3. make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate		
4. Be able to handle questions effectively	4.1. listen attentively, and respond to, questions and points raised by the audience		
5. Understand the strengths and weaknesses of the presentation	5.1. describe strengths and weaknesses of own presentation		
	5.2. identify areas for improvement in presentation skills		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-590 Personal money management

Level: **Level 2**
Credit value: **1**
UAN: **D/600/3727**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **406** Level 1 Managing personal finance
- **433** Level 1 Managing own money
- **506** Level 2 Managing personal finance.

Unit aim

This unit covers the skills of researching, preparing for, and delivering an oral presentation, taking into consideration the audience and handling questions effectively. It includes locating suitable information and preparing a plan, presenting material logically and in a structured way, using appropriate tone, register and pace, using supporting materials where appropriate, listening and responding to questions and evaluating own presentation.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand what is meant by income and expenditure	1.1. identify items of personal income and expenditure		
	1.2. describe how these may be affected by changing circumstances		
2. Be able to record income and expenditure for a personal budget	2.1. record weekly and monthly income and expenditure in a clear format		
3. Understand the problems of coping on a limited budget	3.1. identify the problems of living on a restricted budget		
	3.2. describe the advantages and disadvantages of possessing credit, debit and charge cards		
4. Recognise different types of services that banks offer	4.1. identify the differences between, and uses of: a) current accounts; b) savings accounts; c) mortgage loans; d) other types of loans		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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Internal Verifier's name ..... Signature ..... Date .....
(only if sampled)

Unit 7546-591 Personal presentation in the workplace

Level: **Level 2**
Credit value: **1**
UAN: **K/600/3729**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **302** Entry 3 Effective skills, qualities and attitudes for learning and work
- **402** Level 1 Effective skills, qualities and attitudes for learning and work
- **502** Level 2 Effective skills, qualities and attitudes for learning and work.

Unit aim

This unit deals with acceptable conventions for personal presentation in the workplace and the importance of first impressions. The unit covers the reasons for and benefits of dress and appearance conventions, and ways of creating positive impressions.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Know conventions for personal presentation in the workplace	1.1. describe a range of dress and appearance conventions and their appropriateness for different work settings		
2. Understand the value of first impressions	2.1. state why it is important to make a good first impression		
	2.2. describe ways of creating a positive impression when meeting, speaking and writing to people for the first time		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-592 Recognising prejudice and discrimination

Level: **Level 2**
Credit value: **1**
UAN: **H/600/3731**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **424** Level 1 Valuing equality and diversity.

Unit aim

This unit deals with acceptable conventions for personal presentation in the workplace and the importance of first impressions. The unit covers the reasons for and benefits of dress and appearance conventions, and ways of creating positive impressions.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Know how stereotyping people can lead to discrimination	1.1. identify examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they can and do lead to discrimination		
2. Understand the impact of discrimination on individuals and society	2.1. identify examples of discriminatory language and describe the effect of this language on individuals and society		
	2.2. identify examples of discriminatory behaviour and describe the effect of this behaviour on individuals and society		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-593 Responsible work practice

Level: **Level 2**
Credit value: **1**
UAN: **M/600/3733**

Unit aim

This unit addresses the fundamentals of punctuality, reliability, time management and motivation, and their importance in the workplace. It covers the impact of these behaviours on colleagues, teams and the organisation, and it includes strategies for maintaining punctuality and strategies that can be used to manage time and meet deadlines.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand the importance of motivation in the workplace	1.1. describe at least three things that motivate people in the workplace		
	1.2. explain the impact on a team/organisation of a lack of motivation on the part of individuals		
2. Understand the importance of punctuality and reliability in the workplace	2.1. describe why punctuality and reliability is important in the workplace		
	2.2. describe strategies for maintaining punctuality		
3. Understand the importance of time management in the workplace	3.1. describe the advantages to self and others of managing own time effectively		
	3.2. assess strengths and weaknesses in own time management		
	3.3. describe strategies that can be used to manage time to deal with pressure and meet deadlines		
	3.4. identify at least three examples of time-wasting behaviour and describe how they can impact on others		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-594 Rights and responsibilities in the workplace

Level: **Level 2**
Credit value: **2**
UAN: **T/600/3734**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **304** Entry 3 Rights and responsibilities in the workplace
- **342** Entry 3 Investigating rights and responsibilities at work
- **371** Entry 3 Understanding conflict at work
- **404** Level 1 Rights and responsibilities in the workplace
- **451** Level 1 Investigating rights and responsibilities at work
- **493** Level 1 Understanding conflict at work
- **554** Level 2 Investigating rights and responsibilities at work
- **601** Level 2 Dealing with conflict.

Unit aim

This unit deals with individual employment rights. It deals with the need for an organisation to have policies in place to comply with employment legislation, and the purpose of and need for a contract of employment. It addresses different types of organisational policies linked to legislation, and what constitutes a breach of contract for employer and employee.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand the need for policies to comply with employment legislation	1.1. describe the function of at least four different policies that an organisation should have in place		
	1.2. explain why it is important that these policies are implemented		
2. Understand the purpose of and need for a contract of employment	2.1. explain the purpose of the main sections of a written contract of employment		
	2.2. describe ways in which an employer may breach a contract of employment		
	2.3. describe ways in which an employee may breach a contract of employment		
	2.4. describe possible outcomes of a breach of contract		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-595 Solving problems in the workplace

Level: **Level 2**
Credit value: **3**
UAN: **F/600/3736**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **328** Entry 3 Dealing with problems in daily life
- **343** Entry 3 Solving work-related problems
- **428** Level 1 Dealing with problems in daily life
- **452** Level 1 Solving work-related problems
- **555** Level 2 Solving work-related problems.

Unit aim

This unit develops problem solving skills by looking at the types of problems found in the workplace, possible causes and the factors that influence solutions. It covers the exploration of potential solutions, and the implementation and evaluation of a chosen solution to a problem.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand the types of problems that may occur in a workplace	1.1. describe a range of problems which may be encountered in the workplace and the different reasons for them		
	1.2. identify the cause of a problem		
	1.3. describe a range of factors which might influence/limit solutions to a problem		
2. Understand potential sources of advice and support to inform decision making	2.1. discuss a problem with others and consider and assess other points of view to inform decision making		
	2.2. use information from other sources to explore new and creative ways of problem solving		
3. Understand and apply the process of problem solving	3.1. assess potential solutions to a problem and make recommendations in discussion with others		
	3.2. select and implement an agreed solution to a problem		
	3.3. assess to what extent the action taken addressed the problem, describing what worked well and what could have been done differently		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

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(only if sampled)

Unit 7546-596 Meetings in the workplace

Level: **Level 2**
Credit value: **2**
UAN: **J/501/5148**

Unit aim
This unit can be used to develop the skills and knowledge to participate effectively in meetings, and in preparation and follow up

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Prepare for meetings	1.1. describe the types of meetings that relate to their work		
	1.2. check arrangements and agenda items for meetings he/she is attending		
	1.3. plan their own contribution to agenda items		
2. Participate in meetings	2.1. make clear and relevant contributions at appropriate points in the meeting		
	2.2. listen to others' contributions and check understanding if necessary		
	2.3. use a communication style appropriate to the purpose of the meeting		
3. Follow up on meetings	3.1. check minutes or records of meetings		
	3.2. identify decisions that affect their own work		
	3.3. act on decisions and action points appropriately		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-597 Business and customer awareness

Level: **Level 2**
Credit value: **2**
UAN: **T/502/3536**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **366** Entry 3 Work awareness
- **489** Level 1 Business and customer awareness

Unit aim

This unit will introduce the learner to some of the key aspects of working life and some of the underpinning attitudes required for work.

The unit is introduced in direct response to concerns about the lack of awareness in new recruits (at all levels) of how business works, customer needs and the world of work.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Be able to research local businesses and identify how they differ in purpose and customer base	1.1. collect information about 3 different local businesses, including one national business, from a given list of business types		
	1.2. describe what each business is about, showing: a) what it does b) how it is owned c) the type of people it employs and the skills needed to work there d) the type of customer it has		
	1.3. present their findings including their sourced material in a clear and appropriate way		
2. Understand the relationship between qualities and business and how this changes depending on the nature of the business	2.1. describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities		
	2.2. describe how the different types of business and organisations may require different qualities depending on their purpose and customers		
3. Be able to source information on a local business and identify the qualities they are likely to look for in employees	3.1. determine the nature of an important local business by examining information collected on the business		
	3.2. describe the business customer base		
	3.3. Identify the qualities that the business will look for in its employees		
	3.4. present findings in a clear and appropriate way describing the businesses customer base		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-598 Understanding and coping with change

Level: **Level 2**
Credit value: **1**
UAN: **Y/502/3559**

Unit aim

This unit will support the learner to identify why things can change at work and the different types of change. It will cover their own reactions to change and the reaction of others, mechanisms for coping with change, and how to help themselves and others in times of change.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:		**Portfolio reference**	**Assessment date**
1. Understand why change can happen in the place of work and some of the positive and negative impacts	1.1.	describe the types of change that could occur in a place of work and provide examples of each. The types of changes will include technology, staff and 2 other examples		
	1.2.	describe a positive and negative change associated with the 4 types of change identified above		
	1.3.	describe why changes can happen in the place of work		
2. Understand the reactions of others to change and how these reactions can be supported	2.1.	describe the types of reactions others may have to change and explain why they may have these reactions		
	2.2.	describe how they themselves perceive change giving an honest appraisal of any concerns they might have		
	2.3.	outline the types of support networks that exist to help people cope with change in the place of work and provide examples for at least 2		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature..... Date .....

Assessor's name ..... Signature ..... Date .....

Internal Verifier's name..... Signature..... Date .....
(only if sampled)

Unit 7546-599 Managing your time

Level: **Level 2**
Credit value: **1**
UAN: **F/502/3555**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **369** Entry 3 Managing your time
- **491** Level 1 Managing your time.

Unit aim

This unit introduces the learner to time management. It covers developing a sense of responsibility and control when it comes to time, how to work autonomously and with appropriate people (e.g. supervisor) to identify priorities, how to identify when support might be needed and who to ask.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand how time can be managed and know why time management is important	1.1. describe the importance of time management and list 3 potential consequences of poor time management		
	1.2. describe the techniques that are available to manage time		
2. Be able to plan their own work actively with some autonomy	2.1. plan a piece of work or learning that will involve some time management and show how they will manage their time effectively		
	2.2. review their progress against suitable milestones they have identified		
	2.3. recognise when support is needed and describe how they can work with an appropriate person to review their time management		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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(only if sampled)

Unit 7546-600 Health, safety and security in the workplace

Level: **Level 2**
Credit value: **1**
UAN: **D/502/3580**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **346** Entry 3 Safe learning in the workplace
- **370** Entry 3 Health and safety in places of work
- **425** Level 1 Introduction to health and safety awareness in the workplace
- **458** Level 1 Safe learning in the workplace
- **492** Level 1 Being safe and healthy at work.

Unit aim

This unit introduces the learner to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner, and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context. It will look at personal security and security of the place of work.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Appreciate the role of health and safety legislation in keeping people safe in a work situation	1.1. describe why health and safety legislation is necessary		
	1.2. describe giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through: a) company policies b) personnel c) training d) awareness raising		
2. Understand how health and safety legislation impacts a particular place of work	2.1. describe how one important local employer deals with its health and safety responsibilities		
	2.2. describe what expectations the local employer has of its workers where health and safety is concerned		
	2.3. demonstrate that they can behave appropriately and safely in a place of work		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate's name ..... Signature ..... Date .....

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(only if sampled)

Unit 7546-601 Dealing with conflict

Level: **Level 2**
Credit value: **1**
UAN: **F/502/3569**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **304** Entry 3 Rights and responsibilities in the workplace
- **371** Entry 3 Understanding conflict at work
- **404** Level 1 Rights and responsibilities in the workplace
- **493** Level 1 Understanding conflict at work
- **594** Level 2 Rights and responsibilities in the workplace.

Unit aim

This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand how conflicts can arise and how they are commonly resolved	1.1. describe some of the common causes of conflict in the place of work		
	1.2. describe 3 different approaches used to prevent conflict arising or escalating		
2. Understand what attitudes and behaviours help when dealing with conflict	2.1. demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise		
	2.2. describe how language can play an important role in starting or resolving conflict. Look at the role of language in: a) emails b) conversation c) giving instructions		
	2.3. describe some of the types of language an employee might encounter in the work place		
3 Understand employee rights in the place of work and recognise unacceptable behaviour	2.4. describe what would constitute unacceptable behaviour and unacceptable language		
	2.5. work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected		
	2.6. collect appropriate information about the rights employees have in the place of work and summarise their findings		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 7546-602 Presenting personal information effectively

Level: **Level 2**
Credit value: **3**
UAN: **D/502/2865**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **303** Entry 3 Career planning and making applications
- **373** Entry 3 Presenting personal information effectively
- **403** Level 1 Career planning and making applications
- **495** Level 1 Presenting personal information effectively
- **503** Level 2 Career planning and making applications.

Unit aim

This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand how personal information is presented	1.1. assess the importance of different types of personal information for routine and non-routine situations in life		
	1.2. assess the importance of different types of personal information for routine and non-routine situations in work		
	1.3. compare ways in which personal information is provided for situations in life and work		
	1.4. explain why presentation of personal information might need to be constrained		
2. Be able to provide personal information in routine and non-routine telephone situations	2.1. make or receive routine telephone calls, providing and clarifying personal information		
	2.2. make or receive non-routine telephone calls, providing and clarifying personal information		
3. Be able to complete forms requiring personal information	3.1. complete forms for different purposes		
	3.2. produce covering documentation to accompany forms		
4. Be able to communicate qualifications, skills and experience	4.1. produce a curriculum vitae (CV)		
	4.2. produce covering documentation to accompany a CV		

5. Be able to communicate personal achievements	5.1.	select evidence of personal achievements, based on quality and currency		
	5.2.	collate evidence of personal achievements for ease of use		
	5.3.	present evidence of personal achievements effectively		
6. Be able to reflect on skills in presenting personal information	6.1.	assess own written and verbal skills when presenting personal information		
	6.2.	describe ways to improve own written and verbal skills for future presentation of personal information		
	6.3.	explain why presenting personal information effectively will be important throughout own working life		

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(only if sampled)

Unit 7546-603 Participating in vocational tasters

Level: **Level 2**
Credit value: **6**
UAN: **F/600/3252**

This unit is barred with the following units. If taken together only the one with the highest credit value will count:

- **309** Entry 3 Work-based experience
- **409** Level 1 Work-based experience
- **509** Level 2 Work-based experience.

Unit aim

This unit is about developing an understanding of different vocational areas by investigating job roles, participating in vocational tasters and reflecting on own skills and development needs within different vocational contexts.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand job roles in different vocational areas	1.1. describe two job roles in three different vocational areas		
	1.2. assess the skills, knowledge and personal qualities required to perform one of the job roles from each of the three areas		
2. Use relevant skills, knowledge and personal qualities in different vocational contexts	2.1. perform a given task in each of the vocational contexts using relevant skills		
	2.2. demonstrate application of relevant knowledge in three vocational contexts		
	2.3. describe how own personal qualities have been engaged in each vocational context		
3. Understand health and safety requirements relevant to the vocational contexts	3.1. describe the health and safety issues relevant to three vocational contexts		
	3.2. assess the risks associated with own role in each vocational context		
	3.3. in each context, apply safe working procedures to minimise risks identified		
4. Reflect on suitability for job role in chosen vocational contexts	4.1. assess own strengths and areas for development in each job role		

	4.2.	compare the job roles, commenting on the positive and negative aspects of each		
	4.3.	select and explain own choice of preferred job role		

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(only if sampled)

Unit 7546-863 Understanding the importance of play

Level: **Level 2**
Credit value: **3**
UAN: **K/500/5650**

Unit aim
This unit requires the learner to understand the role of play in the child's development and how Play activities can be planned for children at different levels of physical, social and emotional development.

Learning outcomes The learner will:	**Assessment criteria** To do this you must:	**Portfolio reference**	**Assessment date**
1. Understand the role of play in a children's development	1.1. describe how play activities can encourage a child's development		
2. Recognise the purpose and potential of play activities for children at different levels of development	2.1. give some examples of play activities suitable for different levels of development		
3. Understand the importance of an overall curriculum plan in relation to selection, layout and presentation of materials and equipment for children's activities	3.1. describe in his/her own words what is meant by curriculum		
	3.2. select a range of materials related to the overall curriculum plan and describe how these materials would be presented		
4. Recognise and counteract ways in which gender and other forms of stereotyping can affect children's participation in activities	4.1. describe activities which could result in stereotypical play and suggest ways in which this could be avoided		

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Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning including induction and assessment. City & Guilds external verifiers check this when they visit centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the N/SVQ allows for this. This must be agreed before you start your N/SVQ.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

City & Guilds

Skills for a brighter future

www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the service s that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

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