SKILLSFIRST

Handbook

ESC2 – VTCT (Skillsfirst) Level 2 Certificate in Embedding Sustainability in the Workplace (RQF)

610/1332/8

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Embedding Sustainability in the Workplace (RQF)
Qualification number	610/1332/8
Product code	ESC2
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	150
Guided Learning (GL) hours	115
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide an opportunity to assist the Government to not only raise public awareness of the 17 Sustainability Development Goals (SDGs), but also to support all industries to embed these 17 SDGs into their work practices through staff learning and development. The VTCT (Skillsfirst) Level 2 Certificate in Embedding Sustainability in the Workplace (RQF) is aimed at those learners who require an awareness of the SDGs and an understanding of the actions needed to embed specific SDGs into their working environment.

2.2 Progression opportunities

On completion of this qualification, the learner would expect to progress into employment or onto other VTCT (Skillsfirst) qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Embedding Sustainability in the Workplace (RQF) learners must achieve the **one** mandatory unit from Group M and a minimum of **six** optional units taken from Group O.

The minimum TQT required to achieve this qualification is **150**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M)				
ES1	Introduction to embedding sustainable development goals in the workplace	2	25	M/650/2820

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group O): Minimum of 6 units				
SDG1	Minimising the effect of poverty in the workplace	2	15	R/650/2821
SDG2	Minimising the effect of hunger in the workplace	2	15	T/650/2822
SDG3	Embedding good health and well-being in the workplace	2	15	Y/650/2823
SDG4	Embedding good quality education and training in the workplace	2	15	A/650/2824
SDG5	Promoting gender equality in the workplace	2	15	F/650/2826
SDG6	Promoting clean water and sanitation in the workplace	2	15	R/650/2830
SDG7	Promoting affordable and clean energy in the workplace	2	15	A/650/2833
SDG8	Promoting decent work and economic growth in the workplace	2	15	F/650/2835
SDG9	Embedding inclusive and sustainable industrialisation and innovation in the workplace	2	15	H/650/2836
SDG10	Minimising inequalities in the workplace	2	15	L/650/2839
SDG11	Promoting sustainable cities and communities in the workplace	2	15	Y/650/2841
SDG12	Promoting responsible consumption and production in the workplace	2	15	A/650/2842
SDG13	Minimising the impact of climate change in the workplace	2	15	D/650/2843
SDG14	Promoting the conservation of sea life in the workplace	2	15	H/650/2845
SDG15	Promoting biodiversity in the workplace	2	15	K/650/2847
SDG16	Embedding justice and harmony in the workplace	2	15	M/650/2849
SDG17	Embedding partnership working in the workplace	2	15	Y/650/2850

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess and moderate/verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 2 Certificate in Embedding Sustainability in the Workplace (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they're not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Skillsfirst Level 2 Certificate in Embedding Sustainability in the Workplace (RQF), learners will be required to provide a portfolio of evidence which meets all the skills and knowledge requirements within each unit being claimed for competence.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the unit within the qualification before designing a learning programme.

It is suggested that centres design learning programmes that:

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet

- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.5.3 Simulation and witness testimony

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

ES1 – Introduction to Embedding Sustainable Development Goals in the Workplace

Unit reference number: M/650/2820

Level: 2
Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to develop learner's knowledge and understanding of sustainable development goals as defined by the United Nations. The learner will also gain an understanding of what actions could be taken to embed the different sustainable development goals into their working environment.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand sustainable development goals (SDGs)

LO2 Contribute to embedding sustainable development goals (SDGs)

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence this unit.

Assessment guidance

Types of organisations could include, but are not limited to:

- pharmaceutical
- science research and development
- manufacturers of medical equipment
- producers, manufacturers and distributors of food
- providers of travel services
- manufacturers and providers of energy

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand sustainable development goals (SDGs)	1.1 Define what is meant by sustainable development
	1.2 Describe the pillars of sustainable development
	1.3 Explain the reasons which led to the introduction of SDGs
	1.4 Identify the SDGs agreed by the United Nations
	1.5 Describe the positive impact of sustainable development

Learning Outcome	Assessment Criteria
LO2 Contribute to embedding sustainable development goals (SDGs)	2.1 Explain the importance of promoting a sustainable lifestyle
	2.2 Describe how an individual's actions can contribute to a sustainable lifestyle
	2.3 Describe how an organisation that: • signs the water, sanitation and hygiene pledge • provides a healthy workplace • reviews its supply chain and implementing sustainable practices • supports projects that support the SDGs • invests in renewable energy • encourages 'reduce, reuse, recycle' • rewards responsible behaviours • creates partnerships with other businesses can contribute to embedding SDGs in the workplace
	2.4 Describe methods used by **types of organisations** to reduce their carbon footprint

ES1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG1 – Minimising the effect of poverty in the workplace

Unit reference number: R/650/2821

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to minimise the effect of poverty in a work environment. The learner will also gain an understanding of the actions that could be taken to minimise the effect of poverty in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to minimise the effect of poverty in a work environment

LO2 Be able to minimise the effect of poverty in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to minimise the effect of poverty in a work environment	1.1 Define what is meant by: • poverty reduction • social protection in a working environment
	1.2 Describe how: • low wages • job losses • poor worker support systems negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to minimise the effect of poverty in the workplace	2.1 Explain how: • productive employment • job opportunities positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to minimise the effect of poverty into a **workplace practice**

SDG1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG2 – Minimising the effect of hunger in the workplace

Unit reference number: T/650/2822

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learner's knowledge and understanding of how to minimise the effect of hunger in a work environment. The learner will also gain an understanding of the actions that could be taken to minimise the effect of hunger in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to minimise the effect of hunger in a work environment
LO2 Be able to minimise the effect of hunger in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to minimise the effect of hunger in a work environment	1.1 Define what is meant by: • malnutrition • hunger in a working environment
	1.2 Describe how: • malnourished staff • food poverty • poor worker support systems negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to minimise the effect of hunger in the workplace	2.1 Explain how: • improved nutrition • sustainable food choices positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to minimise the effect of hunger into a **workplace practice**

SDG2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG3 – Embedding good health and well-being in the workplace

Unit reference number: Y/650/2823

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of good health and well-being in a work environment. The learner will also gain an understanding of the actions that could be taken to embed good health and well-being in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to embed good health and well-being in a work environment

LO2 Be able to embed good health and well-being in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- raising awareness of the benefits for good health and well-being
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to embed good health and well-being in a work environment	1.1 Define what is meant by: • good health • well-being in a working environment
	1.2 Describe how: • a lack of suitably educated candidates • gender inequality • recurring health issues • lack of mobility and integration negatively impacts the employment opportunities within an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to embed good health and well-being in the workplace	2.1 Explain how good health and well-being would positively impact different **practices in the workplace**
	2.2 Demonstrate the actions undertaken to embed good health and well-being into a **workplace practice**

SDG3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG4 – Embedding good quality education and training in the workplace

Unit reference number: A/650/2824

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of good quality education and training in a work environment. The learner will also gain an understanding of the actions that could be taken to embed good quality education and training in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to embed good quality education and training in a work environment

LO2 Be able to embed good quality education and training in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- succession planning
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to embed good quality education and training in a work environment	1.1 Define what is meant by: • education and training • lifelong learning and development in a working environment
	1.2 Describe how: • a lack of suitably educated candidates • gender inequality • inadequate education, training and development practices • poor worker support systems negatively impacts the employment and progression opportunities within an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to embed good quality education and training in the workplace	2.1 Explain how quality education and training would positively impact different **practices in the workplace**
	2.2 Demonstrate the actions undertaken to embed quality education and training into a **workplace practice**

SDG4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG5 – Promoting gender equality in the workplace
Unit reference number: F/650/2826

Level: 2 **Guided Learning (GL) hours: 15**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of gender equality in a work environment. The learner will also gain an understanding of the actions that could be taken to promote gender equality in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote gender equality in a work environment

LO2 Be able to promote gender equality in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- decision-making processes
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote gender equality in a work environment	1.1 Define what is meant by: • gender equality • female empowerment in a working environment
	1.2 Describe how: • unconscious biases • unhealthy working relationships • poor worker support systems negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote gender equality in the workplace	2.1 Explain how: • gender equality • female empowerment positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote gender equality into a **workplace practice**

SDG5 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG6 – Promoting clean water and sanitation in the workplace

Unit reference number: R/650/2830

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting clean water and sanitation in a work environment. The learner will also gain an understanding of the actions that could be taken to promote clean water and sanitation in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote clean water and sanitation in a work environment

LO2 Be able to promote clean water and sanitation in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote clean water and sanitation in a work environment	1.1 Define what is meant by: • the WASH pledge • adequate sanitation in a working environment
	1.2 Describe how: • toilets that are inaccessible to different groups • a poor level of hygiene • limited access to clean water negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote clean water and sanitation in the workplace	2.1 Explain how: • a good standard of sanitation • access to an adequate supply of clean water positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote a supply of clean water, sanitation and hygiene into a **workplace practice**

SDG6 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG7 – Promoting affordable and clean energy in the workplace

Unit reference number: A/650/2833

Level: 2 **Guided Learning (GL) hours: 15**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting affordable and clean energy in a work environment. The learner will also gain an understanding of the actions that could be taken to promote affordable and clean energy in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote affordable and clean energy in a work environment

LO2 Be able to promote affordable and clean energy in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote affordable and clean energy in a work environment	1.1 Define what is meant by: • clean energy • sustainable energy in a working environment
	1.2 Describe how: • excessive travelling • inefficient control of electricity usage • not investing in new technologies negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote affordable and clean energy in the workplace	2.1 Explain how: • an increase use of video conferencing for meetings • more flexible home-working positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote affordable and clean energy into a **workplace practice**

SDG7 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG8 – Promoting decent work and economic growth in the workplace

Unit reference number: F/650/2835

Level: 2 **Guided Learning (GL) hours: 15**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting decent work and economic growth in a work environment. The learner will also gain an understanding of the actions that could be taken to promote decent work and economic growth in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote decent work and economic growth in a work environment

LO2 Be able to promote decent work and economic growth in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote decent work and economic growth in a work environment	1.1 Define what is meant by: • productive employment • decent work • economic growth in a working environment
	1.2 Describe how: • lack of employment opportunities • insufficient investment • limited personal development opportunities negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote decent work and economic growth in the workplace	2.1 Explain how: • career counselling for staff • employing people from diverse backgrounds • flexible working hours • investment in staff learning and development positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote decent work and economic growth into a **workplace practice**

SDG8 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG9 – Embedding inclusive and sustainable industrialisation and innovation in the workplace

Unit reference number: H/650/2836

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of embedding inclusive and sustainable industrialisation and innovation in a work environment. The learner will also gain an understanding of the actions that could be taken to embed inclusive and sustainable industrialisation and innovation in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to embed inclusive and sustainable industrialisation and innovation in a work environment

LO2 Be able to embed inclusive and sustainable industrialisation and innovation in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to embed inclusive and sustainable industrialisation and innovation in a work environment	1.1 Define what is meant by: • sustainable industrialisation • innovation • infrastructure in a working environment
	1.2 Describe how: • an inappropriate and/or unsafe working environment • not reviewing policies and procedures on a regular basis • not looking at improved ways of working • a lack of investment in new technologies negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to embed inclusive and sustainable industrialisation and innovation in the workplace	2.1 Explain how: • investing in good communication systems • encouraging good working practices • providing worker support systems positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote inclusive and sustainable industrialisation and innovation into a **workplace practice**

SDG9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG10 – Minimising inequalities in the workplace

Unit reference number: L/650/2839

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of minimising inequalities in a work environment. The learner will also gain an understanding of the actions that could be taken to minimise inequalities in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to minimise inequalities in a work environment

LO2 Be able to minimise inequalities in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- Promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to minimise inequalities in a work environment	1.1 Define what is meant by inequalities based upon: • gender • age • disability • sexual orientation • race • ethnicity • religion in a working environment
	1.2 Describe how: • providing an unfair wage structure • unfairly treating different types of staff • poor worker support systems negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to minimise inequalities in the workplace	2.1 Explain how: • implementing work practices that support equality and diversity • employing and supporting people from diverse backgrounds • providing a minimum wage structure for all staff positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to minimise inequalities in a **workplace practice**

SDG10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG11 – Promoting sustainable cities and communities in the workplace

Unit reference number: Y/650/2841

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting sustainable cities and communities in a work environment. The learner will also gain an understanding of the actions that could be taken to promote sustainable cities and communities in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote sustainable cities and communities in a work environment

LO2 Be able to promote sustainable cities and communities in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote sustainable cities and communities in a work environment	1.1 Define what is meant by: • a sustainable city • community in a working environment
	1.2 Describe how: • poor waste management • inequality for employment opportunities • excessive use of hazardous cleaning chemicals negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote sustainable cities and communities in the workplace	2.1 Explain how: • technological skills and expertise • employment opportunities for all • company access to good public transport positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote sustainable cities and communities into a **workplace practice**

SDG11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG12 – Promoting responsible consumption and production in the workplace

Unit reference number: A/650/2842

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting responsible consumption and production in a work environment. The learner will also gain an understanding of the actions that could be taken to promote responsible consumption and production in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote responsible consumption and production in a work environment

LO2 Be able to promote responsible consumption and production in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments
- raising awareness of the benefits for good health and well-being

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote responsible consumption and production in a work environment	1.1 Define what is meant by: • responsible consumption • responsible production in a working environment
	1.2 Describe how: • cost inefficiency of supplies • high wastage of energy and materials • excessive use of single-use plastics negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote responsible consumption and production in the workplace	2.1 Explain how: • providing products and/or services to local companies • obtaining products and/or services from local companies • encouraging the use of ethical standards • promoting the work-life quality of staff positively impacts different **practices in the workplace**
	2.2 Demonstrate the actions to promote responsible consumption and production into a **workplace practice**

SDG12 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG13 – Minimising the impact of climate change in the workplace

Unit reference number: D/650/2843

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of minimising the impact of climate change in a work environment. The learner will also gain an understanding of the actions that could be taken to minimise the impact of climate change in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to minimise the impact of climate change in a work environment

LO2 Be able to minimise the impact of climate change in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to minimise the impact of climate change in a work environment	1.1 Define what is meant by the impact of: • climate change • greenhouse gases in a working environment
	1.2 Describe how: • excessive business travel • encouraging office working • high energy costs negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to minimise the impact of climate change in the workplace	2.1 Explain how: • flexible working hours • video conferencing • home working positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to minimise the impact of climate change into a **workplace practice**

SDG13 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG14 – Promoting the conservation of sea life in the workplace

Unit reference number: H/650/2845

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting conservation of sea life in a work environment. The learner will also gain an understanding of the actions that could be taken to promote conservation of sea life in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote conservation of sea life in a work environment
LO2 Be able to promote the conservation of sea life in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote conversation of sea life in a work environment	1.1 Define what is meant by: • marine resources • clean water in a working environment
	1.2 Describe how: • the excessive use of single-use plastic • providing unhealthy seafood • unavailability of clean water negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote the conversation of sea life in the workplace	2.1 Explain how: • minimising the use of plastics • establishing a supply of sustainable seafood • promoting a recycling culture positively impact different practices in the workplace
	2.2 Demonstrate the actions to promote the conservation of sea life into a workplace practice

SDG14 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG15 – Promoting biodiversity in the workplace

Unit reference number: K/650/2847

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of promoting biodiversity in a work environment. The learner will also gain an understanding of the actions that could be taken to promote biodiversity in the workplace

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to promote biodiversity in a work environment

LO2 Be able to promote biodiversity in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to promote biodiversity in a work environment	1.1 Define what is meant by: • ecosystems • air composition in a working environment
	1.2 Describe how: • the unavailability of supplies through decreasing biodiversity • increased costs in the supply chain • poor ventilation negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to promote biodiversity in the workplace	2.1 Explain how: • creating a kitchen/outside garden • encouraging the use of flowering plants to attract wildlife • promoting a recycling culture positively impact different **practices in the workplace**
	2.2 Demonstrate the actions to promote biodiversity into a **workplace practice**

SDG15 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG15 – Embedding justice and harmony in the workplace

Unit reference number: M/650/2849

Level: 2
Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of embedding justice and harmony in a work environment. The learner will also gain an understanding of the actions that could be taken to embed justice and harmony in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to embed justice and harmony in a work environment

LO2 Be able to embed justice and harmony in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- succession planning
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to embed justice and harmony in a work environment	1.1 Define what is meant by: • fairness • best practice • growth culture in a working environment
	1.2 Describe how: • an autocratic management style • a lack of grievance procedure • unfair treatment of staff • poor worker support systems negatively impacts justice and harmony within an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to embed justice and harmony in the workplace	2.1 Explain how: • an HR officer/HR department • a formalised grievance procedure • conflict prevention and resolution • supervisory/management training and development programmes positively impacts different **practices in the workplace**
	2.2 Demonstrate the actions undertaken to embed justice and harmony into a **workplace practice**

SDG16 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

SDG17 – Embedding partnership working in the workplace

Unit reference number: Y/650/2850

Level: 2 **Guided Learning (GL) hours: 15**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of embedding partnership working in a work environment. The learner will also gain an understanding of the actions that could be taken to embed partnership working in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to embed partnership working in a work environment

LO2 Be able to embed partnership working in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Practices in the workplace could include, but are not limited to:

- employment outcomes
- education and training
- equality, diversity and inclusion
- social mobility and development

A **workplace practice** could include, but are not limited to:

- promoting gender equality
- supporting social mobility through employment opportunities
- offering training and upskilling opportunities for people
- providing safe working environments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to embed partnership working in a work environment	1.1 Define what is meant by: • compatible goals and values • complimentary skills • working partnerships in a working environment
	1.2 Describe how: • a reluctance to outsource • poor succession planning • a lack of quality improvement negatively impacts an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to embed partnership working in the workplace	2.1 Explain how: • working in partnership with other people or departments • establishing partnerships with suppliers and/or customers • accepting outside business support positively impact different practices in the workplace
	2.2 Demonstrate the actions to embed partnership working into a workplace practice

SDG17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

ESC2 Document History

Version	Issue Date	Changes	Role
V2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator