



Handbook

DESA1 – VTCT (Skillsfirst) Level 1 Award in Developing
Employability Skills (RQF)

600/4209/6

Version 6

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

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Developing Employability Skills (RQF)
Qualification number	600/4209/6
Product code	DESA1
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	9
Total Qualification Time (TQT)	90
Guided Learning (GL) hours	76
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications and there is no minimum level of literacy or numeracy required.
Legal considerations	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

With the issue of employability high on the national education and training agenda, this qualification has been developed to provide you with a basic range of “soft skills”, knowledge and confidence to help you overcome barriers to enter the work place.

These include:

- searching for a job
- preparing for interviews and speaking confidently
- career planning and making applications

Taking this qualification will allow you to understand, develop and practice the skills required by today’s employers while looking for a job. These skills will also help you to remain in employment. If you feel you would like to achieve more, then you could take the Level 1 Certificate in Developing Employability Skills (RQF). This qualification is made up of 100% non-vocational units.

2.2 Progression opportunities

Learners achieving this qualification can progress to further learning, or into specific vocational employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Developing Employability Skills (RQF) learners must achieve minimum of **9** credits.

A minimum of **5** credits must be at Level 1.

The minimum TQT required to achieve this qualification is **90**.

Product code	Unit title	Level	Credit	Unit reference number
Units (Group A): Minimum of 9 credits				
DP11	Work awareness	Entry 3	2	F/507/9592
DP15	Career planning and making applications	1	3	A/501/6880
DP17	Effective skills, qualities and attitudes for learning and work	1	3	D/507/9597
DP23	Searching for a job	1	1	L/501/5958
DP29	Preparing for and learning from interviews	1	3	R/502/2863
DP37	Conduct at work	Entry 3	1	A/501/6331
DP38	Speaking confidently at work	Entry 3	1	H/501/6338
DP44	Rights and responsibilities in the workplace	1	3	Y/507/9596
DP59	Understanding conflict at work	1	1	Y/502/3609
DP128	Researching and selecting a job opportunity	Entry 3	3	F/505/4207

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 performance, moderate and verify assessments

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

4.3 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are 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.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, 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.

4.6 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 assessment methods

For the Level 1 Award and Certificate in Developing Employability Skills (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units 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

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 | • worksheet |
| • notes | • expenditure record |
| • letter | • audio/video recorded |
| • e-mail | • discussion/presentation/interview |
| • application form | • photograph |
| • annotated or highlighted text | • assessor observation |
| • action plan | • witness statement |
| • Individual Learning Plan (ILP) | • picture |
| • review and tutorial records | • poster |
| • report | • leaflets |
| • project plan | • map |
| • job cards and advertisements | • product |
| • diary | • screen dumps (print screen) |

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.

5.6 Simulation and witness testimony

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

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, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

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

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner's work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc., which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

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 the 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

DP11 – Work awareness

Unit reference number: F/507/9592

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to introduce the learner to some of the key aspects of working life e.g. what it means to be an employee. The unit is introduced in direct response to CBI concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customer's needs, and the world of work.

Learning outcomes

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

LO1 Know about the types of employer that are found in their local area

LO2 Understand some of the expectations employers have of employees

LO3 Be able to relate employer expectations to own activities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the types of employer that are found in their local area	1.1 Identify a local employer and their main area of business for each of the following sectors: <ul style="list-style-type: none"> • service • manufacturing • public • private
	1.2 Identify how one employer makes money or is funded

Learning Outcome	Assessment Criteria
LO2 Understand some of the expectations employers have of employees	2.1 List two expectations an employer has of its employees
	2.2 Give a reason why one of these expectations is important

Learning Outcome	Assessment Criteria
LO3 Be able to relate employer expectations to own activities	3.1 Identify one activity they have undertaken that shows they could meet at least one employer expectation
	3.2 Say why they meet the expectation

DP11 Document History

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

Unit Handbook

DP15 – Career planning and making applications

Unit reference number: A/501/6880

Level: 1

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to help the learner understand about workplace values and employer and employee rights and responsibilities, including the importance of personal appearance and health and safety in the workplace. This unit provides the opportunity for a learner's achievements in personal and social development to be accredited.

Learning outcomes

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

LO1 Be able to choose a suitable career pathway

LO2 Be able to identify a suitable job, training programme or course

LO3 Understand how to prepare a curriculum vitae

LO4 Understand how candidates are selected for interview

LO5 Be able to apply for a job, training placement or course

LO6 Understand the interview process

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A career pathway includes long-term aspirations as well as short-term goals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to choose a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 Research career options
	1.3 Agree a suitable career pathway

Learning Outcome	Assessment Criteria
LO2 Be able to identify a suitable job, training programme or course	2.1 List sources of information for job vacancies, training programmes or courses
	2.2 Find a suitable job vacancy, training programme or course

Learning Outcome	Assessment Criteria
LO3 Understand how to prepare a curriculum vitae	3.1 Identify own skills, qualities, experience and qualifications
	3.2 Draft a curriculum vitae

Learning Outcome	Assessment Criteria
LO4 Understand how candidates are selected for interview	4.1 Describe how candidates are selected for an interview for a job, training programme or course

Learning Outcome	Assessment Criteria
LO5 Be able to apply for a job, training placement or course	5.1 Obtain an application form and/or job details
	5.2 Complete the application

Learning Outcome	Assessment Criteria
LO6 Understand the interview process	6.1 List what needs to be considered in preparation for the interview
	6.2 Observe or take part in a real or simulated interview
	6.3 Give examples of effective and ineffective interview practice

DP15 Document History

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

Unit Handbook

DP17 – Effective skills, qualities and attitudes for learning and work

Unit reference number: D/507/9597

Level: 1

Credit value: 3

Guided Learning (GL) hours: 22

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

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

LO1 Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work

LO2 Be able to use effective communication

LO3 Be able to work effectively

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

- Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working
- Attitudes might include being positive, motivated
- Behaviour might include wearing appropriate dress, showing respect

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	1.1 Explain the importance of positive and appropriate behaviour for learning and work
	1.2 Consistently demonstrate appropriate codes of conduct
	1.3 Demonstrate adaptability and flexibility
	1.4 Demonstrate motivation and enthusiasm
	1.5 Demonstrate commitment and professionalism

Learning Outcome	Assessment Criteria
LO2 Be able to use effective communication	2.1 Explain the importance of effective verbal and non-verbal communication
	2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer
	2.3 Demonstrate effective communication with more than one other person
	2.4 Use positive body language

Learning Outcome	Assessment Criteria
LO3 Be able to work effectively	3.1 Receive and respond to instructions
	3.2 Check own understanding of instructions
	3.3 Identify the tasks that need to be done and deadlines
	3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks
	3.5 Work safely following health and safety guidelines
	3.6 Complete tasks to required standard and deadlines
	3.7 Identify ways of working more effectively

DP17 Document History

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

Unit Handbook

DP23 – Searching for a job

Unit reference number: L/501/5958

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

In this unit, the learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for based on an understanding of their own skills and abilities.

Learning outcomes

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

LO1 Know potential job sources

LO2 Know potential job roles related to their skills and interests

LO3 Be able to search for job vacancies

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know potential job sources	1.1 Describe different types of sources of employment available for job-seekers
	1.2 Describe the roles/functions of these sources

Learning Outcome	Assessment Criteria
LO2 Know potential job roles related to their skills and interests	2.1 Match their skills and interests to potential job roles

Learning Outcome	Assessment Criteria
LO3 Be able to search for job vacancies	3.1 Understand the layout and format of job adverts in relation to their personal circumstances
	3.2 Identify sources of information available for carrying out job searches
	3.3 Select appropriate methods to search for particular job vacancies

DP23 Document History

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

Unit Handbook

DP29 – Preparing for and learning from interviews

Unit reference number: R/502/2863

Level: 1

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit aims to equip the learner with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.

Learning outcomes

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

LO1 Be able to plan for interviews

LO2 Be able to prepare for interviews

LO3 Be able to communicate during interviews

LO4 Be able to reflect on interviews

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to plan for interviews	1.1 Outline a job role or programme of learning for interview
	1.2 Outline arrangements for interview

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for interviews	2.1 Outline key information about an organisation being interviewed for
	2.2 Outline key information about a job role or programme of learning being interviewed for
	2.3 Outline skills, personal attributes and experience for a job role or programme of learning being interviewed for
	2.4 Prepare responses, including extended responses, to likely interviewer questions
	2.5 Identify questions about an organisation and a job role or programme of learning to ask at interview

Learning Outcome	Assessment Criteria
LO3 Be able to communicate during interviews	3.1 Demonstrate ways to make a positive first impression at interview
	3.2 Demonstrate interview techniques by <ul style="list-style-type: none"> • making introductions • responding to questions • asking planned questions

Learning Outcome	Assessment Criteria
LO4 Be able to reflect on interviews	4.1 Outline things that went well during interview
	4.2 Outline improvements for future interviews
	4.3 Outline why someone might want or not want a job role or programme of learning after interview
	4.4 Outline training that might help progression in a job role or programme of learning

DP29 Document History

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

Unit Handbook

DP37 – Conduct at work

Unit reference number: A/501/6331

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.

Learning outcomes

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

LO1 Know about appropriate conduct for the workplace

LO2 Be able to demonstrate good conduct

LO3 Be able to carry out a review of own conduct

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues
	2.2 Dress appropriately for work

Learning Outcome	Assessment Criteria
LO3 Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so well

DP37 Document History

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

Unit Handbook

DP38 – Speaking confidently at work

Unit reference number: H/501/6338

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation.

Learning outcomes

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

LO1 Be able to contribute to workplace discussions and conversations

LO2 Be able to use language which is appropriate for the work situation

LO3 Know why it is important to speak confidently at work

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to contribute to workplace discussions and conversations	1.1 Make relevant comments and suggestions
	1.2 Ask and answer straightforward questions
	1.3 Volunteer constructive ideas and opinions

Learning Outcome	Assessment Criteria
LO2 Be able to use language which is appropriate for the work situation	2.1 Describe the difference between formal and informal language
	2.2 Speak formally or informally as appropriate to the situation
	2.3 Identify ways to show politeness when speaking to others in the workplace

Learning Outcome	Assessment Criteria
LO3 Know why it is important to speak confidently at work	3.1 Describe why it is important to speak confidently at work

DP38 Document History

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

Unit Handbook

DP44 – Rights and responsibilities in the workplace

Unit reference number: Y/507/9596

Level: 1

Credit value: 3

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.

Learning outcomes

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

LO1 Understand that employees have rights

LO2 Understand that employees have responsibilities

LO3 Be able to work to health and safety guidelines

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

- Rights might include a written Statement of Employment Particulars
- Responsibilities might include wearing Personal Protective Equipment (PPE)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that employees have rights	1.1 List a range of employee rights
	1.2 State how employee rights are protected by law

Learning Outcome	Assessment Criteria
LO2 Understand that employees have responsibilities	2.1 List a range of employee responsibilities
	2.2 Describe own responsibilities
	2.3 Explain why it is important to keep some information confidential

Learning Outcome	Assessment Criteria
LO3 Be able to work to health and safety guidelines	3.1 Recognise and respond to hazards in own place of learning or work
	3.2 List requirements for personal health and safety in own place of learning or work
	3.3 Explain how to contribute to keeping colleagues and customers safe and healthy in own place of learning or work
	3.4 Contribute to a risk assessment
	3.5 Work safely following guidelines
	3.6 Explain and follow emergency procedures

DP44 Document History

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

Unit Handbook

DP59 – Understanding conflict at work

Unit reference number: Y/502/3609

Level: 1

Credit value: 1

Guided Learning (GL) hours: 6

Unit aim

This unit introduces conflict in the place of work. It covers at an elementary level 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

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

LO1 Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it

LO2 Understand employee rights in the place of work and recognise unacceptable behaviour

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

This unit refers to legislation relating to race, disability and equal opportunities. In 2010 new legislation was introduced (The Equality Act) which is the current legislation candidates should refer to.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it	1.1 Give three examples of common causes of conflict in a place of work
	1.2 Identify how these could be prevented

Learning Outcome	Assessment Criteria
LO2 Understand employee rights in the place of work and recognise unacceptable behaviour	2.1 Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (three examples): <ul style="list-style-type: none"> • Race Relations • Disability discrimination • Equal Opportunities
	2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act)

DP59 Document History

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

Unit Handbook

DP128 – Researching and selecting a job opportunity

Unit reference number: F/505/4207

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to help the learner learn about different employment pathways, including identifying products and services within them. They will recognise different types of work and working patterns and find out about local work opportunities. They will understand reasons for selecting particular jobs.

Learning outcomes

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

LO1 Know about employment opportunities in different sectors

LO2 Understand different types of employment and working patterns

LO3 Be able to find out information about jobs in a working pattern

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about employment opportunities in different sectors	1.1 Identify different sectors
	1.2 Identify jobs offered by local companies in different sectors
	1.3 Identify products and/or services linked to different jobs
	1.4 Identify the work environment for different jobs

Learning Outcome	Assessment Criteria
LO2 Understand different types of employment and working patterns	2.1 Identify job opportunities in different types of employment, to include: <ul style="list-style-type: none"> • employment in a company • self-employment • voluntary work or work experience
	2.2 Identify working patterns for different jobs
	2.3 Outline advantages and disadvantages of different working patterns
	2.4 Identify reasons for: <ul style="list-style-type: none"> • selecting a working pattern • rejecting a working pattern

Learning Outcome	Assessment Criteria
LO3 Be able to find out information about jobs in a working pattern	3.1 Identify jobs in a preferred working pattern
	3.2 State facts about different jobs in a preferred working pattern, to include: <ul style="list-style-type: none"> • main duties • services or products offered • location of organisation • rate of pay
	3.3 Identify sources of information which provide facts about jobs in a preferred working pattern
	3.4 State reasons for choosing a job

DP128 Document History

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

DESA1 Document History

Version	Issue Date	Changes	Role
v6	14/02/2023	Formatting and re-branding. No content amendment.	Data Administrator