Handbook

PWWC1 – VTCT (Skillsfirst) Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF)

603/5031/3

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

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF)
Qualification number	603/5031/3
Product code	PWWC1
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)	122
Guided Learning (GL) hours	104
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
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 developed for learners who are seeking employment, returning to work or want to add value to their CPD. It has been designed to make learners aware of the principles of maintaining personal well-being in a work setting. It also explores the impact of positive and negative behaviour, good physical and mental health, a safe working environment and how healthy eating impacts on well-being.

The range of units contained in this qualification allow the learner to understand the principles of health and well-being at work, healthy eating, dealing with negative workplace situations, mental health and personal problems and self-development to provide a positive well-being. This qualification could also prove invaluable toward the learner's personal and career development.

2.2 Progression opportunities

On completion of the Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)
- VTCT (Skillsfirst) Level 1 Award in Developing Employability Skills (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **122**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
PWW1	Principles of well-being at work	1	34	F/617/7533
PWW2	Maintaining personal well-being at work	1	42	J/617/7534
PWW3	Maintaining personal physical and mental health at work	1	28	L/617/7535

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

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (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 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.

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 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the unit.

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 Assessment principles

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.

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 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

PWW1 – Principles of well-being at work

Unit reference number: F/617/7533

Level: 1 **Guided Learning (GL) hours: 34**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of health and well-being at work and how healthy eating promotes positive well-bring at work. They will also have the opportunity to develop their knowledge and understanding of their own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.

Learning outcomes

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

LO1 Understand the principles of health and well-being at work

LO2 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

LO3 Understand how healthy eating promotes positive well-bring at work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Categories of different groups of people could include:

- gender
- age
- types of work carried out
- specific medical conditions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of health and well-being at work	1.1 Describe what is meant by: • physical well-being • social well-being • duty of care in the work setting
	1.2 Explain the importance of good health and well-being at work
	1.3 Describe the types of: • physical ill-health problems • mental health problems in the work setting

Learning Outcome	Assessment Criteria
LO2 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	2.1 Identify legislation relating to general health and safety in the work setting
	2.2 Outline the main points of health and safety policies and procedures in the work setting
	2.3 Outline the main health and safety responsibilities of: • self • an employer or manager • others in the work setting
	2.4 Identify tasks relating to health and safety that should not be carried out without special training
	2.5 Explain how to access additional support and information relating to health and safety

Learning Outcome	Assessment Criteria
LO3 Understand how healthy eating promotes positive well-bring at work	3.1 Explain the elements of a healthy, balanced diet
	3.2 Explain why **different groups of people** require different diets
	3.3 Describe the different food groups and their contribution to positive well-being
	3.4 Explain the importance of checking food labels for nutritional information
	3.5 Describe the benefits of a healthy diet

PWW1 Document History

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

Unit Handbook

PWW2 – Maintaining personal well-being at work

Unit reference number: J/617/7534

Level: 1 **Guided Learning (GL) hours: 42**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to deal with negative workplace situations and to create a positive personal working environment. They will also have the opportunity to develop their knowledge and understanding of how personal problems can affect well-being at work and how self-development can provide positive well-being at work.

Learning outcomes

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

LO1 Understand how to deal with negative workplace situations

LO2 Understand how to create a positive personal working environment

LO3 Understand how personal problems can affect well-being at work

LO4 Understand how self-development can provide positive well-being at work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Work effectiveness can be defined as the degree to which objectives are achieved and the extent to which targeted problems are solved.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to deal with negative workplace situations	1.1 Identify types of negative workplace situations
	1.2 Describe how negative workplace situations may affect personal well-being
	1.3 Describe how to respond to types of negative workplace situations to promote personal well-being

Learning Outcome	Assessment Criteria
LO2 Understand how to create a positive personal working environment	2.1 Identify ways of maintaining personal well-being in a work setting
	2.2 Describe the importance of developing positive working relationships with others
	2.3 Explain how positive well-being can improve **work effectiveness**

Learning Outcome	Assessment Criteria
LO3 Understand how personal problems can affect well-being at work	3.1 Describe how personal • money problems • family issues • relationship issues can affect an individual's well-being at work
	3.2 Describe the support available in the work setting to reduce the effect of personal problems

Learning Outcome	Assessment Criteria
LO4 Understand how self-development can provide positive well-being at work	4.1 Explain the importance of • job satisfaction • incentives and rewards to personal well-being at work
	4.2 Describe the types of self-development activities which could provide a positive well-being at work
	4.3 Identify the support available to find self-development activities that could provide a positive well-being at work

PWW2 Document History

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

Unit Handbook

PWW3 – Maintaining personal physical and mental health at work

Unit reference number: L/617/7535

Level: 1
Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to deal with negative workplace situations and to create a positive personal working environment. They will also have the opportunity to develop their knowledge and understanding of how personal problems can affect well-being at work and how self-development can provide positive well-being at work.

Learning outcomes

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

LO1 Understand how mental health problems can affect well-being at work

LO2 Understand how personal health problems can affect well-being at work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Anxiety could be define as a mild or severe feeling of unease, worry or fear regarding work activities.

Depression could be generally defined as negatively affecting how a person feels, thinks and acts, decreasing their ability to function well at home and at work.

Work-related stress could be generally defined as the harmful reaction people have to excessive pressures or other types of demand placed on them at work

Work-life balance could be generally defined as how a person divides their time and focus between working and family or leisure activities.

Fatigue could be generally defined as a feeling of lack of energy and motivation that can be physical, mental or both.

Job burn-out could be generally defined as a special type of work-related stress - a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how mental health problems can affect well-being at work	1.1 Describe the causes of • **anxiety** • **depression** in the work setting
	1.2 Explain the importance of managing **work-related stress**
	1.3 Describe ways of reducing • anxiety • depression • work-related stress to create a positive well-being at work
	1.4 Describe how mindfulness could be used to provide a positive well-being at work
	1.5 Explain the importance of having a **work-life balance**

Learning Outcome	Assessment Criteria
LO2 Understand how personal health problems can affect well-being at work	2.1 Explain the importance of personal health and hygiene to provide a positive well-being at work
	2.2 Describe the causes of • **fatigue** • **burnout** in the work setting
	2.3 Explain the importance of time management to prevent personal health problems
	2.4 Describe ways of maintaining a healthy physical health life style

PWW3 Document History

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

PWWC1 Document History

Version	Issue Date	Changes	Role
V2.0	31/01/23	Formatting and re-branding. No content amendment.	Data Administrator