

# Skillsfirst Awards

## Handbook

### Level 1 Certificate in Work Skills (QCF)

WC01



**Skillsfirst**  
growth through learning

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## **1.0 Introduction**

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 1 Certificate in Work Skills (QCF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## **2.0 Skillsfirst Awards**

### **2.1 Data protection**

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### **2.2 Diversity and equality**

#### **Diversity and equality**

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on diversity and equality which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a diversity and equality policy that works together with ours and that they maintain an effective appeals procedure which along with the diversity and equality policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own diversity and equality and appeals procedures.

#### **Access to assessment**

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

## **2.3 Enquiries and information sources**

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)  
email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)  
Tel: 0121 270 5100  
Fax: 0121 747 4102

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 215  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## 2.5 Malpractice

Skillsfirst Awards has a responsibility to ensure that malpractice, non compliance and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice (including cheating, copying and plagiarism) on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## 3.0 Occupational expertise of those who deliver, provide expert witness, assess performance and 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).

### 3.1 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.

### 3.2 Expert witnesses

#### 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.

#### 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.

### 3.3 Continuous professional development

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.



## 4.0 Summary of delivery and assessment methods

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

### 4.1 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

### 4.2 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.

### 4.3 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
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen).

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

### 4.4 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.

## 4.5 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.

### 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.

### 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.

## 4.6 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. 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
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

## 5.0 Qualification information

### 5.1 What is the qualification and credit framework?

The qualification and credit framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of learners
- describe achievements (credits) to employers, providers and learners in a way that is easy to understand
- allow learners to accumulate credit, by recognising smaller steps of learning at their own pace
- allow learners to transfer credits into an electronic learner achievement record, which they will keep for life

### 5.2 QCF units

Each unit has a credit value based on the total number of hours learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit, for example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

### 5.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under 'what you must do' and 'what you must know' whereas the QCF units are all listed under 'the learner can'.

### 5.4 Availability of qualifications

This handbook covers the Level 1 Certificate in Work Skills (QCF). To complete a qualification, the minimum credit value must be achieved and progressive qualifications at a higher level require more credit to be achieved. The number of units to achieve this is not fixed, as it is the total credit value that is required. Rules of combination apply to each qualification. Learners can accumulate credit which will allow them to claim award, certificate or diploma certification, as the qualification credit values are achieved.



## 5.5 Qualification aim and design

These qualifications have been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs. They are designed to meet the needs of learners who wish to seek, gain and retain employment or progress to further learning, allow learners to learn, develop and practise the skills required for employment and provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence

There is a wide range of units allowing learners to choose units to meet the needs of their own personal and career development or work role.

## 6.0 Qualification structure

### 6.1 Number of credits required for this qualification

Qual number	Level	Qualification title	Number of credits
WC01	1	Certificate in Work Skills (QCF)	Minimum of 13

### 6.2 Rules of combination

#### Level 1 Certificate in Work Skills (QCF)

Learners must achieve 13 credits in total. A minimum of 8 credits from Group A and a maximum of 5 credits from Group B. A maximum of only 6 credits can be taken at level 2.

### 6.3 List of available units and their credit value

The list below gives the Skillsfirst unit numbers, unit titles, their level and the credit value of each unit. Units which cover the same or similar areas of learning, or have a significant overlap in content should not be taken together.

#### Group A - Level 2 and level 1 units

Skillsfirst unit no.	Unit level	Unit title	Credit value
WO1	2	Alternatives to paid work	1
WO2	2	Working as a volunteer	2
WO3	2	Managing your own money	2
WO4	2	Searching for a job	1
WO5	2	Applying for a job	1
WO6	2	Preparing for an interview	1
WO7	2	Interview skills	1
WO8	2	Self-management skills	2
WO9	2	Self-assessment	2
WO10	2	Career progression	2
WO11	2	Developing personal skills for leadership	2
WO12	2	Practising leadership skills with others	2
WO13	2	Learning with colleagues and other learners	2
WO14	2	Communicating solutions to others	2
WO15	2	Effectiveness at work	1
WO16	2	Working in a team	3

WO17	2	Learning from more experienced people	2
WO18	2	Building working relationships with colleagues	2
WO19	2	Building working relationships with customers	2
WO20	2	Investigating rights and responsibilities at work	1
WO21	2	Managing your health at work	1
WO22	2	Setting and meeting targets at work	2
WO23	2	Solving work-related problems	2
WO24	2	Summarising documents	1
WO25	2	Contributing to meetings	1
WO26	2	Preparing for work placement	1
WO27	2	Learning from work placement	2
WO28	2	Planning an enterprise activity	1
WO29	2	Running an enterprise activity	1
WO30	2	Producing a product	1
WO31	2	Understanding employment responsibilities and rights	3
WO55	1	Alternatives to paid work	1
WO56	1	Working as a volunteer	2
WO57	1	Managing your own money	2
WO58	1	Being responsible for other people's money	1
WO59	1	Searching for a job	1
WO60	1	Applying for a job	1
WO61	1	Preparing for an interview	1
WO62	1	Interview skills	1
WO63	1	Self-management skills	2
WO64	1	Self-assessment	1
WO65	1	Career progression	2
WO66	1	Developing personal skills for leadership	2
WO67	1	Practicing leadership skills with others	2
WO68	1	Learning with colleagues and other learners	2
WO69	1	Communicating solutions to others	2
WO70	1	Positive attitudes and behaviours at work	1
WO71	1	Working in a team	3
WO72	1	Learning from more experienced people	2
WO73	1	Building working relationships with colleagues	2
WO74	1	Building working relationships with customers	2
WO75	1	Investigating rights and responsibilities at work	1
WO76	1	Managing your health at work	1
WO77	1	Setting and meeting targets at work	2
WO78	1	Solving work-related problems	2
WO79	1	Taking notes at meetings	1
WO80	1	Summarising documents	1
WO81	1	Contributing to meetings	1
WO82	1	Preparing for work placement	1
WO83	1	Learning from work placement	2

WO84	1	Safe learning in the workplace	1
WO85	1	Planning an enterprise activity	1
WO86	1	Running an enterprise activity	1
WO87	1	Producing a product	1
WO115	1	Literacy for the workplace	1
WO116	1	Numeracy for the workplace	1

### Group B – Entry Level 3 units

Skillsfirst unit no.	Unit level	Unit title	Credit value
WO88	Entry 3	Alternatives to paid work	1
WO89	Entry 3	Working as a volunteer	2
WO90	Entry 3	Managing your own money	2
WO91	Entry 3	Being responsible for other people's money	1
WO92	Entry 3	Searching for a job	1
WO93	Entry 3	Applying for a job	1
WO94	Entry 3	Preparing for an interview	1
WO95	Entry 3	Interview skills	1
WO96	Entry 3	Self-management skills	2
WO97	Entry 3	Self-assessment	1
WO98	Entry 3	Career progression	1
WO99	Entry 3	Conduct at work	1
WO100	Entry 3	Working in a team	3
WO101	Entry 3	Investigating rights and responsibilities at work	1
WO102	Entry 3	Managing your health at work	1
WO103	Entry 3	Setting and meeting targets at work	2
WO104	Entry 3	Solving work-related problems	2
WO105	Entry 3	Presenting accurate documents	1
WO106	Entry 3	Speaking confidently at work	1
WO107	Entry 3	Preparing for work placement	1
WO108	Entry 3	Learning from work placement	2
WO109	Entry 3	Safe learning in the workplace	1
WO110	Entry 3	Planning an enterprise activity	1
WO111	Entry 3	Running an enterprise activity	1
WO112	Entry 3	Producing a product	1
WO113	Entry 3	Literacy for the workplace	1
WO114	Entry 3	Numeracy for the workplace	1

## 6.4 Learner entry requirements

### Formal requirements

There are no formal entry requirements for learners undertaking these qualifications and there is no minimum level of literacy or numeracy required.

### Age restrictions

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

## 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.

## 6.5 Progression opportunities

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

## 7.0 The units of learning

### 7.1 Structure of the units

The units in these qualifications are written in a standard format and comprise the following:

- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- relationship to NOS, other qualifications and frameworks
- assessment
- guidance notes

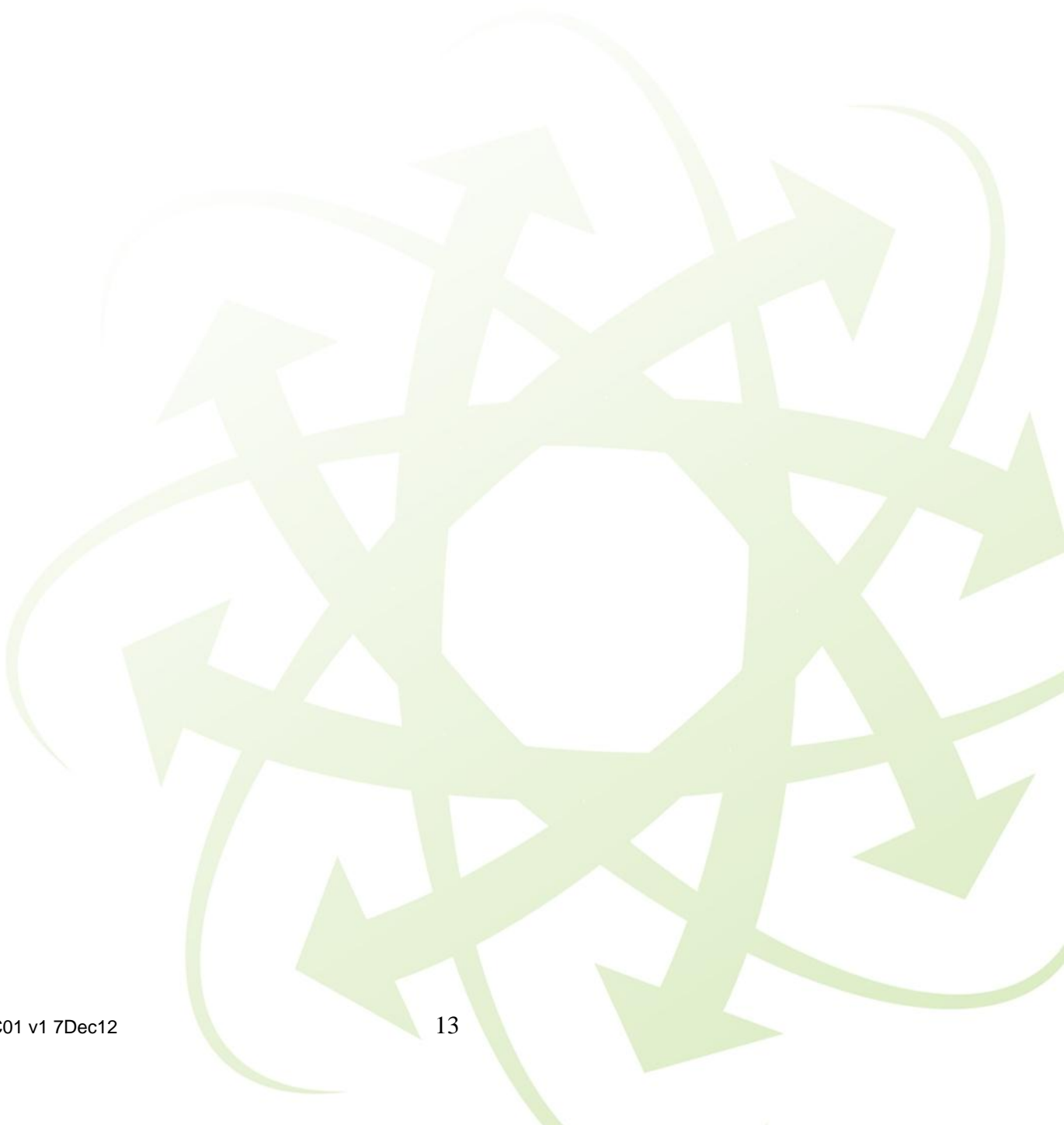


## 7.2 Group A - Level 2 and 1 units



# WO1

## Alternatives to paid work



## WO1 Alternatives to paid work

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is for learners to understand the skills, qualities and knowledge gained from participating in alternatives to paid work and how to transfer these benefits to other areas of life.

### Learning outcomes

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

1. Understand different alternatives to paid work
2. Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Different types of alternatives to paid work:** voluntary activities e.g. volunteering for local charity organisation or community organisation; family care responsibilities e.g. caring for young child or family member with a disability; leisure activities e.g. sports or other hobbies; study or training e.g. via internet or at local college; compulsory activities e.g. community service order, supervision order

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

**WO1            Alternatives to paid work**  
Learning outcomes and assessment criteria

**Outcome 1    Understand different alternatives to paid work**

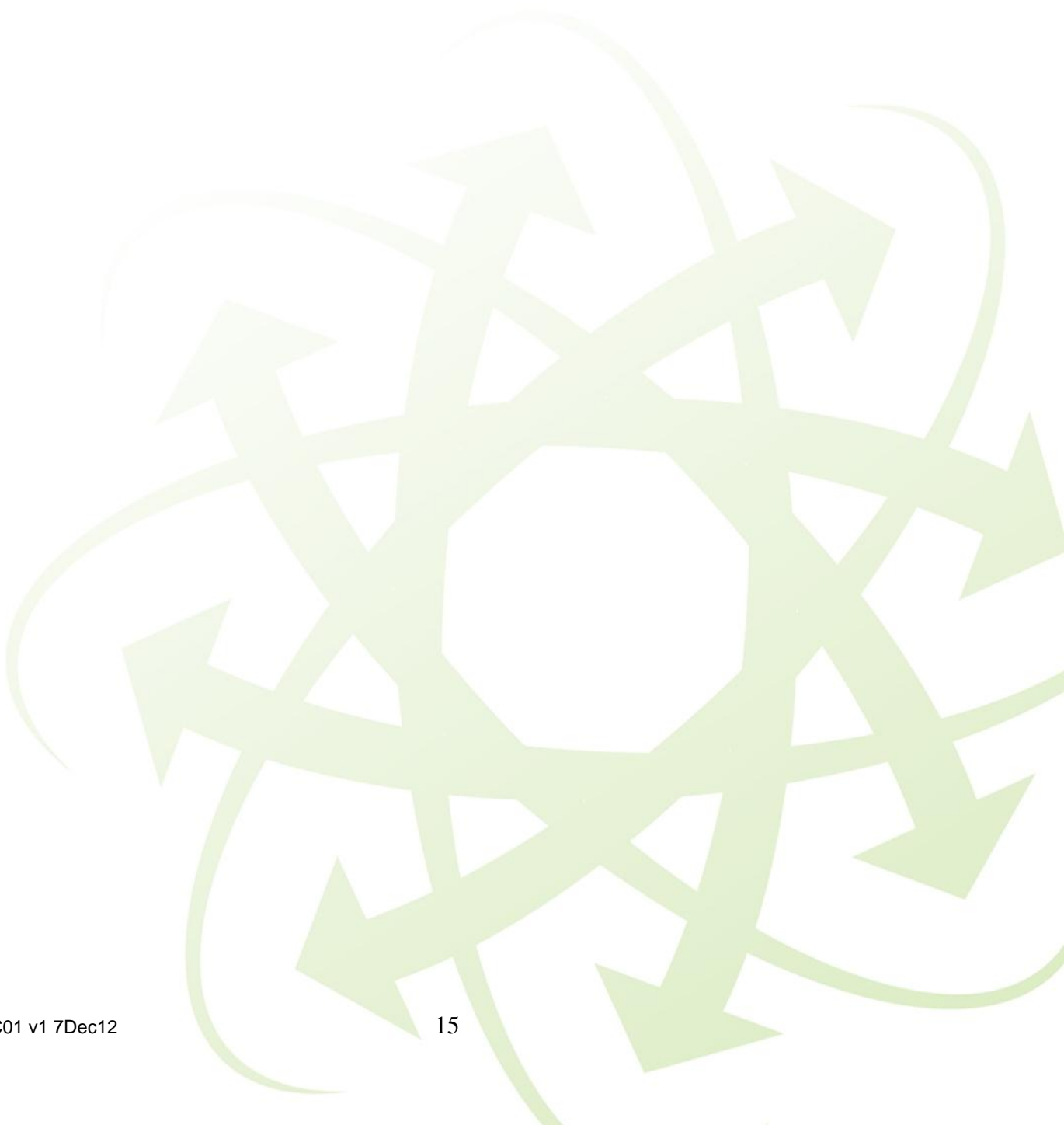
The learner can:

- 1 describe different types of alternatives to paid work
- 2 explain differences in types of alternatives to work
- 3 explain the role of different organisations associated with alternatives to paid work

**Outcome 2    Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life**

The learner can:

- 1 describe different types of skills, qualities and knowledge that can be gained through participating in alternatives to paid work
- 2 explain steps to take to use the skills, qualities or knowledge gained from alternatives to paid work in other areas of life





## **WO2**

### **Working as a volunteer**



## WO2 Working as a volunteer

Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to provide learners with the opportunity to apply for and undertake voluntary work to develop understanding of the benefits of skills used in voluntary work.

### Learning outcomes

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

1. Be able to find voluntary work that matches own skills and interests
2. Be able to undertake voluntary work
3. Understand benefits to the individual from taking part in voluntary work

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Voluntary work:** suitable work which matches skills and interests e.g. painting a fence for the pre-school groups outdoor area or clearing an overgrown churchyard would suit a learner who enjoys being outdoors, helping at a stall for a community carnival would suit a learner interested in a career in events coordination

### Evidence requirements

Learners must provide a portfolio of evidence for this unit

## **WO2 Working as a volunteer**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to find voluntary work that matches own skills and interests**

The learner can:

- 1 identify ways to become a volunteer
- 2 apply for voluntary work matching own skills and interests
- 3 describe the nature of the work to be undertaken
- 4 describe behaviours and attitudes needed to undertake the work

### **Outcome 2 Be able to undertake voluntary work**

The learner can:

- 1 complete a voluntary work task which matches own skills and interests

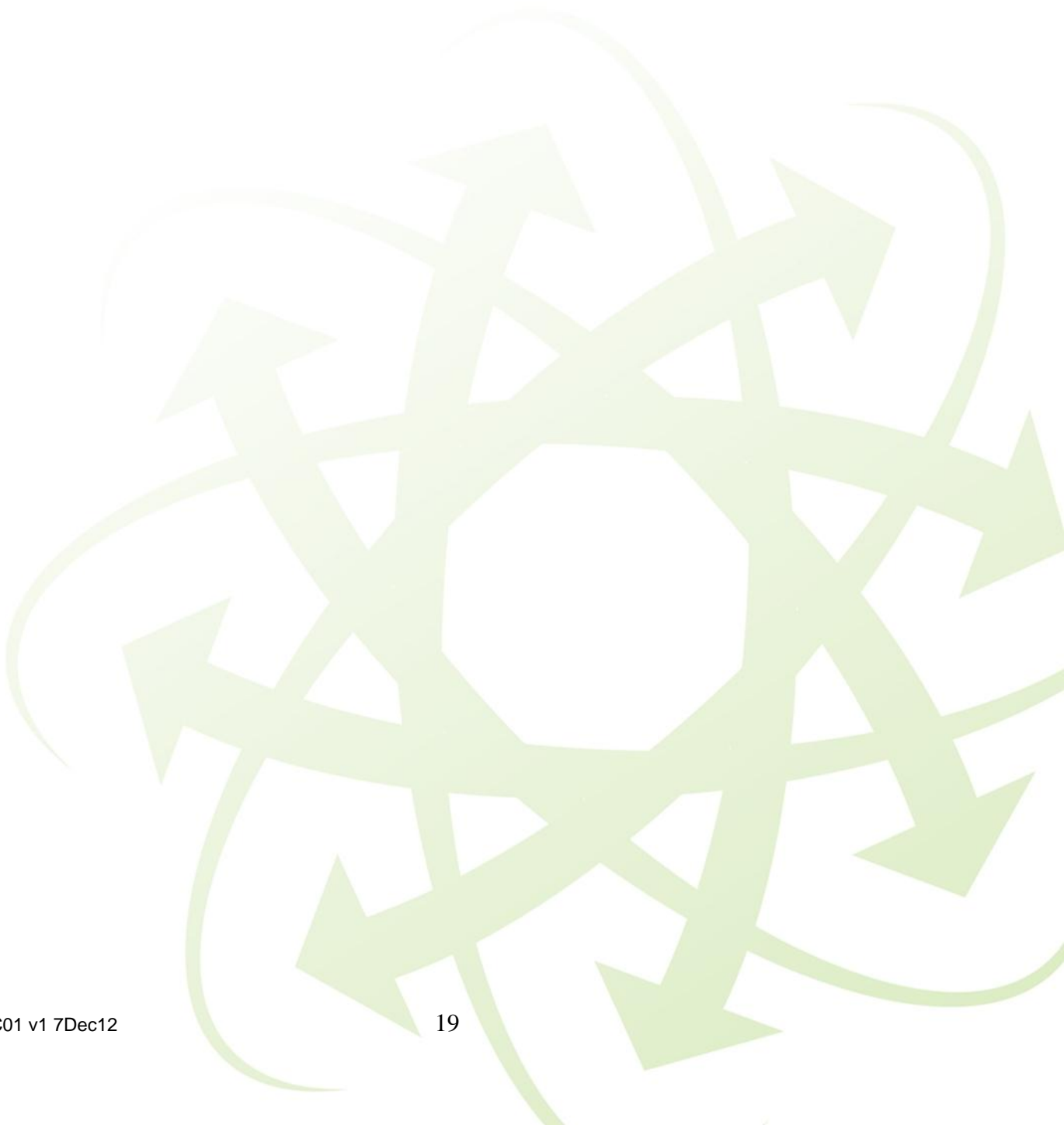
### **Outcome 3 Understand benefits to the individual from taking part in voluntary work**

The learner can:

- 1 describe skills developed during voluntary work
- 2 explain how the skills used during the time as a volunteer may be useful for career planning

# WO3

## Managing your own money





## WO3 Managing your own money

Level: 2

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop knowledge and understanding of how to budget to manage their personal finances. In this unit, ways to use credit responsibly are explored.

### Learning outcomes

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

1. Be able to produce a personal budget
2. Understand the use of credit to borrow money

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Expenditure:** e.g. gas/electricity, mortgage/rent, mobile/landline phone, council tax, income tax and national insurance, water rates, pension scheme payments, groceries, clothing, entertainment, transport, childcare costs, credit card repayment

**Sources of income:** salary or wages; inheritance, gifts; pocket money; selling items; benefits; loans and credit agreements; interest on savings

**Suitable calculations:** daily/weekly/monthly expenditure of essential and nonessential outgoings; weekly/monthly income

**Planning expenditure and income:** knowing how much money you have available each week/month after taxes; knowing how much you can afford to spend on various items, goods or services

**Ways to ensure expenditure does not exceed income:** make savings e.g. special offers on food, buy clothing in sales, walk/cycle instead of using public transport, make own sandwiches; save for larger items e.g. holidays, birthday presents; not buying on impulse

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

### **WO3            Managing your own money**

Learning outcomes and assessment criteria

#### **Outcome 1    Be able to produce a personal budget**

The learner can:

- 1    carry out calculations of expenditure and income for an individual for a month
- 2    calculate balance at the end of the month
- 3    identify ways to ensure expenditure does not exceed income

#### **Outcome 2    Understand the use of credit to borrow money**

The learner can:

- 1    identify different sources of credit
- 2    explain how to use credit responsibly for expenditure and investing
- 3    describe the potential problems of using credit

# WO4

## Searching for a Job



## WO4      Searching for a Job

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to develop learners' knowledge, understanding and skills to enable them to undertake a search for job vacancies relevant to their skills, interests and achievements.

### Learning outcomes

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

1. Understand how to use sources of information about jobs
2. Understand how to relate own skills, interests and achievements to potential job roles
3. Be able to investigate job vacancies

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Sources of information about jobs:** sources that provide a personalised service to job seekers or employers e.g. employment agencies, Job centres; sources that provide basic information about job opportunities e.g. magazines, newspapers, public notice boards, journals and other publications; other sources e.g. word of mouth; different types of employment e.g. private sector, voluntary sector, public sector, self-employment

**Appropriateness of job vacancy sources:** the choice of source could limit or widen the type and number of job vacancies searched for e.g. using the internet versus using a local job notice board; some sources of employment are specialised or specific to particular job types e.g. industry publications, trade journals, specialised recruitment agencies; differences between employment conditions in different sectors e.g. working conditions, salary and benefits, terms of employment, ethics and values of the organisation

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO4          Searching for a Job**

Learning outcomes and assessment criteria

### **Outcome 1    Understand how to use sources of information about jobs**

The learner can:

- 1    explain the roles of different sources of information about jobs
- 2    select appropriate sources of information about job vacancies for own purposes
- 3    identify potential job roles from sources of information about jobs

### **Outcome 2    Understand how to relate own skills, interests and achievements to potential job roles**

The learner can:

- 1    explain how own skills relate to potential job roles
- 2    explain own interests in relation to potential job roles
- 3    explain how own achievements are relevant to potential job roles

### **Outcome 3    Be able to investigate job vacancies**

The learner can:

- 1    carry out investigations to identify potential job vacancies
- 2    provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies

## **WO5**

### **Applying for a job**



## WO5 Applying for a job

Level: 2

Credit value: 1

### Unit aim

This unit aims to develop learners' skills to enable them to complete job application processes independently.

### Learning outcomes

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

1. Understand different methods of applying for a job
2. Be able to prepare a job application

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Different methods of applying:** methods e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person

**How to obtain job application information:** how and where to find job application information e.g. from human resources departments, company/organisation websites, job search websites, local and national media, employment agencies

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO5      Applying for a job**

Learning outcomes and assessment criteria

### **Outcome 1    Understand different methods of applying for a job**

The learner can:

- 1    describe different methods of applying for a job
- 2    explain how to obtain job application information

### **Outcome 2    Be able to prepare a job application**

The learner can:

- 1    collate the information appropriate for a job application
- 2    complete a comprehensive and accurate job application
- 3    carry out checks of a job application for accuracy
- 4    review a job application for fitness for purpose

# WO6

## Preparing for an interview



## WO6 Preparing for an interview

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is for learners to develop the knowledge and skills to prepare for an interview

### Learning outcomes

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

1. Know information required in preparing for an interview
2. Be able to prepare answers to interview questions

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Key information about interviewing organisation:** main functions, what business the company carries out, the goals of the organisation

**Key aspects of the application information:** e.g. entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required

**Identify questions:** identifying information about the job/placement/course which they could not find in advance of the interview and could request from the interviewer e.g. course materials needed, promotion and training opportunities offered by the organisation, working hours for the placement

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO6            Preparing for an interview**

Learning outcomes and assessment criteria

### **Outcome 1    Know information required in preparing for an interview**

The learner can:

- 1    describe the key information about the interviewing organisation which are relevant to the job/placement/course
- 2    describe key aspects of the job/placement/course drawing on application information
- 3    identify gaps in own information about the organisation
- 4    identify gaps in own information about the job/placement/course
- 5    devise questions to ask the interviewer at interview to find answers to gaps in knowledge

### **Outcome 2    Be able to prepare answers to interview questions**

The learner can:

- 1    devise questions that may be asked at an interview
- 2    select questions most likely to be asked at an interview specific to the course/job/placement
- 3    prepare responses to questions that may be asked at interview

# WO7

## Interview skills



Level: 2

Credit value: 1

### Unit aim

This unit aims to develop learners' communication and presentation skills for successful interviews. Learners review their own skill development and consider how to improve for future interviews

### Learning outcomes

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

1. Be able to demonstrate readiness for an interview
2. Be able to respond to questions in an interview
3. Know how to review own performance in an interview

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Presentation and dress code:** clean and smart presentation, dress code to meet interview requirements e.g. suit; work specific clothing if appropriate

**Arrive punctually:** the importance of time keeping in creating the correct impression at an interview; arrive early enough e.g. to collect themselves, to find entrance to building/office, to appear calm and in control

**Polite, appropriate way to introduce yourself in an interview situation:** use appropriate language and facial expressions, be aware of potential cultural differences around introductions

**Information about interviewer:** basic but accurate details about the name/job role/title of the interviewer

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO7 Interview skills**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to demonstrate readiness for an interview**

The learner can:

- 1 present an appearance and dress code that conforms to interview requirements
- 2 demonstrate punctuality for the interview
- 3 introduce self at the interview location
- 4 give the name or job role/title of the interviewer during introductions

### **Outcome 2 Be able to respond to questions in an interview**

The learner can:

- 1 give responses to clarify an interviewer's questions if they are unclear
- 2 give responses which provide answers to the questions asked by the interviewer
- 3 demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course

### **Outcome 3 Know how to review own performance in an interview**

The learner can:

- 1 describe what went well in the interview
- 2 describe what did not go well in the interview
- 3 suggest ways of improving own performance in a future interview

## WO8

### Self-management skills



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop an understanding of the importance of self-management for employees and others in the workplace and to develop self-management skills for work.

### Learning outcomes

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

1. Understand the importance of self-management for work
2. Be able to self-manage for work
3. Be able to review own self-management skills for work

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Importance of managing themselves:** contribute to own health and wellbeing, builds self-esteem and confidence, builds better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily

**How to manage themselves effectively in the workplace:** e.g. taking care of personal wellbeing e.g. select healthy meal options in canteen at lunchtime to boost physical health, talk to supervisor or human resources representative if feeling anxious about learning new tasks; follow health and safety guidelines e.g. take regular breaks from looking at the computer screen, use correct method for lifting heavy objects; manage time effectively e.g. check daily tasks lists every morning for any urgent tasks

**Benefits of effective self-management to others:** for immediate colleagues, other colleagues, the employer e.g. makes workplace safer, avoids problems related to an appropriate workloads, boosts morale and a positive atmosphere in the workplace, lower rates of absence from work, higher rates of productivity if staff are happy and healthy in their workplace

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO8 Self-management skills**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the importance of self-management for work**

The learner can:

- 1 explain why it is important for individuals to self-manage in the workplace
- 2 explain how to self-manage in the workplace
- 3 explain benefits to others in the workplace when individuals self-manage effectively

### **Outcome 2 Be able to self-manage for work**

The learner can:

- 1 produce a plan of activities and breaks for a working day
- 2 carry out activities prioritising to achieve daily objectives

### **Outcome 3 Be able to review own self-management skills for work**

The learner can:

- 1 assess own self-management skills for work
- 2 identify aspects of self-management for improvement

# WO9

## Self-assessment



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop the skills to assess their own strengths, weaknesses, skills and qualities to inform personal goal setting and to review personal achievements over time.

### Learning outcomes

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

1. Understand self-assessment
2. Be able to reflect on personal strengths and weaknesses
3. Be able to reflect on own skills and qualities
4. Be able to set personal goals
5. Be able to review personal achievements

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Importance of self-assessment of personal strengths and weaknesses:** to identify personal strengths; to identify personal weaknesses; to plan future; to set achievable goals; to plan to develop strengths and weaknesses

**Importance of personal skills and qualities:** to recognise personal skills; to recognise personal qualities making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO9 Self-assessment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand self-assessment**

The learner can:

- 1 explain why it is important to assess personal strengths and weaknesses
- 2 explain why it is important to assess personal skills and qualities

### **Outcome 2 Be able to reflect on personal strengths and weaknesses**

The learner can:

- 1 describe own personal strengths and weaknesses
- 2 explain why it is important to continue to develop own strengths
- 3 explain why it is important to improve on own areas of weakness

### **Outcome 3 Be able to reflect on own skills and qualities**

The learner can:

- 1 describe own skills and qualities
- 2 explain why skills and qualities identified are important for own career and personal life

### **Outcome 4 Be able to set personal goals**

The learner can:

- 1 identify sources of information for learning and progression
- 2 identify personal long-term goals
- 3 describe short-term goals required for meeting long-term goals
- 4 describe ways in which goals may be tracked over time
- 5 devise a plan for learning, showing responsibility for own learning
- 6 implement own plan for learning, showing responsibility for own learning

### **Outcome 5 Be able to review personal achievements**

The learner can:

- 1 identify achievements over a given period
- 2 give reasons for success in achievements
- 3 explain why goals may not be reached within a set period of time

# WO10

## Career progression



**Level: 2**

**Credit value: 2**

**Unit aim**

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on assessment of their own qualities, skills and experience.

**Learning outcomes**

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

1. Understand career progression
2. Be able to review skills, qualities and experience for career progression
3. Be able to plan career progression

**Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Assessment guidance**

**Benefits of different work or study opportunities:** various forms of work and study opportunities e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/course, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects; benefits of work or study opportunities e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects

**Stages in career development:** ongoing nature of career progression, building skills and knowledge as an ongoing process, moving up through organisational structure, increasing understanding of a task or skill from basic to more advanced level, learning new skill could lead to new job role, taking on new responsibilities voluntarily could lead to paid promotion

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit.



## **WO10 Career progression**

Learning outcomes and assessment criteria

### **Outcome 1 Understand career progression**

The learner can:

- 1 explain the career benefits of work or study opportunities
- 2 explain how one job role or stage of career development may lead to another

### **Outcome 2 Be able to review skills, qualities and experience for career progression**

The learner can:

- 1 describe own skills, qualities and experience
- 2 explain how own personal qualities, skills and experience apply to areas of work or learning
- 3 identify area of work or learning for own career progression

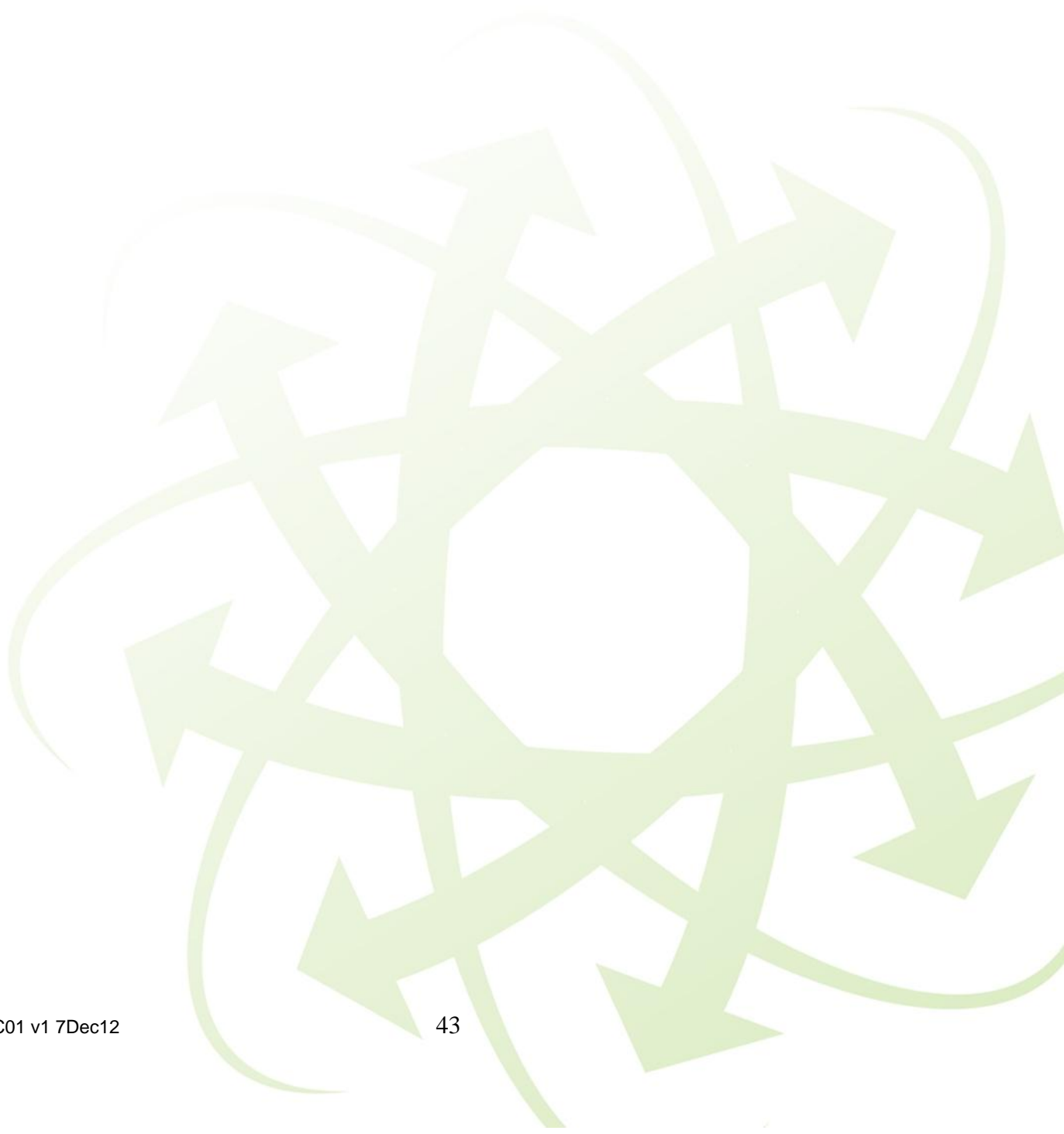
### **Outcome 3 Be able to plan career progression**

The learner can:

- 1 identify information for own career progression from different sources
- 2 explain how information for career progression relates to own skills, qualities, experience and career aspirations
- 3 produce a career progression plan, including information that relates to own skills, experience and career aspirations
- 4 explain the timeline for the career plan
- 5 identify resources needed to support the career progression plan
- 6 explain how the career progression plan will be reviewed

# WO11

## Developing personal skills for leadership



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to give learners the opportunity to develop their personal leadership skills. The unit covers the main features of leadership and practical leadership.

### Learning outcomes

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

1. Know the main features of leadership
2. Know how to demonstrate own leadership skills
3. Be able to prepare for a leadership activity

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Main features of leadership:** responsibility for others e.g. making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance e.g. helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions e.g. allocating work to the team; giving and receiving feedback e.g. telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions e.g. deciding on what a group of people need to do, who needs to do which activity, solving problems

**Own skills and qualities:** review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO11      Developing personal skills for leadership**

Learning outcomes and assessment criteria

### **Outcome 1    Know the main features of leadership**

The learner can:

- 1    describe the main features of leadership
- 2    describe how own skills and qualities relate to the main features of leadership

### **Outcome 2    Know how to demonstrate own leadership skills**

The learner can:

- 1    describe the range of skills that can be used to lead others
- 2    describe how own leadership skills can be put into practice in order to lead others

### **Outcome 3    Be able to prepare for a leadership activity**

The learner can:

- 1    select a suitable activity to demonstrate leadership skills
- 2    explain how the selected activity will enable demonstration of an appropriate range of skills

# WO12

## Practising leadership skills for leadership



## WO12 Practising leadership skills for leadership

Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness

### Learning outcomes

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

1. Know how to lead a group activity
2. Be able to demonstrate effective leadership skills with others
3. Be able to review own leadership performance

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Group activities:** in the workplace within a small team, in a school or college (or other place of learning) in a group project e.g. cross-curricular project, assignment within a vocational or subject-based area

**Leadership skills in a group activity:** leading in a way that is appropriate to the requirements of the situation and people involved e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively e.g. using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO12 Practising leadership skills for leadership**

Learning outcomes and assessment criteria

### **Outcome 1 Know how to lead a group activity**

The learner can:

- 1 describe how leadership skills contribute to a given group activity

### **Outcome 2 Be able to demonstrate effective leadership skills with others**

The learner can:

- 1 give support to other members of the group
- 2 allocate tasks and activities appropriately to other members of the group
- 3 give and receive appropriate feedback for members of the group
- 4 make decisions about tasks and activities to solve problems

### **Outcome 3 Be able to review own leadership performance**

The learner can:

- 1 assess own leadership performance
- 2 suggest areas for improvement of own leadership performance

## WO13

### Learning with colleagues and other learners



## WO13 Learning with colleagues and other learners

Level: 2

Credit value: 2

### Unit aim

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

### Learning outcomes

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

1. Understand the importance of learning with colleagues or other learners
2. Know how to plan the learning to be undertaken with colleagues or other learners
3. Be able to interact appropriately with colleagues or other learners in a learning situation
4. Be able to review the learning undertaken with colleagues or other learners

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Importance of learning with others:** finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners e.g. solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others e.g. patience, empathy, tolerance, flexibility, loyalty, reliability

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO13      Learning with colleagues and other learners**

Learning outcomes and assessment criteria

### **Outcome 1    Understand the importance of learning with colleagues or other learners**

The learner can:

- 1 describe how learning with ones colleagues or other learners is important for own development

### **Outcome 2    Know how to plan the learning to be undertaken with colleagues or other learners**

The learner can:

- 1 select a learning goal to undertake with colleagues or other learners
- 2 describe ways to work towards achieving the learning goal

### **Outcome 3    Be able to interact appropriately with colleagues or other learners in a learning situation**

The learner can:

- 1 respond appropriately to advice from others
- 2 express beliefs and opinions to others appropriately
- 3 give helpful feedback to others

### **Outcome 4    Be able to review the learning undertaken with colleagues or other learners**

The learner can:

- 1 give examples of how learning with colleagues or other learners took place
- 2 describe an example of learning with others that was successful
- 3 discuss an example of learning with others that was not successful

# WO14

## Communicating solutions to others



**Level: 2**

**Credit value: 2**

**Unit aim**

This unit gives learners the opportunity to deal with problems by considering if a solution is needed, how to solve the problem and how to communicate the solution to others. Learners will also assess how successfully they communicated with others.

**Learning outcomes**

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

1. Know why a problem needs to be solved
2. Be able to communicate the solution effectively to others
3. Be able to provide appropriate responses to questions or objections
4. Be able to assess own performance

**Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Assessment guidance**

**Possible problems to solve:** differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information

**Reasons why the problem requires a solution:** e.g. lack of communication could lead to missed deadlines, inadequate management or knowledge means quality of work would not be so good, project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in producing a product, learner cannot complete project on climate change without first finding out why climate change is occurring

**Ways to solve problems:** e.g. rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before actually changing the equipment, submit an application for funding for a project, enrol in training course to improve customer service skills

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **WO14      Communicating solutions to others**

Learning outcomes and assessment criteria

### **Outcome 1    Know why a problem needs to be solved**

The learner can:

- 1    describe a possible problem to solve
- 2    describe reasons why the problem needs a solution
- 3    describe a way to solve the problem

### **Outcome 2    Be able to communicate the solution effectively to others**

The learner can:

- 1    explain to others how the problem was solved
- 2    use appropriate information to support their explanation

### **Outcome 3    Be able to provide appropriate responses to questions or objections**

The learner can:

- 1    identify possible questions or objections to their solutions to a problem
- 2    plan how to deal with feedback and questions from others in the group
- 3    respond appropriately to questions or objections from others

### **Outcome 4    Be able to assess own performance**

The learner can:

- 1    explain why parts of the communication were successful
- 2    explain why parts of the communication were not so successful
- 3    suggest ways to improve the communication of the solution



# WO15

## Effectiveness at work



**Level: 2**

**Credit value: 1**

**Unit aim**

In this unit learners will gain the understanding and skills necessary to work effectively to achieve personal, team and organisational goals.

**Learning outcomes**

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

1. Understand effective workplace behaviour
2. Be able to demonstrate effective working practice
3. Be able to evaluate their own practice

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Assessment guidance**

**Different ways in which employees can behave effectively:** interacting with other colleagues in the workplace e.g. communicating appropriately with other colleagues, managing time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the place of work e.g. codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation e.g. welcoming delegates to an external meeting, behaving appropriately towards customers when visiting a client's site, behaving appropriately when attending an external training course as part of their job

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **WO15 Effectiveness at work**

Learning outcomes and assessment criteria

### **Outcome 1 Understand effective workplace behaviour**

The learner can:

- 1 describe different ways in which employees can behave effectively within the workplace
- 2 describe different ways in which employees can behave effectively when representing their employer outside of the workplace

### **Outcome 2 Be able to demonstrate effective working practice**

The learner can:

- 1 interact appropriately with a wide range of colleagues in the workplace
- 2 interact appropriately with others outside the workplace to meet workplace objectives.
- 3 apply organisational codes of practice, procedures and safety rules appropriately

### **Outcome 3 Be able to evaluate their own practice**

The learner can:

- 1 review own practice to establish what went well
- 2 review own practice to establish what did not go well
- 3 suggest areas for improvement of performance

# WO16

## Working in a team



## WO16 Working in a team

Level: 2

Credit value: 3

### Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

### Learning outcomes

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

1. Understand the advantages and disadvantages of having a team complete a task
2. Understand the need for a team to work to an agreed code of conduct
3. Be able to recognise the different strengths, skills and experiences different people bring to a team
4. Be able to allocate roles and responsibilities within the team in relation to a given task
5. Be able to work positively as a member of a team
6. Be able to reflect on the performance of a team

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Advantages of teamwork:** employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

**Disadvantages of teamwork:** needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO16 Working in a team**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the advantages and disadvantages of having a team complete a task**

The learner can:

- 1 assess advantages of having a team complete a task
- 2 assess disadvantages of having a team complete a task

### **Outcome 2 Understand the need for a team to work to an agreed code of conduct**

The learner can:

- 1 create a code of conduct for effective team work
- 2 explain likely consequences of team members not following a code of conduct

### **Outcome 3 Be able to recognise the different strengths, skills and experiences different people**

The learner can:

- 1 assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
- 2 assess relevant strengths, skills and experiences that other members bring to a particular team

### **Outcome 4 Be able to allocate roles and responsibilities within the team in relation to a given task**

The learner can:

- 1 agree with other team members the roles and responsibilities of each member of the team
- 2 describe how each role contributes to the team's objectives and the completion of the team task

### **Outcome 5 Be able to work positively as a member of a team**

The learner can:

- 1 identify relevant ideas and suggestions from others that will enable the team to complete the task
- 2 devise a team plan to solve a problem when working with others
- 3 make a contribution to a team by sharing skills and knowledge
- 4 offer help, support or advice to team members when appropriate
- 5 respond positively to advice and constructive criticism
- 6 follow a plan to complete a task or activity on time

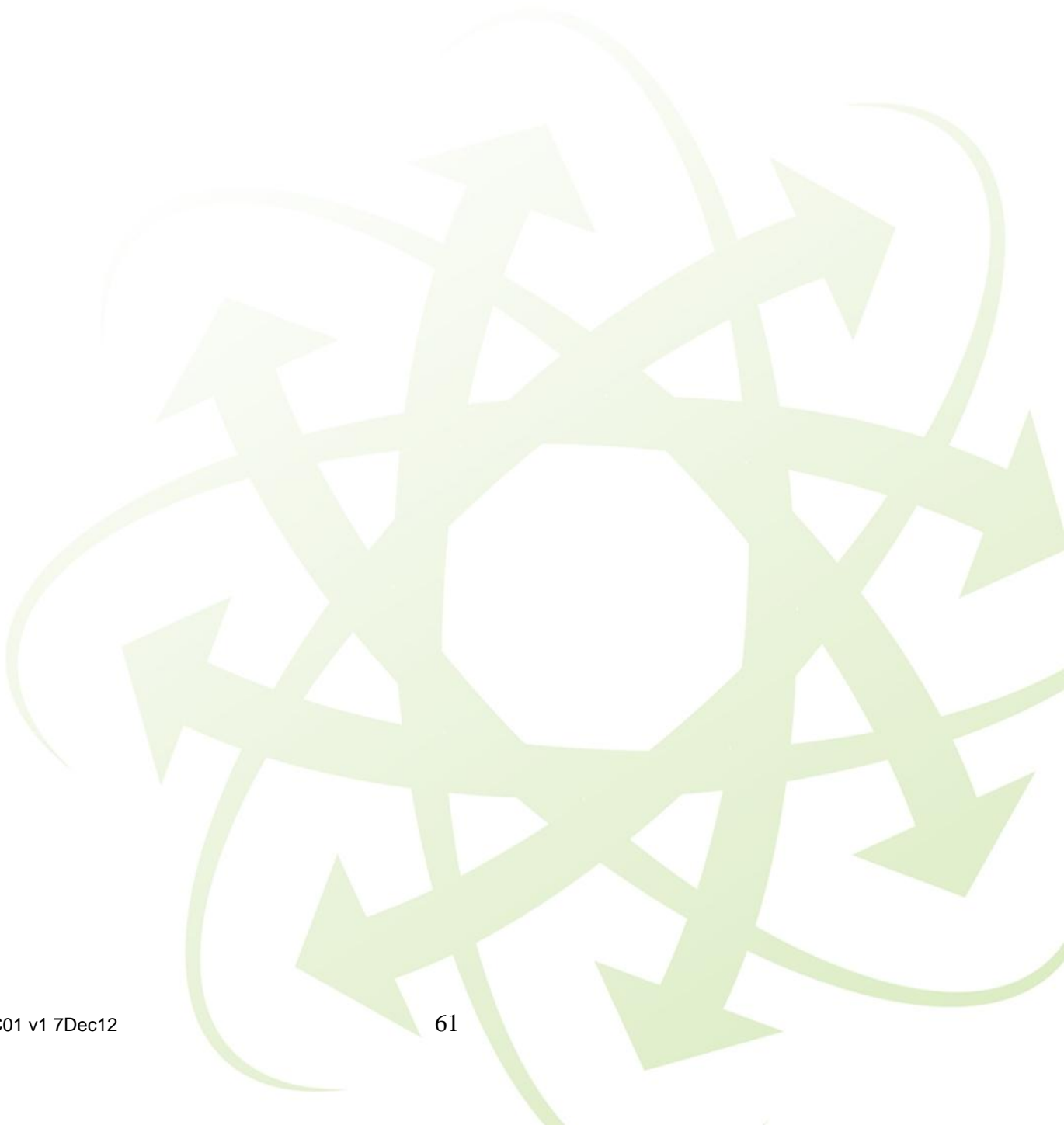
### **Outcome 6 Be able to reflect on the performance of a team**

The learner can:

- 1 discuss how individual performance contributed to the overall performance of the team
- 2 describe ways in which the team as a whole performed effectively
- 3 select areas in which the team could improve its team work skills

# WO17

## Learning from more experienced people





## WO17      Learning from more experienced people

Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to give learners the skills and knowledge to learn from more experienced people. The unit describes the benefits of working with more experienced people and how learners can use this learning to enhance their own skills.

### Learning outcomes

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

1. Know about situations where they might interact with more experienced people
2. Know ways in which more experienced people work effectively
3. Know how to improve performance by learning from those who have more experience

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**More experienced people:** more experienced team members or learners e.g. line managers, supervisors, managers, heads of department, team leaders; people in other teams e.g. finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers

**Situations of interaction with more experienced people:** receiving advice, instruction or teaching from more experienced people in formal and informal contexts e.g. classes, presentations, training sessions, workshops; working alongside more experienced people e.g. working in a team with more experienced colleagues or learners, observing more experienced people at work e.g. work shadowing, attending a meeting, attending a presentation

**Benefits of learning from more experienced people:** application of skills to the workplace e.g. experience of dealing with customer complaints, skills and knowledge of how to adapt to different working conditions e.g. weather, materials

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO17      Learning from more experienced people**

Learning outcomes and assessment criteria

### **Outcome 1    Know about situations where they might interact with more experienced people**

The learner can:

- 1    select situations where learners can interact with experienced people
- 2    describe ways to benefit from working with more experienced people

### **Outcome 2    Know ways in which more experienced people work effectively**

The learner can:

- 1    describe effective working methods demonstrated by a more experienced person
- 2    describe why these ways of working are effective

### **Outcome 3    Know how to improve performance by learning from those who have more experience**

The learner can:

- 1    select examples of a skill or process learnt from others with more experience
- 2    describe how to use what has been learnt to improve own performance
- 3    describe the advantages of learning from more experienced people
- 4    describe the disadvantages of learning from more experienced people
- 5    select a skill or process which needs to be improved
- 6    outline the plan to improve the skill or process with the help of more experienced people

## WO18

### Building working relationships with colleagues



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to give learners the skills and knowledge necessary to interact confidently and effectively with colleagues. Learners are given the opportunity to share ideas and resolve differences as well as being made aware that their behaviour affects everyone else.

### Learning outcomes

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

1. Understand how people in the workplace depend on one another
2. Understand how an individual's behaviour affects other people at work
3. Be able to demonstrate positive behaviours that promote effective working with others

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Different people in the workplace depend on one another:** in teams, departments and organisation as a whole; people need one another to perform their individual roles to achieve common work goals e.g. to provide a service, to generate money e.g. in working towards common goal of selling a certain amount of goods, sales managers depend on team leaders to pass on information about sales targets, team leaders depend on team members to reach their sales targets and team members rely on sales managers to set realistic targets

**Individual behaviour can have positive implications for others:** consequences for individual colleagues e.g. raising a colleague's self-confidence by giving them positive feedback; consequences for a group of people e.g. boost given to team morale by individual member being cheerful and helpful

**Individual behaviour can have negative implications for others:** consequences for other individuals e.g. individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to line manager causes line manager to waste time clarifying the messages; consequences for a group of people e.g. the organisation misses a delivery deadline because an individual did not complete a required task, a team is unable to carry out their work effectively because one team member continually turns up late for work

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO18 Building working relationships with colleagues**

Learning outcomes and assessment criteria

### **Outcome 1 Understand how people in the workplace depend on one another**

The learner can:

- 1 describe the interdependencies between different people in a workplace

### **Outcome 2 Understand how an individual's behaviour affects other people at work**

The learner can:

- 1 describe how the positive behaviour of one person can affect others in the workplace
- 2 describe how the negative behaviour of one person can affect others in the workplace

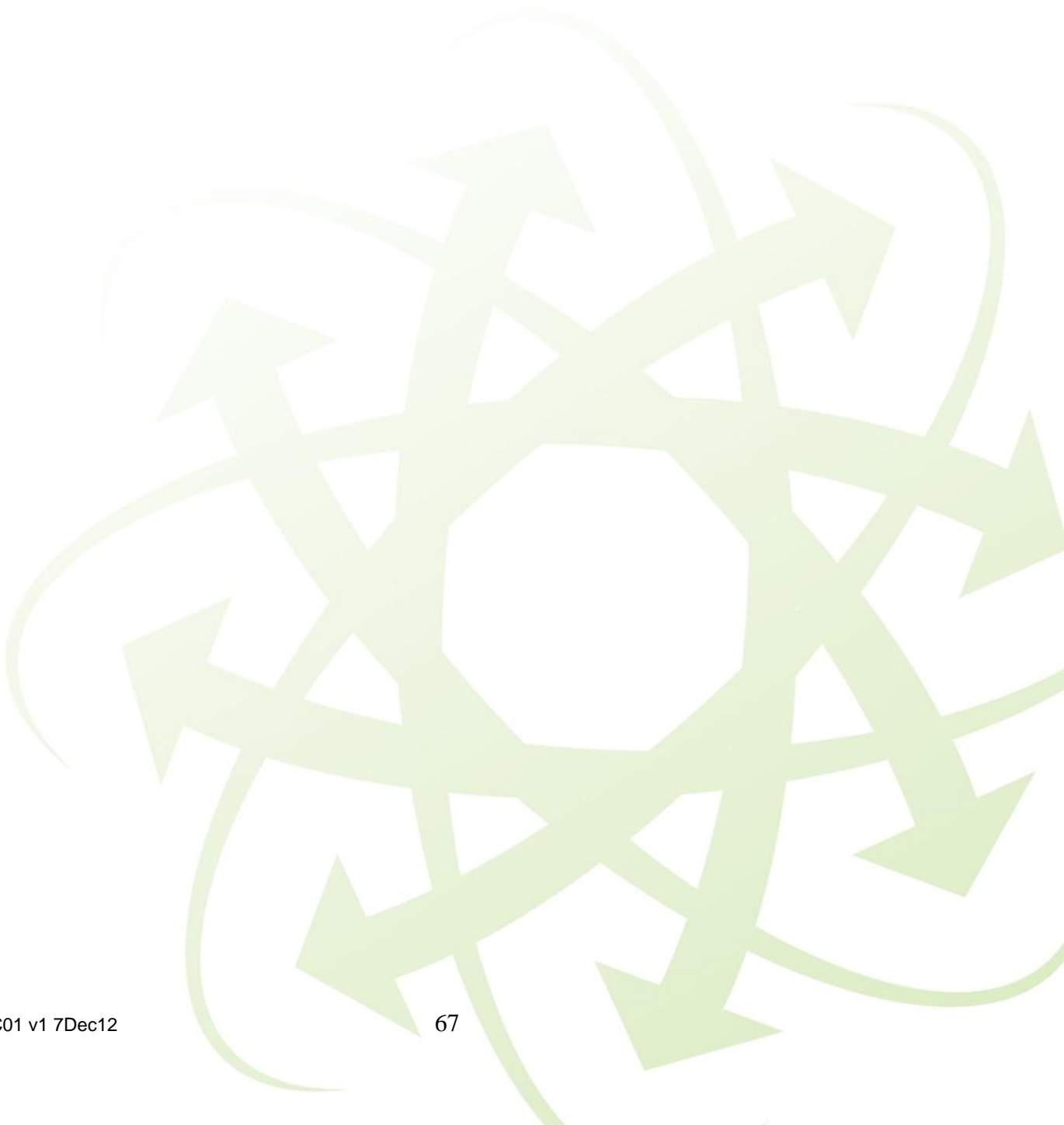
### **Outcome 3 Be able to demonstrate positive behaviours that promote effective working with others**

The learner can:

- 1 communicate clearly with colleagues
- 2 resolve differences with colleagues amicably
- 3 offer help and guidance to colleagues and accept their help and guidance
- 4 offer ideas, suggestions and opinions to colleagues
- 5 consider the ideas, suggestions and opinions of colleagues and respond appropriately

# WO19

## Building working relationships with customers





Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to give learners the skills and knowledge to deliver good customer service. Learners will consider the effects of poor customer service and have the opportunity to practise using customer protocols to deal with customers effectively.

### Learning outcomes

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

1. Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole
2. Understand why organisations normally have protocols for dealing with customers
3. Be able to interact positively with customers in line with given protocols

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Effects of employee's self-presentation:** customers form negative or positive impression of employee based on employee's self-presentation e.g. employee using aggressive tone of voice suggests that they are unwilling to help the customer, employee thanking customer for their enquiry suggests that they think the customer is important; customers form negative or positive view of organisation based on the way employee presents themselves e.g. employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised

**Importance of customer satisfaction:** helps organisations to meet their financial or service goals; potential benefits to organisation of meeting financial or service goals e.g. staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals e.g. employee's jobs put at risk, no pay rises given, damage to organisation's image or reputation

**Dealing with common customer queries or requests:** knowing how to deal with customer queries or requests e.g. through training, use of reference documents; following organisation's protocols in dealing with customer queries or requests e.g. deliver customer's takeaway meal within 30 minutes of the time of order or offer them a 20% discount if the delivery is late

**Communicate appropriately with customers:** being helpful in manner, language and attitude e.g. listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO19 Building working relationships with customers**

Learning outcomes and assessment criteria

### **Outcome 1 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole**

The learner can:

- 1 describe how an employee's self-presentation can affect a customer's opinion of the individual and their organisation
- 2 describe the importance of maintaining customers satisfaction with organisations

### **Outcome 2 Understand why organisations normally have protocols for dealing with customers**

The learner can:

- 1 describe key areas likely to be contained in a customer service protocol
- 2 describe the importance for employees to follow customer service protocols

### **Outcome 3 Be able to interact positively with customers in line with given protocols**

The learner can:

- 1 provide answers to customer queries and requests by following an organisation's protocols
- 2 communicate appropriately with customers
- 3 explain the procedures within an organisation for dealing with customer problems and complaints
- 4 describe when it would be necessary to involve colleagues in assisting the customer

# WO20

## Investigating rights and responsibilities at work



Level: 2

Credit value: 1

### Unit aim

This unit aims to develop learners' understanding of the importance of rights and responsibilities in the workplace and the responsibilities of employees and employers in upholding them

### Learning outcomes

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

1. Understand why rights and responsibilities are important in a workplace
2. Understand rights and responsibilities of employees and employers
3. Know how to obtain guidance and information about rights and responsibilities at work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Reasons why rights and responsibilities are important:** safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers

**Types of rights:** rights e.g. human rights, workplace rights, rights of the child, legal rights, informal rights e.g. club membership

**Types of responsibilities:** e.g. member of society, workplace responsibilities, family responsibilities

**How rights and responsibilities are enforced:** use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO20      Investigating rights and responsibilities at work**

Learning outcomes and assessment criteria

### **Outcome 1    Understand why rights and responsibilities are important in a workplace**

The learner can:

- 1 explain reasons why rights and responsibilities are important in a workplace
- 2 explain how rights and responsibilities are enforced in a workplace

### **Outcome 2    Understand rights and responsibilities of employees and employers**

The learner can:

- 1 outline the responsibilities employers have to employees
- 2 outline the rights and responsibilities an employee has at work
- 3 explain the implications of employee rights and responsibilities in a workplace
- 4 describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace

### **Outcome 3    Know how to obtain guidance and information about rights and responsibilities at work**

The learner can:

- 1 identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
- 2 describe the type of advice given by key representative bodies

# WO21

## Managing your health at work



Level: 2

Credit value: 1

### Unit aim

The aim of this unit is for learners to develop understanding of how to manage personal health in the workplace and the support provided by employers in maintaining health

### Learning outcomes

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

1. Understand the employee's role in maintaining good health at work
2. Know the services employers can provide to maintain the health of the workforce
3. Know sources of help to ensure good health at work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Why it is important for employees to maintain good health at work:** improves performance; reduces stress; reduces sick leave; reduces risk of injury; increases enjoyment of work; increased enjoyment of leisure time

**How employees can maintain good health in the workplace:** appropriate diet and exercise; reduce and report potential risks and hazards; wear correct protective clothing if required; take regular breaks, maintain work-life balance; manage ill health appropriately

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO21 Managing your health at work**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the employee's role in maintaining good health at work**

The learner can:

- 1 explain why it is important for employees to maintain good health at work
- 2 explain how employees can maintain good health in the workplace

### **Outcome 2 Know the services employers can provide to maintain the health of the workforce**

The learner can:

- 1 describe services that can be provided by employers to help maintain the health of the workforce

### **Outcome 3 Know sources of help to ensure good health at work**

The learner can:

- 1 describe different sources of help to ensure good health at work
- 2 describe the services offered by different sources of help



# WO22

## Setting and meeting targets at work



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop the skills to set and review personal targets at work to meet organisational targets and requirements

### Learning outcomes

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

1. Be able to set personal targets for a workplace
2. Be able to review progress in meeting own targets

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Personal targets:** should be appropriate in a number of aspects e.g. motivates the individual, relevant to job role and team or company goals, clarifies individual's aim, may benefit others as well as the individual, may be a step towards other goals for the future (if appropriate); recorded in appropriate format e.g. setting series of manageable steps towards reaching a target and investigating resources/support needed to reach the target

**Relating team or organisational targets to personal targets:** personal targets should be in line with targets of a team or wider organisation; goal of the team/organisation should be linked to the goal of the individual; reaching individual targets should have benefits for the individual and team or wider organisation

**Presenting personal targets in line with organisational requirements:** using appropriate documents and procedures e.g. appraisal documents, target setting forms, informal meeting with line manager; following specific guidelines or instructions of organisation/department when using target documents and procedures e.g. appropriate language and terminology to fill in forms, write up notes after meeting with line manager, submit target document for sign-off by the agreed date

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO22      Setting and meeting targets at work**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to set personal targets for a workplace**

The learner can:

- 1    identify personal targets that are appropriate for a workplace situation
- 2    identify team or organisational targets which relate to own personal targets
- 3    confirm own personal targets with an appropriate person
- 4    present own personal targets in a format to suit organisational requirements

### **Outcome 2    Be able to review progress in meeting own targets**

The learner can:

- 1    identify when progress will be reviewed
- 2    review own progress in meeting targets with an appropriate person
- 3    explain next steps in meeting targets



# WO23

## Solving work-related problems



Level: 2

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop an understanding of problems in the workplace affecting individuals and organisations and how to apply problem-solving strategies to work-related problems encountered by individuals

### Learning outcomes

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

1. Understand problems that arise in the workplace
2. Know how to use sources of help for workplace problems
3. Understand how to solve workplace problems
4. Know how to apply strategies to solve workplace problems

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Individual problems:** conflict or differences of opinion; new situations or change in current situation; communication difficulties and misunderstandings

**Problems of companies or organisations:** how to increase profits, how to reorganise a team or division, how to market a product, how to meet new legal requirements, how to recruit suitable staff

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO23 Solving work-related problems**

Learning outcomes and assessment criteria

### **Outcome 1 Understand problems that arise in the workplace**

The learner can:

- 1 explain the main reasons that individuals encounter problems in the workplace
- 2 describe common types of problems that an organisation or company might need to solve

### **Outcome 2 Know how to use sources of help for workplace problems**

The learner can:

- 1 describe sources of help available to both individuals and to organisations to solve work-related problems
- 2 present information or advice from several different sources to help solve workplace problems encountered by individuals

### **Outcome 3 Understand how to solve workplace problems**

The learner can:

- 1 describe strategies for solving problems
- 2 describe possible solutions to different workplace problems
- 3 rank the solutions to problems according to their likely effectiveness
- 4 explain reasons for the rank order of solutions

### **Outcome 4 Know how to apply strategies to solve workplace problems**

The learner can:

- 1 present plans for carrying out solutions to solve workplace problems

# WO24

## Summarising documents





## WO24 Summarising documents

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to give learners the knowledge and skills to accurately summarise documents and to use an appropriate format for the audience.

### Learning outcomes

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

1. Know how the intended purpose and audience for a summary influences the way in which it is written
2. Be able to produce an accurate summary of a chosen document

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Purpose:** e.g. instruction document, report, promotional document, media article

**Audience:** e.g. customer, staff within an organisation, line manager, general public, child, adult

**Summary written for particular audience and purpose:** language used; simple and more complex sentences; presentation of information e.g. text, text and diagrams, mind maps, charts

**Appropriate format and language:** presentation style depends on audience and purpose of summary; appropriate language for intended audience and purpose e.g. formal or informal

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

**WO24 Summarising documents**  
Learning outcomes and assessment criteria

**Outcome 1 Know how the intended purpose and audience for a summary influences the way in which it is written**

The learner can:

- 1 describe different audiences for summaries
- 2 describe different purposes for summaries
- 3 describe different formats for writing summaries

**Outcome 2 Be able to produce an accurate summary of a chosen document**

The learner can:

- 1 extract key points from a chosen document
- 2 produce a summary, suitable for the intended purpose and audience, of key points of a chosen document
- 3 proofread and edit the summary to ensure accuracy

## WO25

### Contribute to meetings



Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to give learners the skills and knowledge to arrange meetings and to participate in the meeting. Learners will prepare agenda items and speak to them, as well as taking notes

### Learning outcomes

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

1. Know key aspects of meetings
2. Know solutions to common meeting problems
3. Be able to contribute to the discussion at a meeting
4. Be able to take responsibility for an agenda item at a meeting

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Key aspects of the meeting process and procedures:** before meeting e.g. arranging date and venue, sending invitations to delegates, liaising with chairperson on agenda and other documents, arranging refreshments, booking equipment if necessary; at meeting e.g. ensuring room layout is appropriate, booked equipment is available, spare agendas and documents available, taking notes or minutes, meeting etiquette e.g. using correct type of language, allowing others to speak uninterrupted, being polite in challenging views of others; after the meeting e.g. ensuring the room is left tidy, removing all spare documents, typing up notes/minutes if required, sending notes/minutes to relevant people

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO25      Contribute to meetings**

Learning outcomes and assessment criteria

### **Outcome 1    Know key aspects of meetings**

The learner can:

- 1    describe preparations required prior to the meeting
- 2    describe the procedures taken during the meeting
- 3    describe the procedures taken after the meeting

### **Outcome 2    Know solutions to common meeting problems**

The learner can:

- 1    describe appropriate solutions to common meeting problems

### **Outcome 3    Be able to contribute to the discussion at a meeting**

The learner can:

- 1    take personal notes from the meeting
- 2    contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting

### **Outcome 4    Be able to take responsibility for an agenda item at a meeting**

The learner can:

- 1    present an agenda item at a meeting
- 2    answer questions to help move the discussion forward and reach decisions

# WO26

## Preparing for work placement



**Level: 2**

**Credit value: 1**

### **Unit aim**

This unit enables learners to prepare for the work placement, by identifying a work placement, finding out about the organisation including the aims of the organisation and the terms and conditions of the work placement. Learners will consider their skills and set goals to maximise their skills during the work placement

### **Learning outcomes**

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

1. Know the company or organisation where the work placement is planned
2. Know the information needed before starting the work placement
3. Know what the company or organisation expects of the learner during the work placement
4. Be able to set goals relating to the work placement

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

**Information about the company/organisation:** type of company or organisation; ownership e.g. public or private; function e.g. service provision, retail, construction, logistics, administrative; location; size e.g. small, large, number of employees, number of departments, international, national or local organisation; internal and external customers; key purpose e.g. to make money, to expand, to widen the customer base, to build houses

**Sources of information:** e.g. company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, Connexions, Jobcentre Plus, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.



## **WO26      Preparing for work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Know the company or organisation where the work placement is planned**

The learner can:

- 1 describe the company or organisation providing the work placement
- 2 describe the key purpose of company or organisation

### **Outcome 2    Know the information needed before starting the work placement**

The learner can:

- 1 describe the terms and conditions of the work placement
- 2 describe the tasks to be performed as part of the work placement

### **Outcome 3    Know what the company or organisation expects of the learner during the work placement**

The learner can:

- 1 describe why workplace values are important for success at the work placement
- 2 describe personal presentation requirements appropriate to the work placement
- 3 describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement

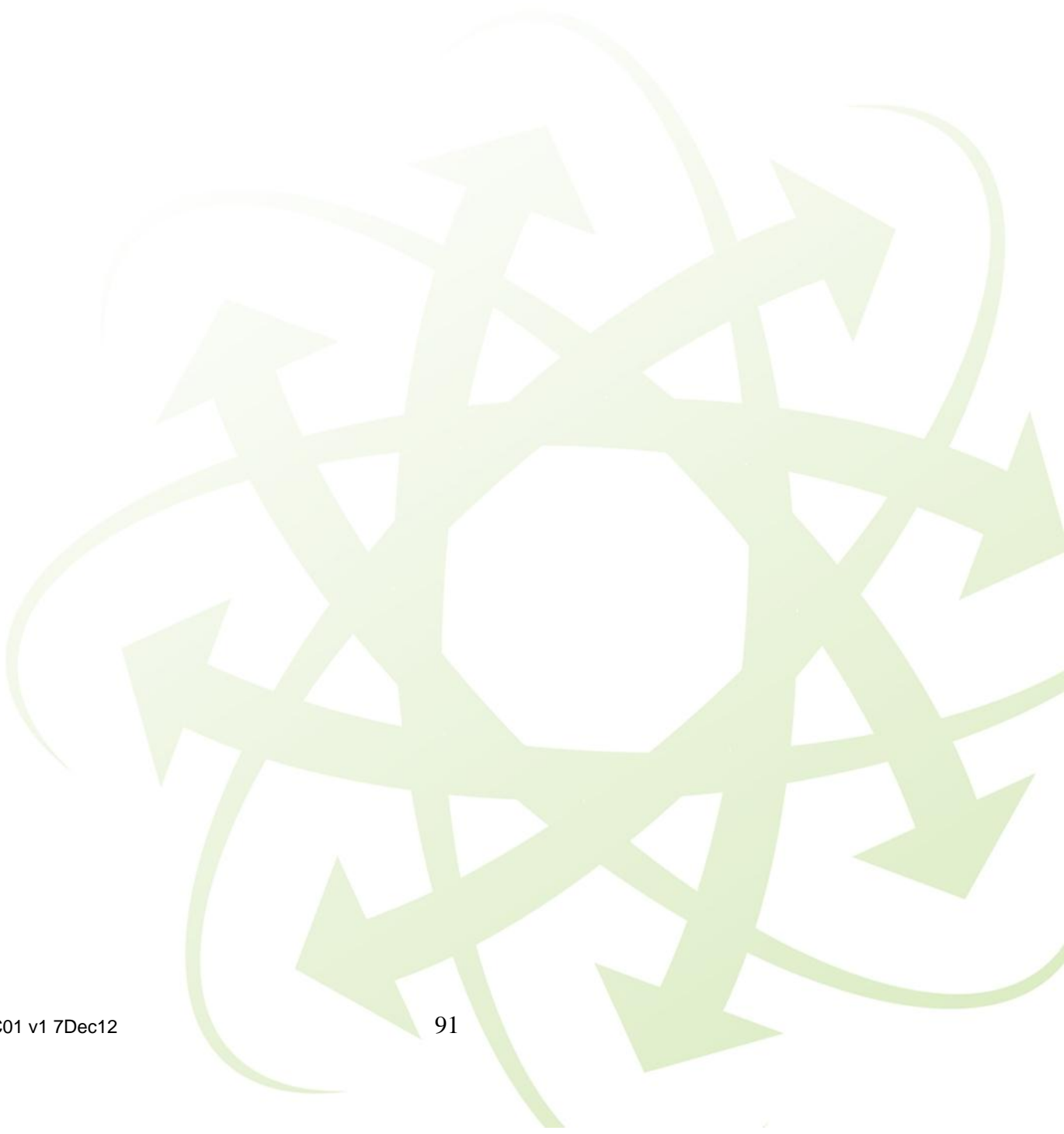
### **Outcome 4    Be able to set goals relating to the work placement**

The learner can:

- 1 set goals for skills development relating to the work placement
- 2 set goals for personal development relating to the work placement

# WO27

## Learning from work placement



## WO27      Learning from work placement

Level: 2

Credit value: 2

### Unit aim

The aim of this unit is to ensure that learners reflect on their work placement and use this experience to set career related goals

### Learning outcomes

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

1. Be able to reflect on what was learnt on the work placement
2. Know how to improve the work placement experience
3. Be able to use learning from the work placement to set career-related goals

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Skills:** personal skills e.g. self-management, teamwork, business and customer awareness, communication; **knowledge:** of work sector, of the requirements of the workplace, of products and services; **personal qualities** e.g. enthusiasm, patience, confidence, curiosity

**Describe knowledge gained during work placement:** what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced

**Log of tasks undertaken:** employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO27      Learning from work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to reflect on what was learnt on the work placement**

The learner can:

- 1    maintain a log of work placement tasks and personal development
- 2    describe skills and knowledge gained during the work placement

### **Outcome 2    Know how to improve the work placement experience**

The learner can:

- 1    identify aspects of the work placement experience that could have been improved
- 2    describe how improvements could be made to tasks carried out during work place

### **Outcome 3    Be able to use learning from the work placement to set career-related goals**

The learner can:

- 1    describe how the work placement experience might assist them in making choices about a future career
- 2    set short-term and long-term goals which build on own learning from the work placement

# WO28

## Planning an enterprise activity



## WO28 Planning an enterprise activity

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans

### Learning outcomes

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

1. Know how to choose a viable enterprise activity
2. Be able to prepare a plan for implementing an enterprise activity
3. Understand the risks involved in running the enterprise activity

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Key aspects of a viable product or service:** providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place

**Possible customers:** clear idea of what the product or service is and what it will do or provide for the customer e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO28 Planning an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1 Know how to choose a viable enterprise activity**

The learner can:

- 1 describe key aspects of a viable product or service
- 2 describe why people might want to buy their product or service

### **Outcome 2 Be able to prepare a plan for implementing an enterprise activity**

The learner can:

- 1 describe the tasks that need to be completed to carry out the enterprise activity
- 2 present the timelines required to carry out the tasks identified
- 3 create a coherent plan for implementing an enterprise activity, including the tasks and time lines identified

### **Outcome 3 Understand the risks involved in running the enterprise activity**

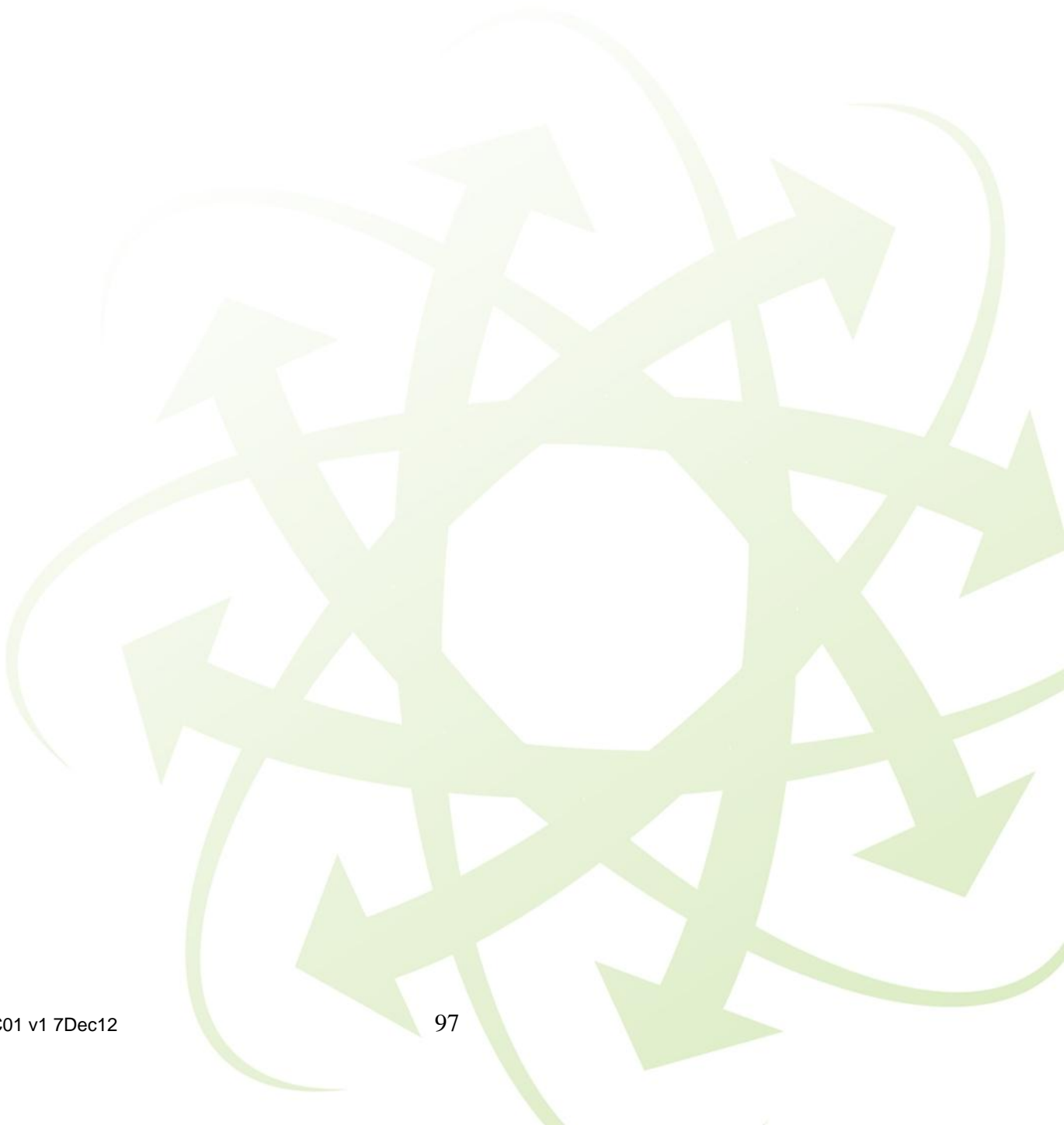
The learner can:

- 1 assess main risks that may occur in implementing the enterprise activity
- 2 discuss ways to minimise the risks



# WO29

## Running an enterprise activity



## WO29 Running an enterprise activity

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

### Learning outcomes

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

1. Be able to provide a strategy to ensure the success of an enterprise activity
2. Be able to carry out an enterprise activity using appropriate skills and procedures
3. Be able to evaluate the profitability of the enterprise activity
4. Know how to review personal involvement in an enterprise activity

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Features of an operational plan:** research e.g. current marketplace provision, customer research, product research, competitors; practical implementation e.g. facilities, resources, quality assurance, skills; finance and cash flow;

**Features of an effective strategy for success:** importance of planning for success e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills

**Selling the product or service using appropriate skills, techniques and materials:** suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

**Customer care:** communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems e.g. defective goods, unsatisfactory level of service, incorrect price charged

**Importance of handling money correctly:** knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO29      Running an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to provide a strategy to ensure the success of an enterprise activity**

The learner can:

- 1 identify what is required in an operational plan
- 2 create an operational plan for the actual enterprise activity

### **Outcome 2    Be able to carry out an enterprise activity using appropriate skills and procedures**

The learner can:

- 1 demonstrate a range of skills and techniques to sell the product or service
- 2 demonstrate good customer care
- 3 demonstrate correct handling money procedures for an enterprise activity
- 4 explain the importance of correct handling money procedures for an enterprise activity

### **Outcome 3    Be able to evaluate the profitability of the enterprise activity**

The learner can:

- 1 present financial records to show the set up costs, running costs and other costs
- 2 present financial records showing sales and profit or losses
- 3 give reasons for the financial success or financial failure of the enterprise activity

### **Outcome 4    Know how to review personal involvement in an enterprise activity**

The learner can:

- 1 describe skills gained from running the enterprise activity
- 2 describe personal strengths which were demonstrated during the enterprise activity
- 3 describe skills that need to be improved as a result of participating in the enterprise activity

# WO30

## Producing a product



## WO30      Producing a product

Level: 2

Credit value: 1

### Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

### Learning outcomes

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

1. Be able to plan the manufacture of a product or item
2. Understand the new skills required to make the product or item
3. Be able to produce the product or item in line with the plan and outlined safety requirements
4. Be able to assess the plan and the finished product or item and make suggestions for improvements

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Planning to make the product or item:** logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment e.g. knowledge of using equipment

**Safety factors:** using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment e.g. tools, measuring instruments, appliances, containers

**Expected quality of product:** e.g. appearance, durability, effectiveness, taste, size, shelf-life

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO30      Producing a product**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to plan the manufacture of a product or item**

The learner can:

- 1 create a production plan that outlines the process, materials and equipment required
- 2 outline the safety measures to be taken to ensure the production process is safe
- 3 outline the expected quality of the finished product

### **Outcome 2    Understand the new skills required to make the product or item**

The learner can:

- 1 assess the new skills needed to make the product or item
- 2 discuss how and where new skills will be learned

### **Outcome 3    Be able to produce the product or item in line with the plan and outlined safety requirements**

The learner can:

- 1 make the product using the materials and equipment specified in the plan
- 2 describe how the safety requirements were met during the production process

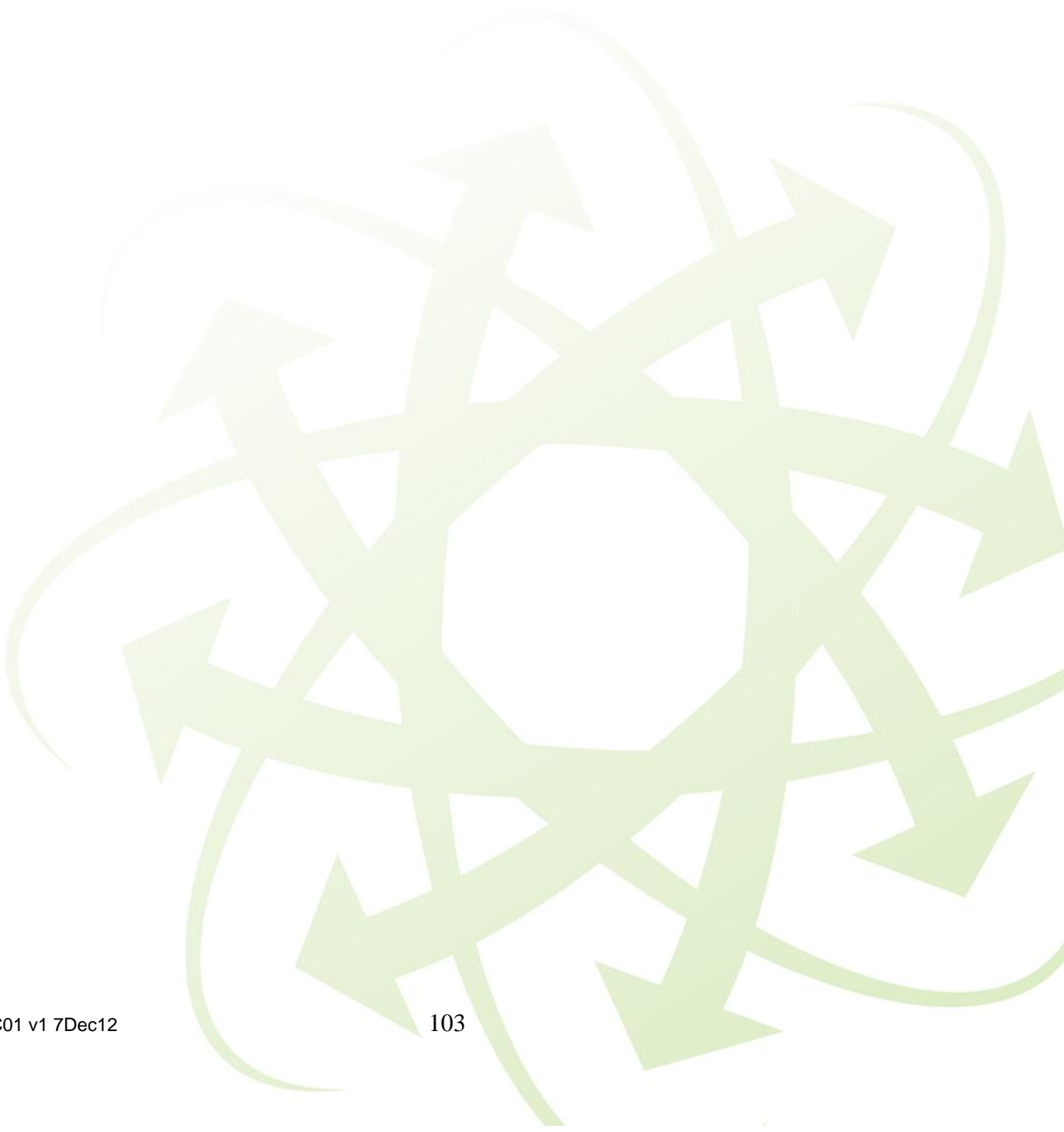
### **Outcome 4    Be able to assess the plan and the finished product or item and make suggestions for improvements**

The learner can:

- 1 identify the parts of the plan that were successful
- 2 identify the parts of the plan that were not successful
- 3 make suggestions on how to improve the plan
- 4 outline the positive and negative points of product or item
- 5 make suggestions on how the product could be improved

## WO31

# Understanding employment responsibilities and rights





Level: 2

Credit value: 3

### Unit aim

This unit supports learning of employment rights and responsibilities across all occupations and sectors

### Learning outcomes

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

1. Know the statutory rights and responsibilities of employees and employers within own area of work
2. Understand agreed ways of working that protect own relationship with employer
3. Know how own role fits within the wider context of the sector
4. Know career pathways available within own and related sectors

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Employee rights and responsibilities:** difference between rights and responsibilities; current employment legislation; current anti-discrimination legislation e.g. gender, race, religion, disability, age; working hours and holiday entitlement; data protection; other relevant examples

**Employer rights and responsibilities:** duty of care to employees e.g. safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract

**Sources and types of information on employment issues:** HR department; Line manager; Trade Unions representative; Professional Body; Citizens Advice Bureau; Community Legal Advice; internet; trade magazines and journals

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO31 Understanding employment responsibilities and rights**

Learning outcomes and assessment criteria

### **Outcome 1 Know the statutory rights and responsibilities of employees and employers within own area of work**

The learner can:

- 1 outline employee rights and responsibilities under employment law
- 2 describe how related legislation can support employees in the workplace
- 3 describe employer responsibilities in the workplace
- 4 identify sources and types of information and advice on own employment rights and responsibilities

### **Outcome 2 Understand agreed ways of working that protect own relationship with employer**

The learner can:

- 1 explain the terms and conditions of own contract of employment
- 2 describe information shown on own pay statement
- 3 explain the procedures to follow in event of a grievance
- 4 identify the personal information that must be kept up to date with own employer
- 5 explain agreed ways of working with employer

### **Outcome 3 Know how own role fits within the wider context of the sector**

The learner can:

- 1 describe the effect of own role on service provision
- 2 describe how own role links to the wider sector
- 3 describe the main roles and responsibilities of representative bodies that influence the wider sector
- 4 outline different viewpoints around an issue of public concern relevant to the sector or occupation
- 5 describe how issues of public concern have altered public views of the sector or occupation

### **Outcome 4 Know career pathways available within own and related sectors**

The learner can:

- 1 describe occupational opportunities within own sector and related sectors
- 2 identify sources of information related to a chosen career pathway
- 3 identify next steps in own career pathway

## **WO55**

### **Alternatives to paid work**



## WO55 Alternatives to paid work

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to give learners an understanding of the value of skills and qualities gained from participating in alternatives to paid work, and how they can access different types of alternatives to paid work

### Learning outcomes

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

1. Know different types of alternatives to paid work
2. Understand the value of skills and qualities gained from participating in alternatives to paid work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Alternatives to paid work:** working for a voluntary organisation e.g. charity or faith-based organisation; leisure; studying or training; caring for a family member; compulsory activities e.g. supervision order, community service order

**Ways to access information:** e.g. visit, telephone, search website, email, fill in information request forms, check magazines and newspapers, consult community notice boards

**National information sources:** websites e.g. for charities, sporting organisations, volunteering organisations; promotional or information leaflets; books, magazines and newspapers; television

**Local information sources:** e.g. library, charity shops, sports clubs, local authority, community groups, Citizens Advice Bureau, further education colleges, Connexions, Carers UK, teachers/tutors, family, friends

**Opportunities:** e.g. volunteering schemes, volunteer vacancies, local or national projects, local or national support, programmes for volunteering, services or carers

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

**WO55 Alternatives to paid work**  
Learning outcomes and assessment criteria

**Outcome 1 Know different types of alternatives to paid work**

The learner can:

- 1 outline different types of alternatives to paid work
- 2 list ways to access information on alternatives to paid work
- 3 identify opportunities for alternatives to paid work from organisations

**Outcome 2 Understand the value of skills and qualities gained from participating in alternatives to paid work**

The learner can:

- 1 outline skills and qualities gained from participating in alternatives to paid work
- 2 explain how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life

# WO56

## Working as a volunteer



## WO56 Working as a volunteer

Level: 1

Credit value: 2

### Unit aim

The aim of this unit is for learners to develop understanding of the role of volunteers and the skills required for different types of voluntary work. In this unit learners apply for and participate in a voluntary work activity

### Learning outcomes

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

1. Understand the role volunteers play in different volunteering situations
2. Be able to undertake voluntary work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Volunteering situations:** volunteering roles, e.g. charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, VSO

**Roles of volunteers in situations:** back office functions, e.g. sorting and pricing goods for a charity shop; customer facing functions, e.g. serving in a charity shop or working on a stall during fundraising events; specialist roles, e.g. cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work

**Importance of volunteers:** to provide expertise; to provide time; to provide extra help; to provide new ideas; to respond in an emergency

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



**WO56 Working as a volunteer**  
Learning outcomes and assessment criteria

**Outcome 1 Understand the role volunteers play in different volunteering situations**

The learner can:

- 1 identify different situations where volunteers are used
- 2 explain why the role of volunteers is important in different volunteering situations

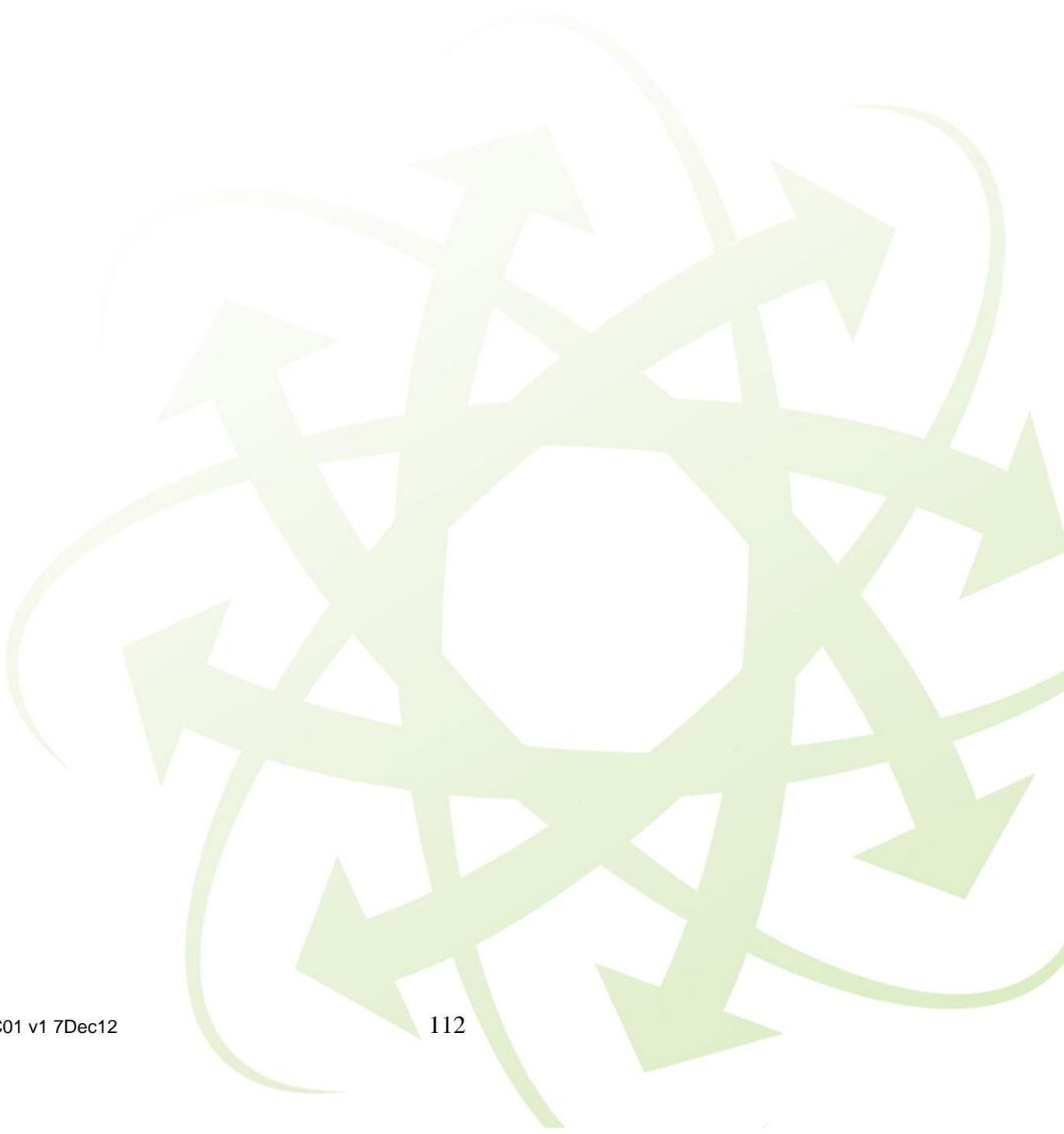
**Outcome 2 Be able to undertake voluntary work**

The learner can:

- 1 identify the skills required for different types of voluntary work
- 2 apply for voluntary work, adhering to application requirements
- 3 complete a voluntary work activity according to a given brief

# WO57

## Managing your own money



## WO57 Managing your own money

Level: 1

Credit value: 2

### Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to balance income and expenditure, how to save money and safe borrowing.

### Learning outcomes

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

1. Be able to compare personal income with expenditure
2. Know how to save money
3. Understand borrowing money

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Sources of income:** salary or wages; inheritance, gifts; pocket money; selling items; interest on savings; benefits; loans

**Regular expenditure:** regular spending, e.g. food, toiletries, public transport, clothes, phone charges, entertainment, accommodation

**Compare income with expenditure:** calculations based on set income and expenditures for a week

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO57 Managing your own money**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to compare personal income with expenditure**

The learner can:

- 1 identify different sources of income
- 2 identify regular weekly expenditure
- 3 use calculations to compare weekly income with expenditure

### **Outcome 2 Know how to save money**

The learner can:

- 1 outline ways to make savings in weekly expenditure
- 2 outline features of different types of savings accounts
- 3 identify a savings account to match own needs

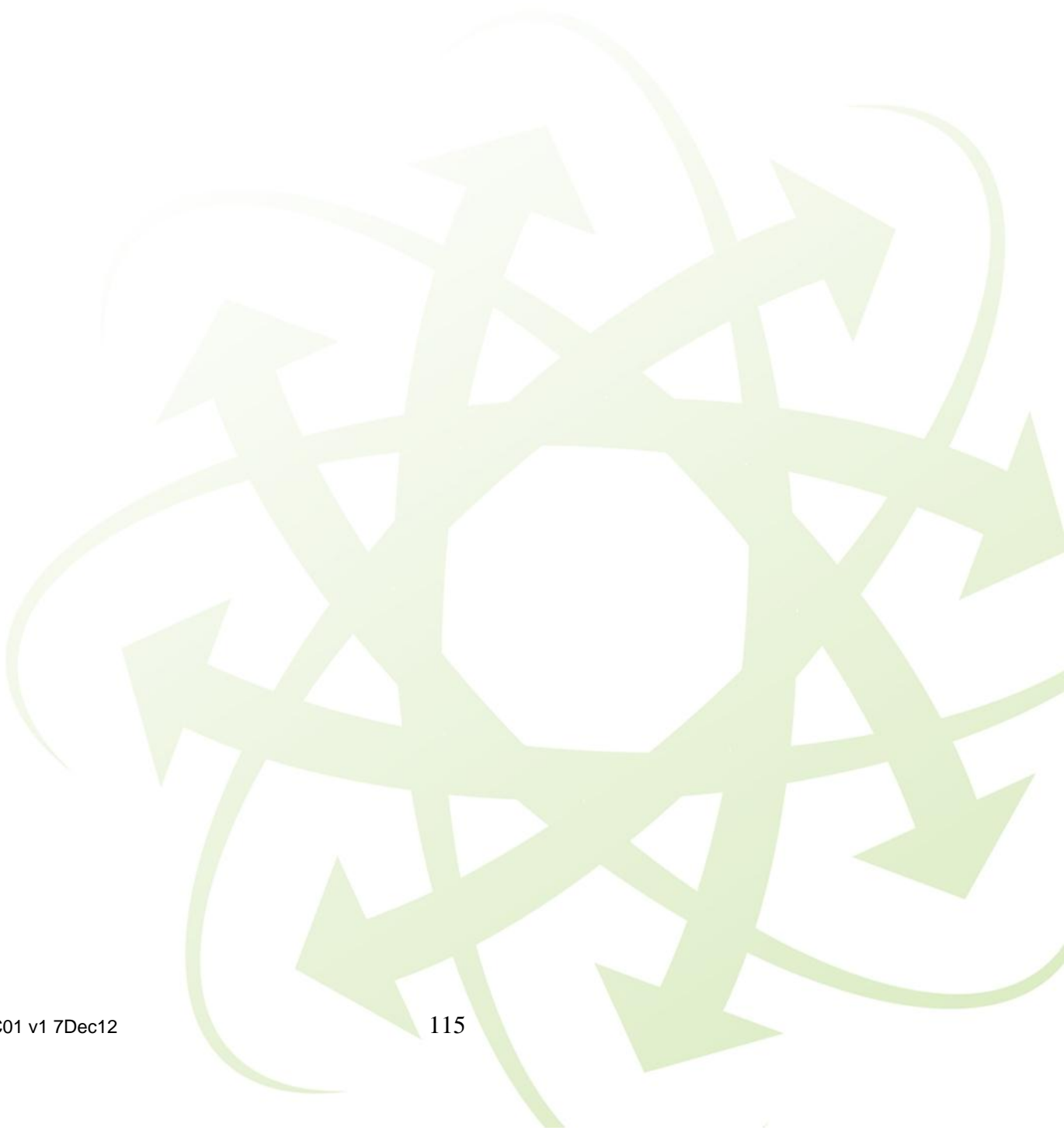
### **Outcome 3 Understand borrowing money**

The learner can:

- 1 identify reasons why borrowing money could be necessary
- 2 explain factors to take into account before borrowing money
- 3 outline the features of different ways to borrow money

## WO58

Being responsible for other people's money



Level: 1

Credit value: 1

### Unit aim

This unit looks at how to handle other people's money, by considering ways to keep money safe, different methods for paying money, the responsibilities involved in looking after other people's money and simple calculations

### Learning outcomes

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

1. Know about different methods of payment
2. Know procedures that might apply when responsible for other people's money
3. Know the importance of handling other people's money responsibly
4. Be able to handle financial transactions responsibly

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Methods of payment:** cash; cheque; credit cards; debit cards; direct debit

**When different methods of payment are likely to be used:** factors affecting choice, e.g. size of payment, convenience and speed of method of payment; where payment is made, e.g. shop, by post; ways to spread cost of payment; immediate payment, e.g. cash, debit card

**Basic terminology:** e.g. cash received; cash paid; balance; receipts; petty cash float, petty cash voucher

**Procedures:** confidentiality e.g. personal details of customers or account holders; accountability e.g. sign and date a petty cash voucher and attach copy of receipt (of goods or services purchased) to voucher, check accuracy of calculations; security e.g. keep petty cash box locked, hand in excess cash at end of each take away delivery round

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO58      Being responsible for other people's money**

Learning outcomes and assessment criteria

### **Outcome 1    Know about different methods of payment**

The learner can:

- 1    identify different methods of payment
- 2    identify when different methods of payment are likely to be used

### **Outcome 2    Know procedures that might apply when responsible for other people's money**

The learner can:

- 1    outline procedures for handling other people's money

### **Outcome 3    Know the importance of handling other people's money responsibly**

The learner can:

- 1    outline consequences of not handling other people's money responsibly

### **Outcome 4    Be able to handle financial transactions responsibly**

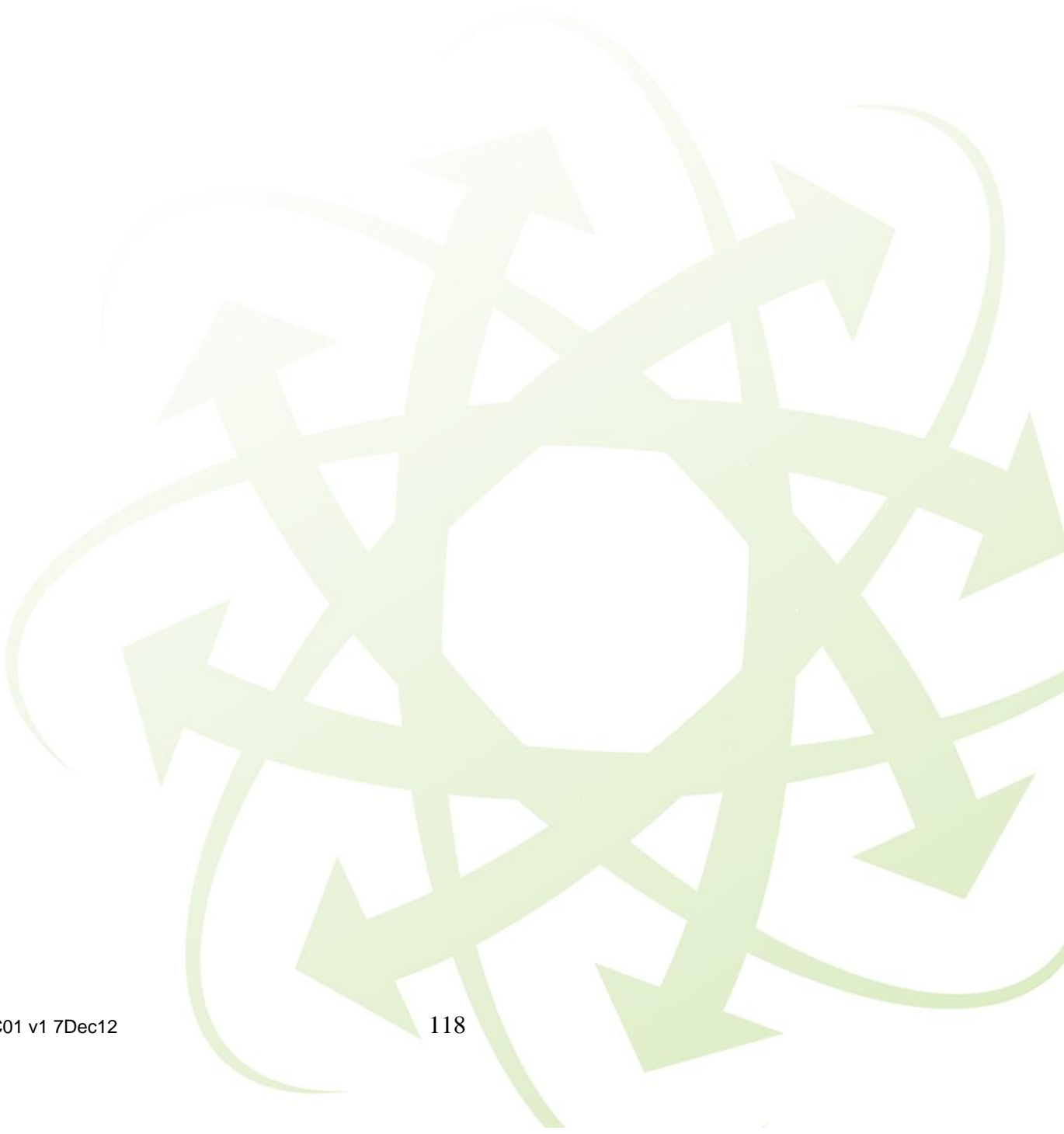
The learner can:

- 1    carry out simple financial transactions accurately
- 2    keep an accurate record of simple financial transactions



## **WO59**

### **Searching for a job**



## WO59      Searching for a job

Level: 1

Credit value: 1

### 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:

1. Know sources of information about jobs
2. Know how to recognise own interests and skills for job roles
3. Know how to search for job vacancies

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO59      Searching for a job**

Learning outcomes and assessment criteria

### **Outcome 1    Know sources of information about jobs**

The learner can:

- 1    outline different sources of information about jobs
- 2    outline the assistance provided by different recruitment services

### **Outcome 2    Know how to recognise own interests and skills for job roles**

The learner can:

- 1    identify own interests and skills for employment
- 2    identify potential job roles which match own skills and interests

### **Outcome 3    Know how to search for job vacancies**

The learner can:

- 1    outline relevant information to look for in job adverts for potential jobs
- 2    identify appropriate methods to search for potential job vacancies

## **WO60**

### **Applying for a job**



## **WO60      Applying for a job**

**Level: 1**

**Credit value: 1**

### **Unit aim**

This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

### **Learning outcomes**

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

1. Understand different methods of applying for jobs
2. Be able to complete a job application

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO60      Applying for a job**

Learning outcomes and assessment criteria

### **Outcome 1    Understand different methods of applying for jobs**

The learner can:

- 1    outline different methods of applying for a job
- 2    explain why different methods of applying for a job are used

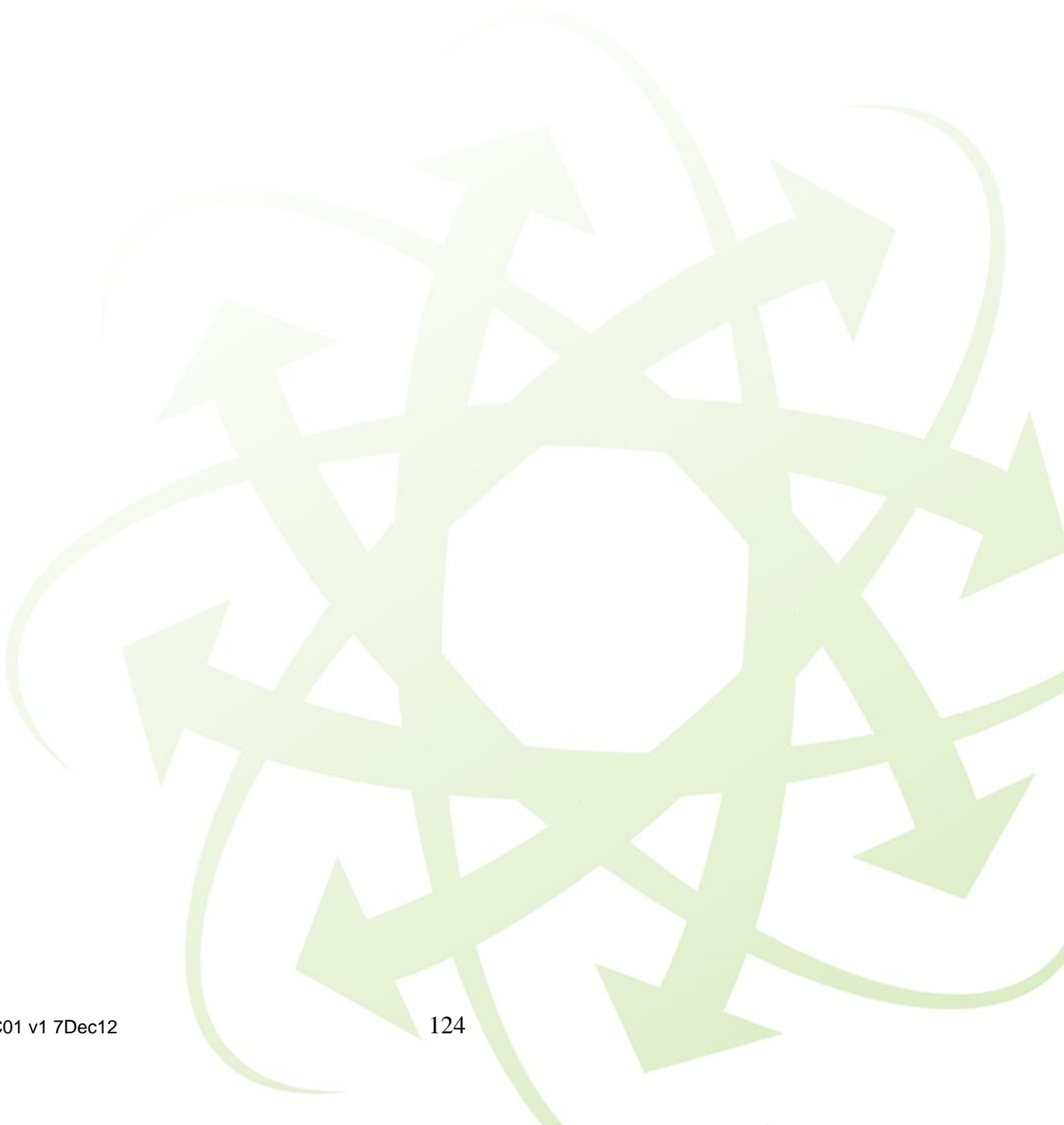
### **Outcome 2    Be able to complete a job application**

The learner can:

- 1    present relevant information collected for a job application
- 2    complete a job application form accurately
- 3    complete a cv for a job application in a given format
- 4    present an appropriate covering letter for a job application

## WO61

### Preparing for an interview





## WO61      Preparing for an interview

Level: 1

Credit value: 1

### Unit aim

In this unit, the learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

### Learning outcomes

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

1. Know information required to prepare for an interview
2. Be able to prepare for interview questions
3. Be able to plan travel for an interview

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

**WO61      Preparing for an interview**  
Learning outcomes and assessment criteria

**Outcome 1    Know information required to prepare for an interview**

The learner can:

- 1 identify the purpose of the interview
- 2 outline the key information about the job/ placement/course drawing on application information

**Outcome 2    Be able to prepare for interview questions**

The learner can:

- 1 prepare answers to questions that might be asked at the interview
- 2 identify questions to ask which show interest in the job, placement or course

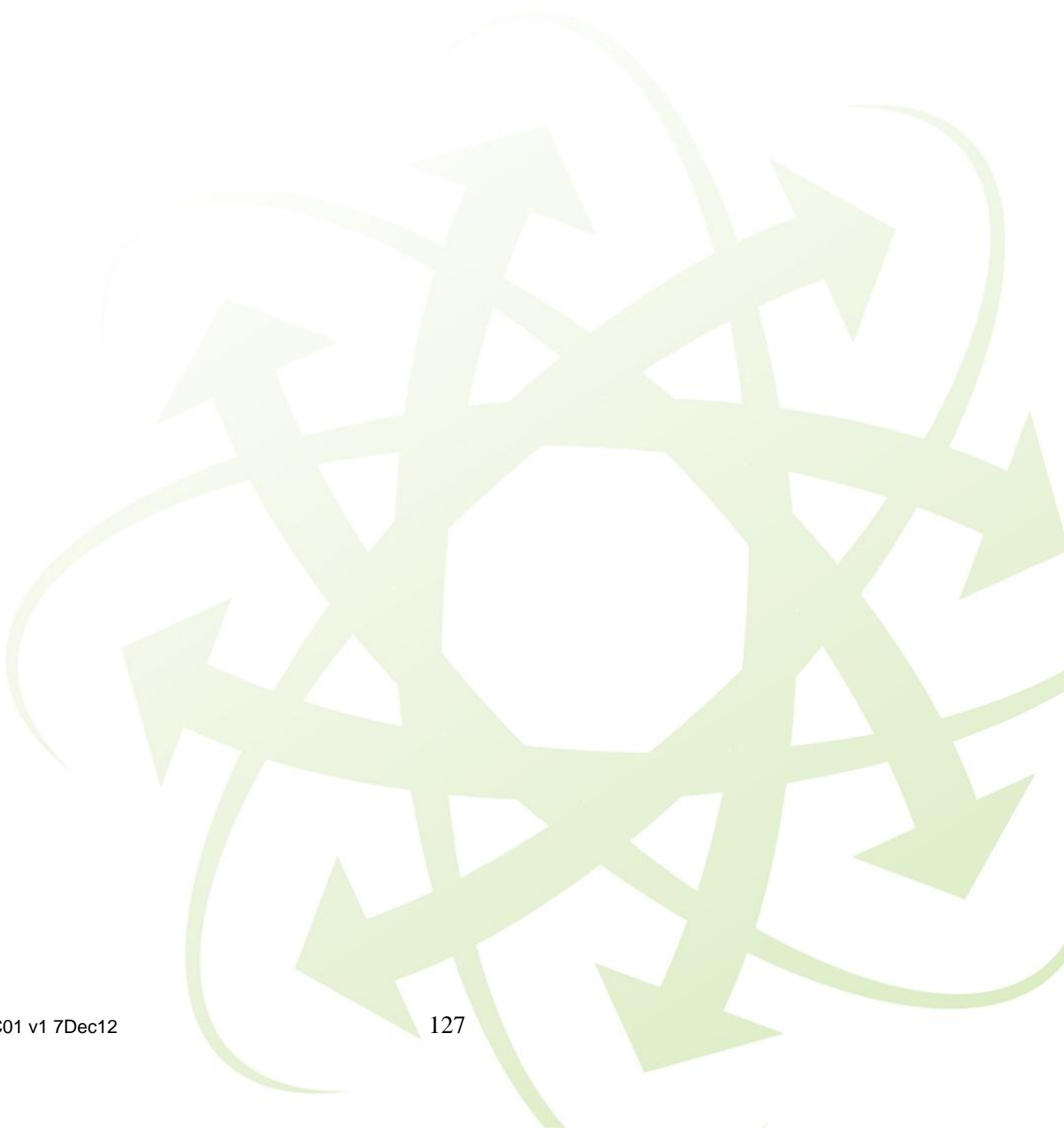
**Outcome 3    Be able to plan travel for an interview**

The learner can:

- 1 confirm the time and place where the interview will be held
- 2 plan a route and means of transport to arrive on time for the interview

# WO62

## Interview skills



**Level: 1**

**Credit value: 1**

**Unit aim**

The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

**Learning outcomes**

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

1. Be able to prepare to be interviewed
2. Be able to respond to questions in an interview
3. Be able to assess own performance in an interview

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO62 Interview skills**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to prepare to be interviewed**

The learner can:

- 1 demonstrate punctuality for the interview
- 2 demonstrate care in personal appearance relevant to the interview

### **Outcome 2 Be able to respond to questions in an interview**

The learner can:

- 1 answer questions asked by the interviewer with appropriate informative responses
- 2 demonstrate attention through use of non-verbal communication

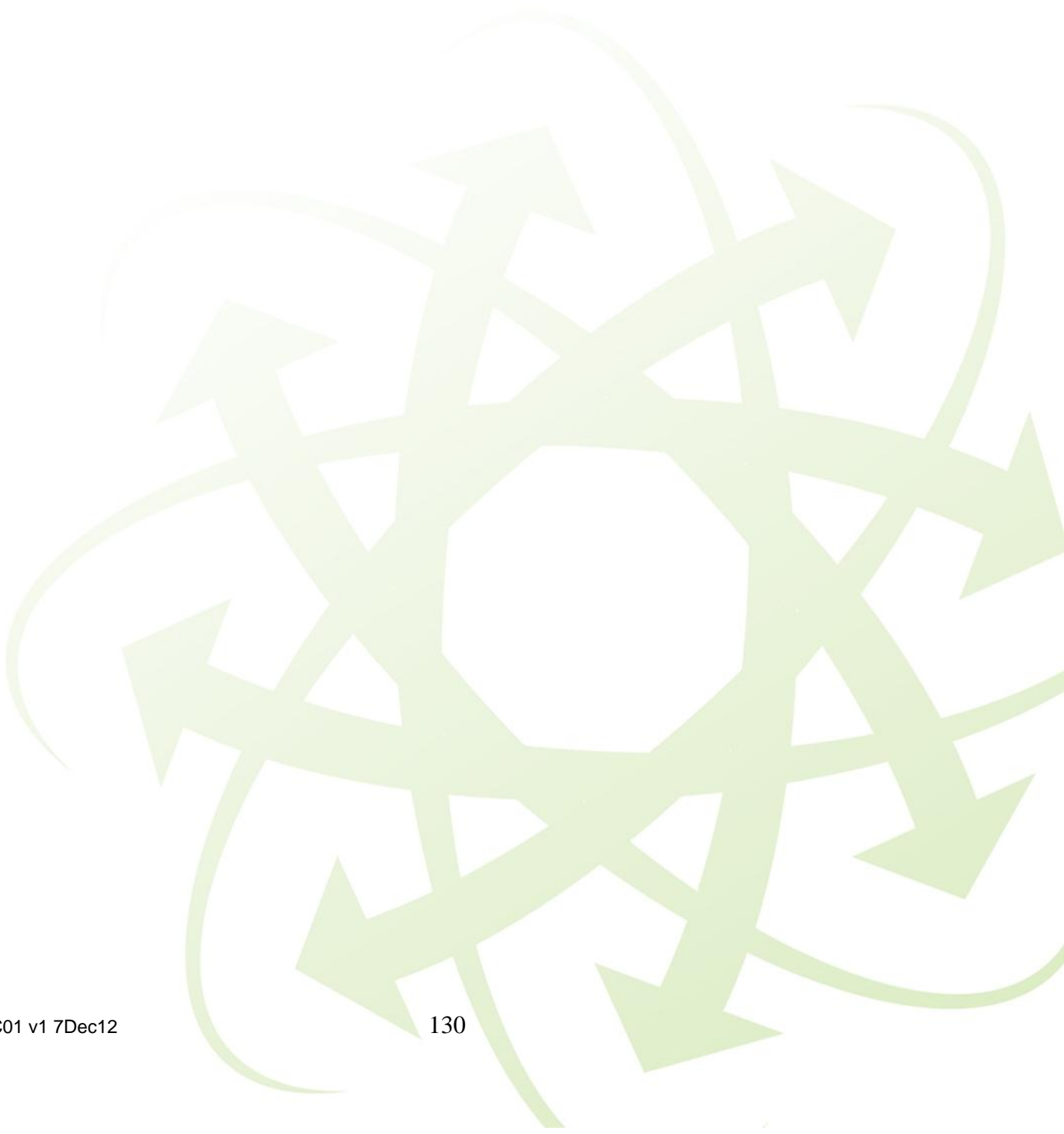
### **Outcome 3 Be able to assess own performance in an interview**

The learner can:

- 1 outline what went well in the interview and what did not

# WO63

## Self-management skills



## WO63 Self-management skills

Level: 1

Credit value: 2

### Unit aim

The aim of this unit is to introduce the learner to the concept of managing themselves as employees in the workplace. The learner will be required to demonstrate some self-management skills and carry out a simple review of their performance.

### Learning outcomes

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

1. Understand self-management for work
2. Be able to demonstrate time management skills for work
3. Be able to assess own time management skills

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.



## **WO63 Self-management skills**

Learning outcomes and assessment criteria

### **Outcome 1 Understand self-management for work**

The learner can:

- 1 outline reasons for self-management in the workplace
- 2 identify areas which need time management in the workplace
- 3 explain reasons for taking breaks during the working day

### **Outcome 2 Be able to demonstrate time management skills for work**

The learner can:

- 1 carry out tasks and activities in an appropriate prioritised order
- 2 carry out tasks and activities to achieve agreed objectives for a working day
- 3 take breaks during the working day

### **Outcome 3 Be able to assess own time management skills**

The learner can:

- 1 outline aspects of time management which went well when carrying out the tasks and activities for the working day
- 2 outline aspects of time management which were less success

# WO64

## Self-assessment



Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to help the learner understand the importance of setting goals. The learner will find out how to set long and short term goals and how their skills and qualities may help them to achieve their short term goals.

### Learning outcomes

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

1. Understand personal strengths and weaknesses
2. Understand the importance of recognising personal skills and qualities
3. Understand goal-setting

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Strengths** may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.

**Skill** is the ability to do something well, it may relate to knowledge, aptitude, or a talent that has been identified.

**Quality** refers to character or nature. An example of this may be kindness, patience, understanding, trustworthiness and reliability.

**Long term goals** will likely be goals which can be achieved over a year, five years or 10 years.

**Short term goals** are set to be achieved in the near future (possibly in a day, within a week or within a few months).

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO64 Self-assessment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand personal strengths and weaknesses**

The learner can:

- 1 identify own strengths and weaknesses
- 2 explain how to improve on areas of weakness

### **Outcome 2 Understand the importance of recognising personal skills and qualities**

The learner can:

- 1 identify own skills and qualities
- 2 explain how own skills and qualities may be used in work and personal life

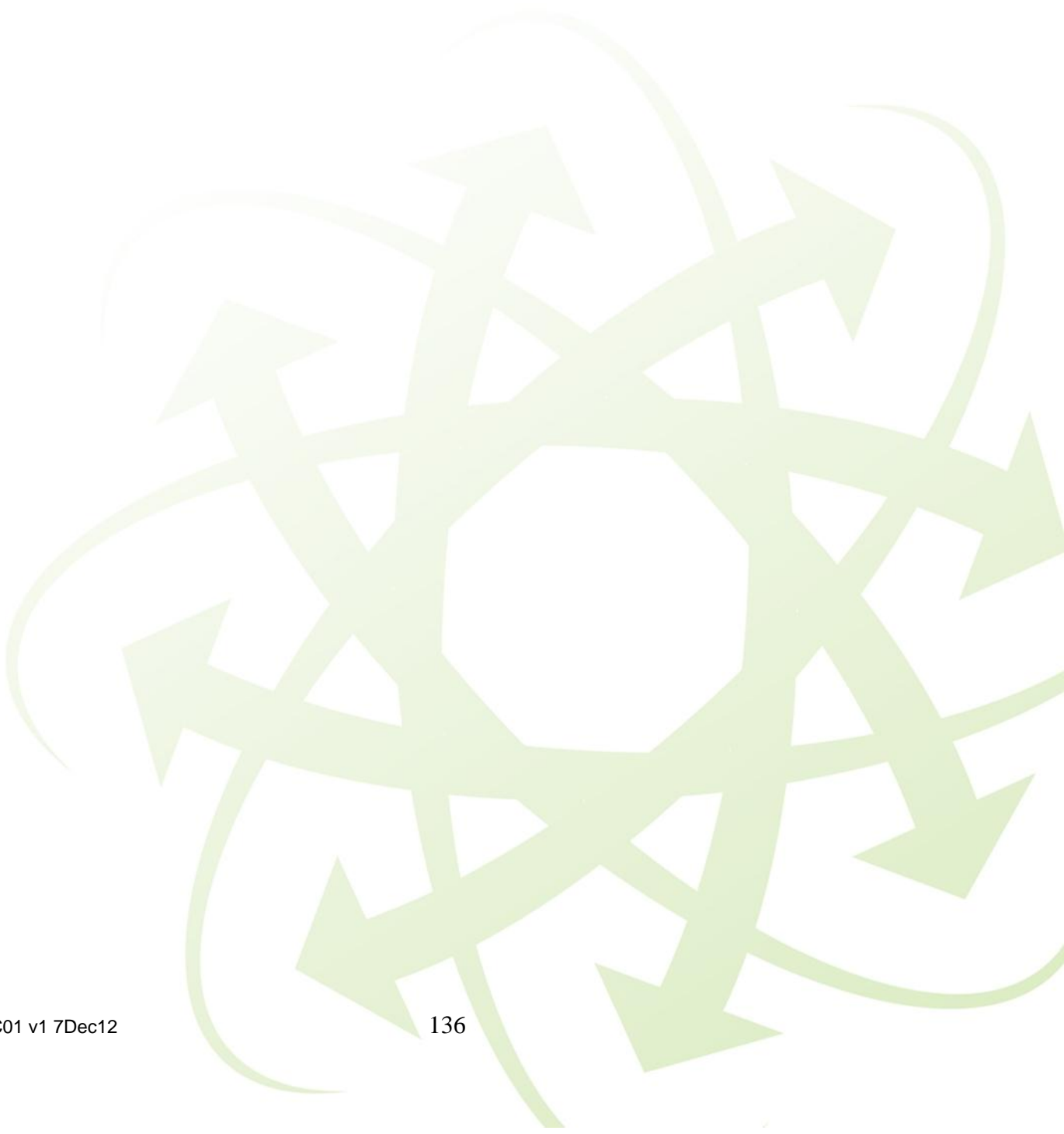
### **Outcome 3 Understand goal setting**

The learner can:

- 1 explain why it is important to set short- and long-term goals
- 2 identify a personal long-term goal
- 3 identify personal short term goals
- 4 outline ways to achieve short-term goals
- 5 explain how own skills, qualities and strengths may help in achieving short-term goals

# WO65

## Career progression



**Level: 1**

**Credit value: 2**

**Unit aim**

The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

**Learning outcomes**

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

1. Understand career progression
2. Be able to assess skills and qualities for career progression
3. Be able to plan short-term goals for career progression

**Assessment guidance**

**Skills** might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.

**Qualities** might include: being honest, punctual, conscientious, attentive to detail, polite, hard working.

**Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO65 Career progression**

Learning outcomes and assessment criteria

### **Outcome 1 Understand career progression**

The learner can:

- 1 explain the importance of career progression for the individual
- 2 describe the role of work and study in career progression

### **Outcome 2 Be able to assess skills and qualities for career progression**

The learner can:

- 1 outline personal skills, qualities and experience relevant to career progression
- 2 identify areas of work or study suited to own personal skills, qualities or experience

### **Outcome 3 Be able to plan short-term goals for career progression**

The learner can:

- 1 identify sources for information and guidance for own career progression
- 2 identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences
- 3 identify short-term goals that will help progress own career
- 4 identify a timeline for achieving the short-term career progression goals
- 5 identify resources for achieving the short-term career progression goals



# WO66

## Developing personal skills for leadership



## **WO66      Developing personal skills for leadership**

**Level: 1**

**Credit value: 2**

### **Unit aim**

The aim of this unit is to help the learner understand the importance of setting goals. The learner will find out how to set long and short term goals and how their skills and qualities may help them to achieve their short term goals.

### **Learning outcomes**

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

1. Know about the main features of leadership
2. Know how to make decisions
3. Know how to give instructions to members of a group
4. Know how to give and receive feedback about a task or activity

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO66      Developing personal skills for leadership**

Learning outcomes and assessment criteria

### **Outcome 1    Know about the main features of leadership**

The learner can:

- 1 identify different types of leadership
- 2 outline the main features of leadership

### **Outcome 2    Know how to make decisions**

The learner can:

- 1 identify a decision that needs to be made about a task or situation
- 2 outline steps needed to make the decision

### **Outcome 3    Know how to give instructions to members of a group**

The learner can:

- 1 identify instructions needed by members of a group to carry out an aspect of their tasks or activities
- 2 give instructions to group members

### **Outcome 4    Know how to give and receive feedback about a task or activity**

The learner can:

- 1 give examples of when feedback was given about a task or activity to another group member
- 2 give examples of when feedback was received about a task or activity from another group member

## WO67

### Practising leadership skills with others



## WO67 Practising leadership skills with others

Level: 1

Credit value: 2

### Unit aim

The aim of this unit is to give learners the opportunity to practise and assess leadership skills in group tasks

### Learning outcomes

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

1. Know which leadership skills to use with others
2. Be able to demonstrate leadership skills in a group
3. Be able to review own practice of leadership skills

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Leadership skills:** leadership skills that involve interaction with others e.g. relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO67 Practising leadership skills with others**

Learning outcomes and assessment criteria

### **Outcome 1 Know which leadership skills to use with others**

The learner can:

- 1 identify leadership skills to use with others
- 2 identify situations that require leadership skills

### **Outcome 2 Be able to demonstrate leadership skills in a group**

The learner can:

- 1 identify instances when leadership skills have been demonstrated
- 2 use an appropriate leadership skill

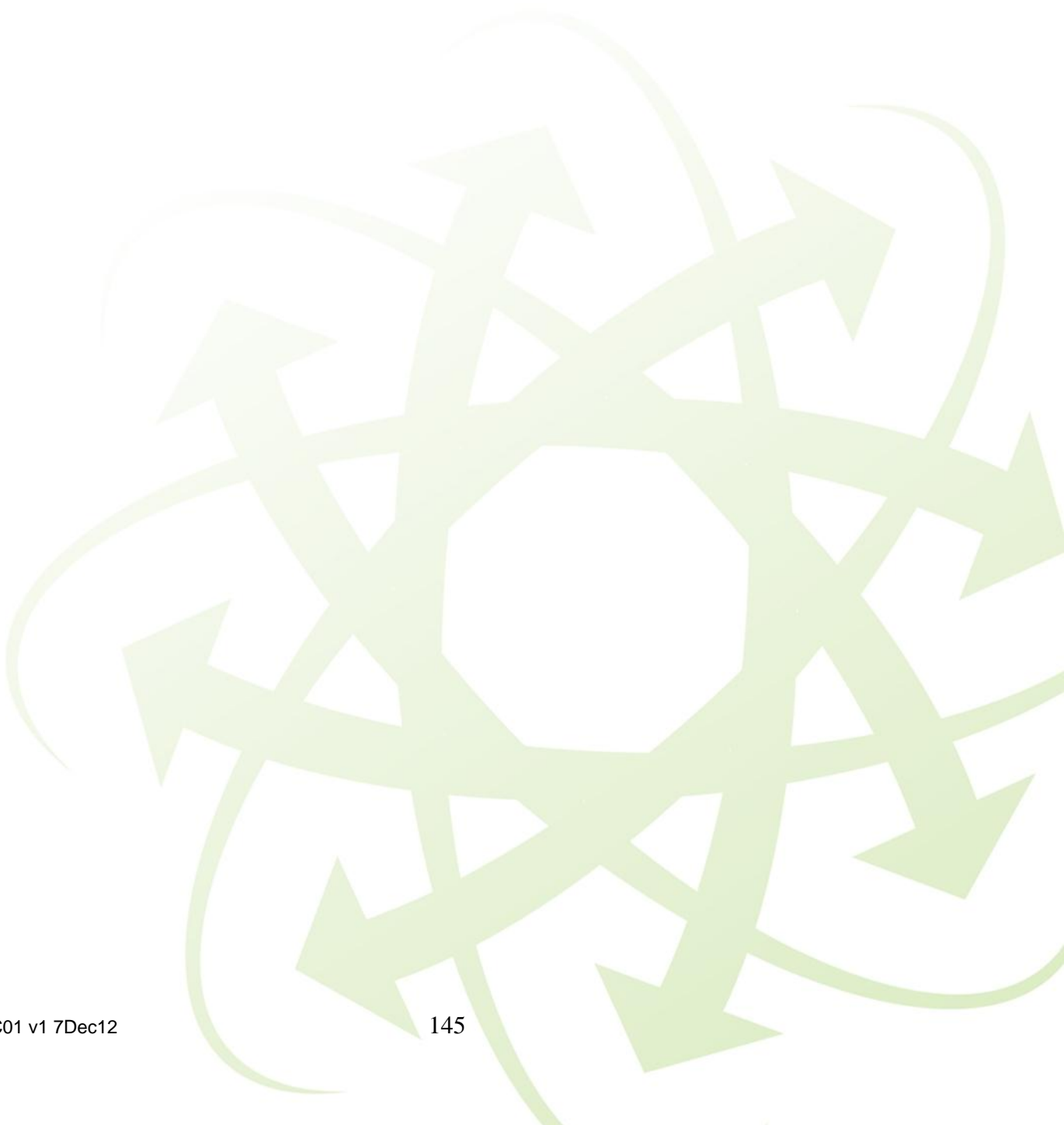
### **Outcome 3 Be able to review own practice of leadership skills**

The learner can:

- 1 outline why use of a leadership skill was a success
- 2 identify one aspect of leadership that did not go well
- 3 explain why use of a leadership skill was not so successful

## WO68

### Learning with colleagues and other learners





Level: 1

Credit value: 2

### Unit aim

The aim of this unit is to introduce the learner to ways in which they can work alongside their peers in a learning context.

### Learning outcomes

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

1. Know of situations where learning can take place
2. Be able to interact with colleagues or other learners in a learning situation
3. Know that people have preferred individual learning styles
4. Be able to record progress in learning

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO68      Learning with colleagues and other learners**

Learning outcomes and assessment criteria

### **Outcome 1    Know of situations where learning can take place**

The learner can:

- 1    outline learning situations with co-workers
- 2    outline learning situations with other learners

### **Outcome 2    Be able to interact with colleagues or other learners in a learning situation**

The learner can:

- 1    give opinions about an aspect of own learning
- 2    respond appropriately to others' opinions and feelings about an aspect of learning
- 3    give and receive feedback about own learning

### **Outcome 3    Know that people have preferred individual learning styles**

The learner can:

- 1    identify own preferred method of learning
- 2    outline how this compares to how other people prefer to learn

### **Outcome 4    Be able to record progress in learning**

The learner can:

- 1    state own learning goal
- 2    identify the progress made towards own identified learning goal
- 3    outline what went well and what did not go so well in own learning
- 4    create a new learning plan to achieve the next learning goal

## **WO69**

### **Communicating solutions to others**



## **WO69      Communicating solutions to others**

**Level: 1**

**Credit value: 2**

### **Unit aim**

The aim of this unit is to introduce the learner to the ways in which they can communicate the solution to a problem that they have solved. The learner will also consider how effectively they have communicated a solution to others.

### **Learning outcomes**

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

1. Know how to solve possible problems
2. Know how to communicate the solution appropriately to others
3. Be able to communicate the solution appropriately to others
4. Be able to review own performance

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO69      Communicating solutions to others**

Learning outcomes and assessment criteria

### **Outcome 1    Know how to solve possible problems**

The learner can:

- 1    identify an appropriate problem that can be solved
- 2    identify a way in which to solve the problem

### **Outcome 2    Know how to communicate the solution appropriately to others**

The learner can:

- 1    identify appropriate communication methods to present the solution to others
- 2    identify appropriate information to communicate the solution

### **Outcome 3    Be able to communicate the solution appropriately to others**

The learner can:

- 1    present the solution to others in an appropriate way
- 2    respond appropriately to others' views

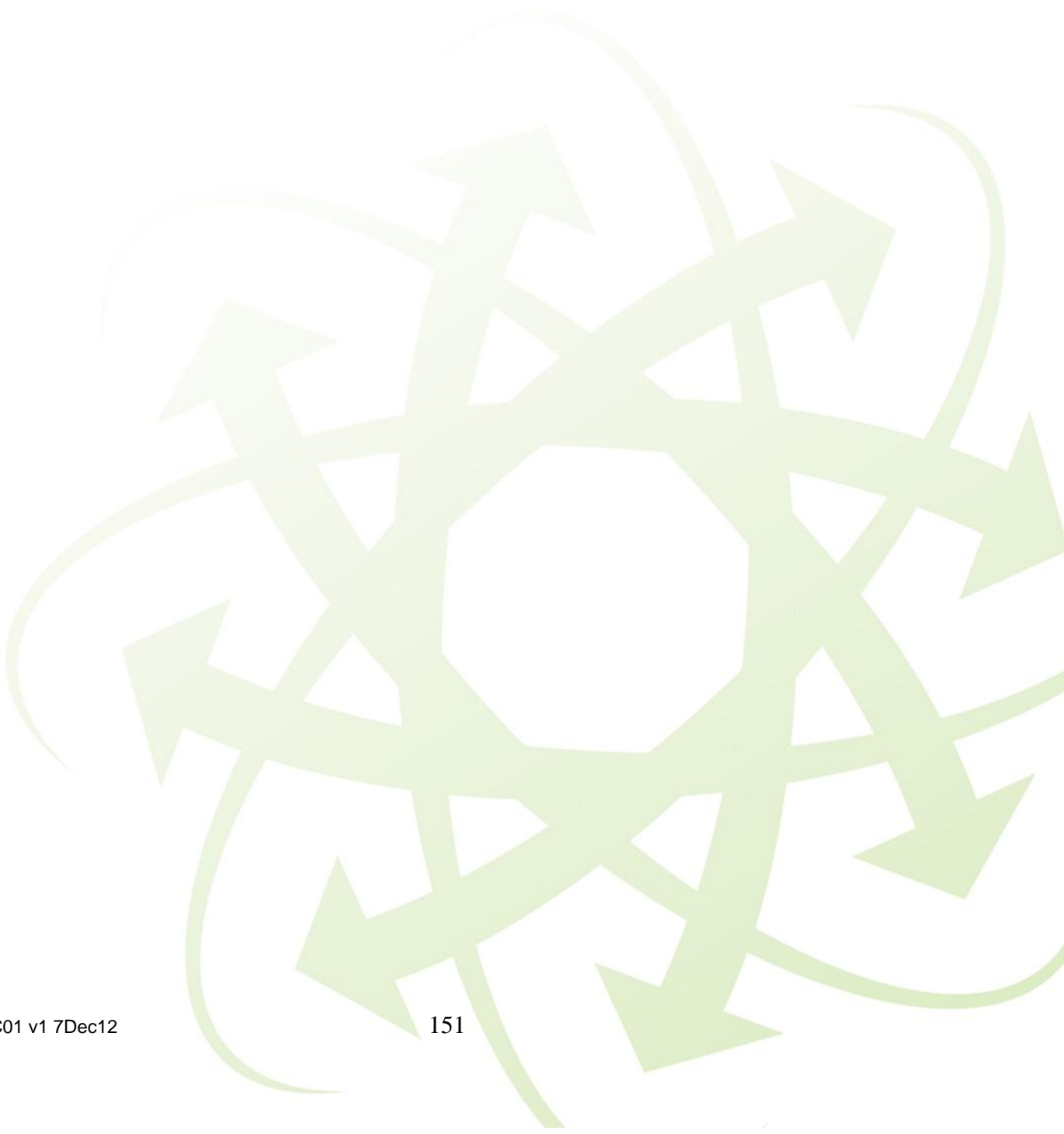
### **Outcome 4    Be able to review own performance**

The learner can:

- 1    identify one aspect that went well and one that did not go so well
- 2    suggest a solution for the aspect that did not go so well

## **WO70**

### **Positive attitudes and behaviours at work**



## WO70 Positive attitudes and behaviours at work

Level: 1

Credit value: 1

### Unit aim

In this unit, the learner will need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to review their performance.

### Learning outcomes

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

- 1 Understand the importance of positive attitudes and behaviours at work
- 2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace
- 3 Be able to assess own attitudes and behaviours in the workplace

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.



## **WO70 Positive attitudes and behaviours at work**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the importance of positive attitudes and behaviours at work**

The learner can:

- 4 explain why it is important to follow an organisation's rules and procedures
- 5 describe the benefits of positive attitudes and behaviours for self
- 6 describe the benefits of positive attitudes and behaviours at work

### **Outcome 2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace**

The learner can:

- 1 interact appropriately with colleagues and customers
- 2 follow organisational procedures governing attitudes and behaviours at work

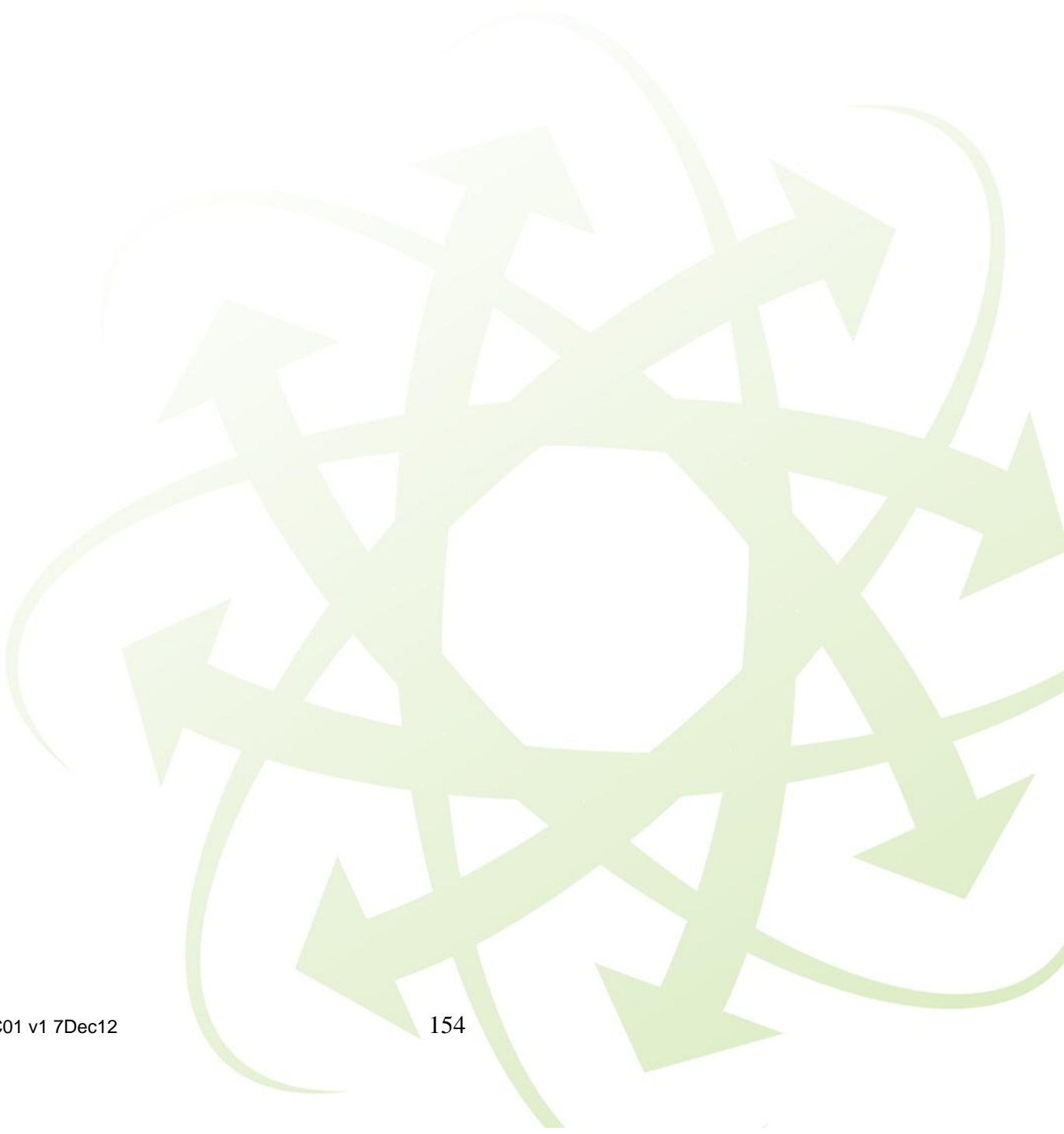
### **Outcome 3 Be able to assess own attitudes and behaviours in the workplace**

The learner can:

- 1 identify own positive attitudes and behaviours
- 2 describe how own attitudes and behaviours could be improved

# WO71

## Working in a team



Level: 1

Credit value: 3

### Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution.

### Learning outcomes

There are **five** outcomes to this unit. The learner will:

1. Know that effective teamwork requires team members to behave in certain ways
2. Know how to contribute to a team task
3. Know the roles and responsibilities of team members (including their own) in relation to a given task
4. Be able to work positively as a member of a team
5. Be able to review own performance as a member of a team

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Behaviours for effective teamwork:** encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others

**Strengths, skills and experiences:** organising skills; practical skills e.g. computer literate, photography skills; previous experiences e.g. experience of planning an event; communication skills e.g. multi-lingual, skilled writer; interpersonal skills e.g. good listener, confident, punctual, reliable, patient

**Responsibilities within the team:** own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO71      Working in a team**

Learning outcomes and assessment criteria

### **Outcome 1    Know that effective teamwork requires team members to behave in certain ways**

The learner can:

- 1    outline positive behaviours necessary for teamwork

### **Outcome 2    Know how to contribute to a team task**

The learner can:

- 1    outline own strengths, skills and experiences that might be relevant to team task
- 2    identify team skills needed to complete team task
- 3    outline how own strengths and skills could match the needs of the team task

### **Outcome 3    Know the roles and responsibilities of team members (including their own) in relation to a given task**

The learner can:

- 1    identify what the task is about and what the team is working to achieve
- 2    identify own role and responsibilities and those of others in the team
- 3    outline how own role contributes to the work of the team as a whole

### **Outcome 4    Be able to work positively as a member of a team**

The learner can:

- 1    give examples of listening to the ideas and suggestions of others
- 2    give ideas and suggestions as to how the team might complete their task
- 3    give examples of offering help or support to other team members
- 4    give examples of accepting the help or advice of others
- 5    complete the aspects of the allocated task, in line with the brief

### **Outcome 5    Be able to review own performance as a member of a team**

The learner can:

- 1    identify which positive team-working behaviours were demonstrated by self in undertaking the task
- 2    identify own team-working skills that could be improved

## WO72

### Learning from more experienced people



## WO72      Learning from more experienced people

Level: 1

Credit value: 2

### Unit aim

The aim of this unit is to introduce the learner to the ways in which they can learn, in a workplace or learning environment, from those who are more experienced in a particular field of work or study.

### Learning outcomes

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

1. Know how to identify more experienced people
2. Be able to learn from people with more experience
3. Understand what they have learned from people with more experience

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**More experienced people** may be those with greater knowledge, competency, and understanding, length of service or life experience in a candidates work or learning.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO72      Learning from more experienced people**

Learning outcomes and assessment criteria

### **Outcome 1    Know how to identify more experienced people**

The learner can:

- 1 Identify people with more experience they could come into contact within the workplace or place of learning
- 2 Identify people with more experience they could come into contact with outside the workplace or place of learning

### **Outcome 2    Be able to learn from people with more experience**

The learner can:

- 1 Identify what is useful about the ways to learn from people with more experience
- 2 Identify appropriate ways to learn from someone with more experience
- 3 Use an appropriate method to learn from someone with more experience

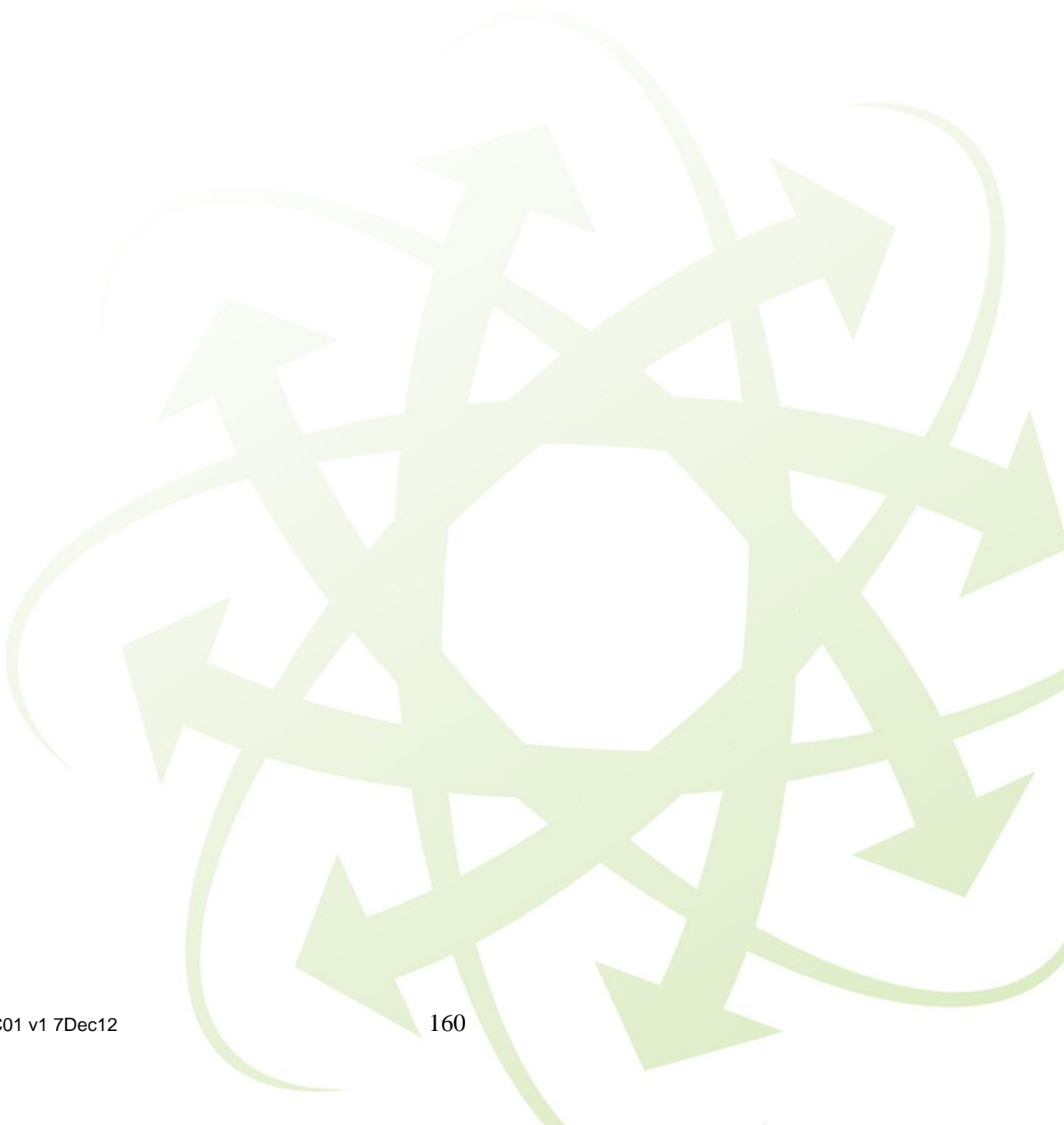
### **Outcome 3    Understand what they have learned from people with more experience**

The learner can:

- 1 Identify skills that people with more experience have demonstrated
- 2 Describe how these skills could be used in own context

## **WO73**

### **Building working relationships with colleagues**





## WO73 Building working relationships with colleagues

Level: 1

Credit value: 2

### Unit aim

This unit introduces the learner to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace.

### Learning outcomes

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

1. Know why it is important to get on well with colleagues
2. Be able to work with employers and/or managers
3. Be able to work with peers in the workplace

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Colleagues** include full-time or part-time colleagues who work a variety of roles and responsibilities within the organisation and may be senior or junior to the employee.

**Peers** are colleagues who have equal standing or status within an organisation; they may undertake tasks which are the same, similar or different.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO73 Building working relationships with colleagues**

Learning outcomes and assessment criteria

### **Outcome 1 Know why it is important to get on well with colleagues**

The learner can:

- 1 identify different types of colleagues an employee needs to interact with at work
- 2 outline why an employee needs to get on well with each type of colleague

### **Outcome 2 Be able to work with employers and/or managers**

The learner can:

- 1 complete a task as instructed by employers and/or managers
- 2 use appropriate language and tone when communicating with employers and/or managers

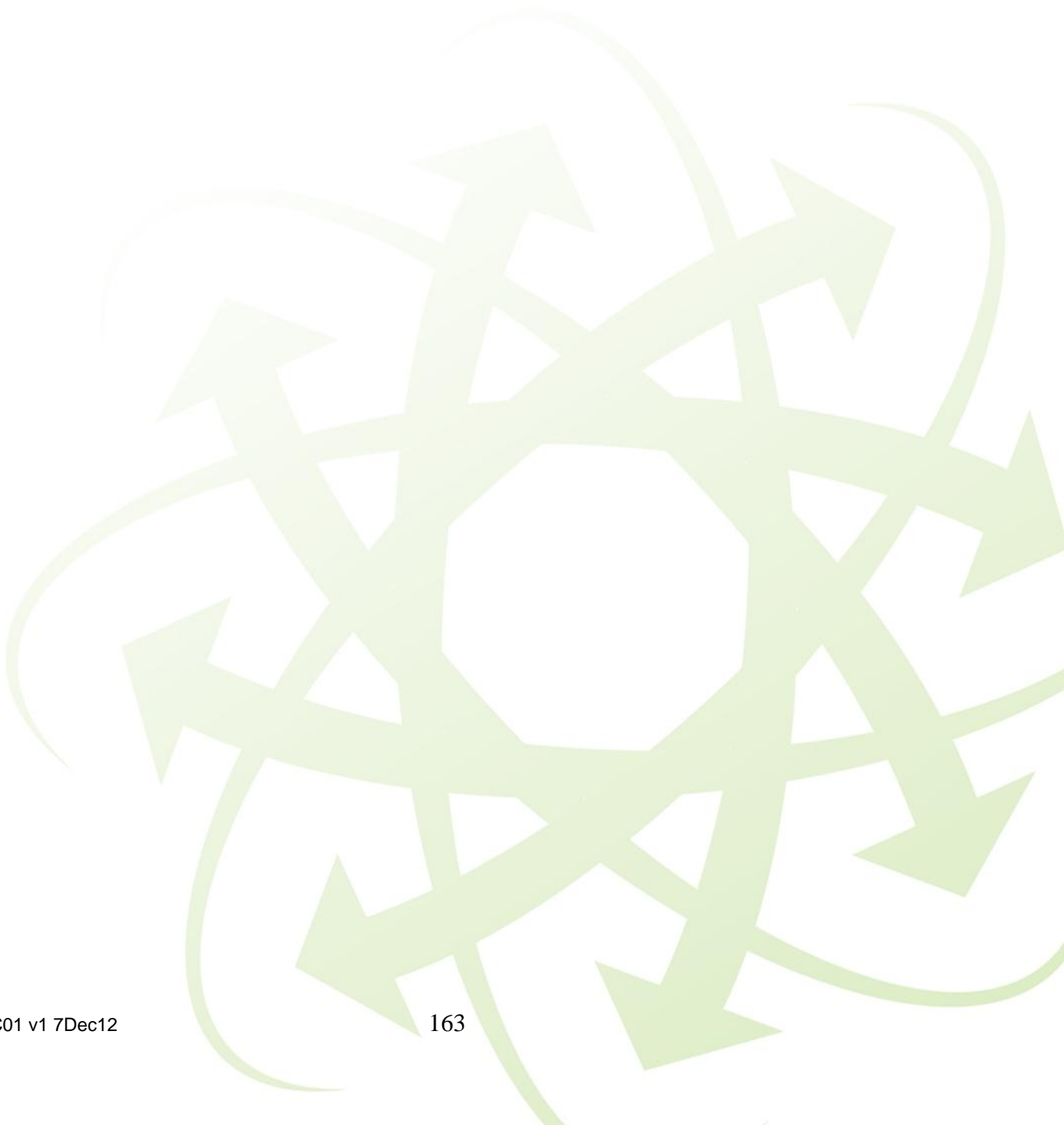
### **Outcome 3 Be able to work with peers in the workplace**

The learner can:

- 1 use appropriate language and tone when communicating with peers
- 2 contribute ideas and opinions in a way that peers find acceptable
- 3 carry out their own role or task in line with the agreed or designated expectations of their peers
- 4 seek and accept help, guidance and feedback from peers when appropriate

## **WO74**

### **Building working relationships with customers**



## **WO74      Building working relationships with customers**

**Level: 1**

**Credit value: 2**

### **Unit aim**

The unit introduces the learner to the concept of treating customers and clients appropriately and will help understand the effects of self-presentation on clients and customers.

### **Learning outcomes**

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

1. Know that the way of presenting self makes an impression on a customer or client
2. Know that organisations normally have protocols for dealing with customers or clients
3. Be able to interact positively with customers or clients in line with given protocols

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO74 Building working relationships with customers**

Learning outcomes and assessment criteria

### **Outcome 1 Know that the way of presenting self makes an impression on a customer or client**

The learner can:

- 1 identify positive ways of presenting self to customers or clients, including appearance, manner and language
- 2 outline effects of presenting self positively on a customer or client
- 3 outline effects of presenting self negatively on a customer or client

### **Outcome 2 Know that organisations normally have protocols for dealing with customers or clients**

The learner can:

- 1 outline the basic rules in an organisation for dealing with customers or clients

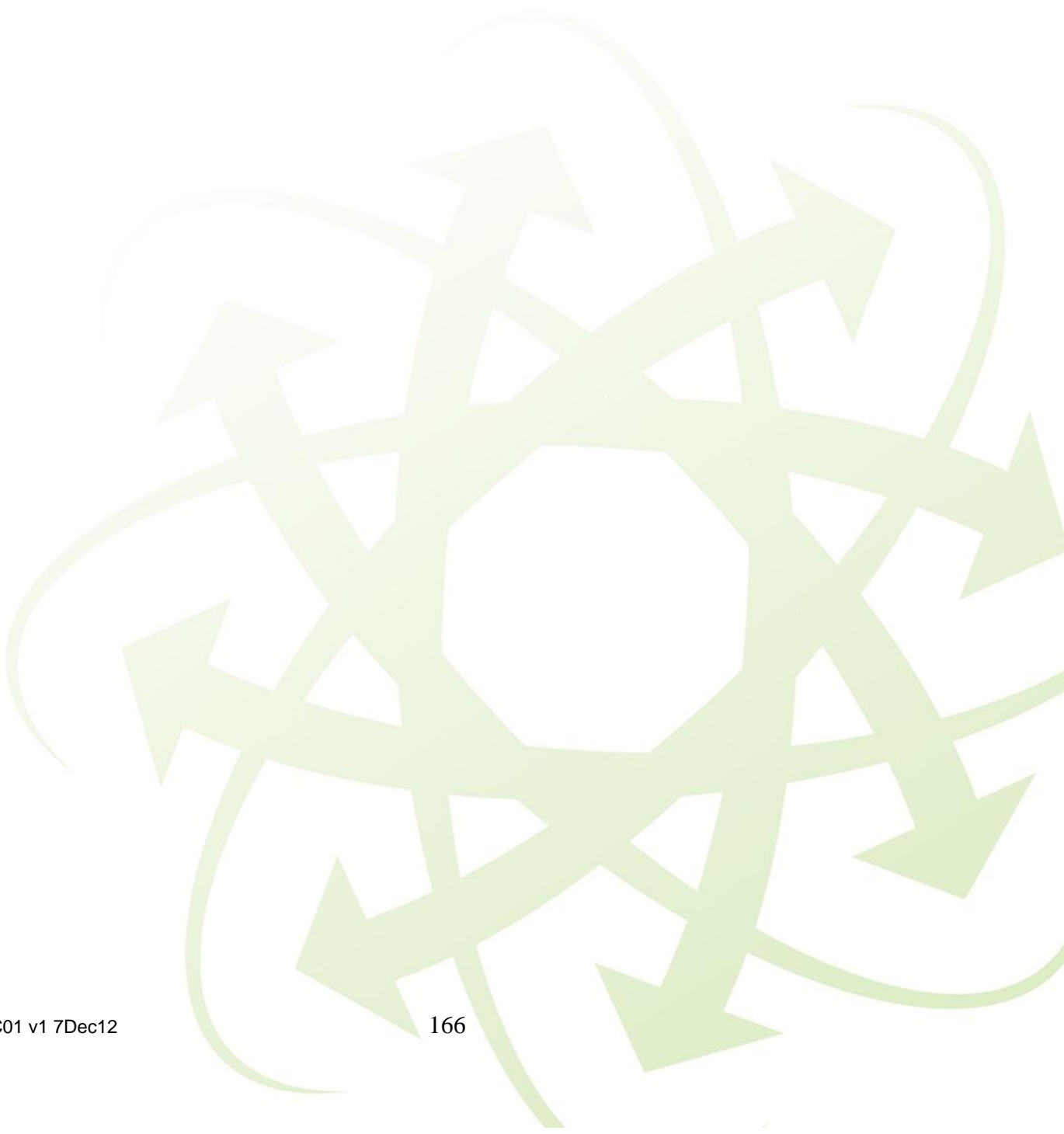
### **Outcome 3 Be able to interact positively with customers or clients in line with given protocols**

The learner can:

- 1 follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests
- 2 demonstrate polite behaviour towards customers
- 3 identify situations when it is necessary to refer the customer to another colleague or department

## **WO75**

### **Investigating rights and responsibilities at work**



## **WO75      Investigating rights and responsibilities at work**

**Level: 1**

**Credit value: 1**

### **Unit aim**

This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.

### **Learning outcomes**

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

1. Know employee 'rights' and 'responsibilities' in a place of work
2. Know how the rights of individuals are supported in a place of work
3. Know the responsibilities of employers in a place of work

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO75 Investigating rights and responsibilities at work**

Learning outcomes and assessment criteria

### **Outcome 1 Know employee 'rights' and 'responsibilities' in a place of work**

The learner can:

- 1 outline employee 'rights' at work
- 2 outline employee 'responsibilities' at work

### **Outcome 2 Know how the rights of individuals are supported in a place of work**

The learner can:

- 1 describe the factors that may affect the rights of individuals at work
- 2 describe how to respect the rights of individuals at work
- 3 identify laws that can protect the rights of employees at work

### **Outcome 3 Know the responsibilities of employers in a place of work**

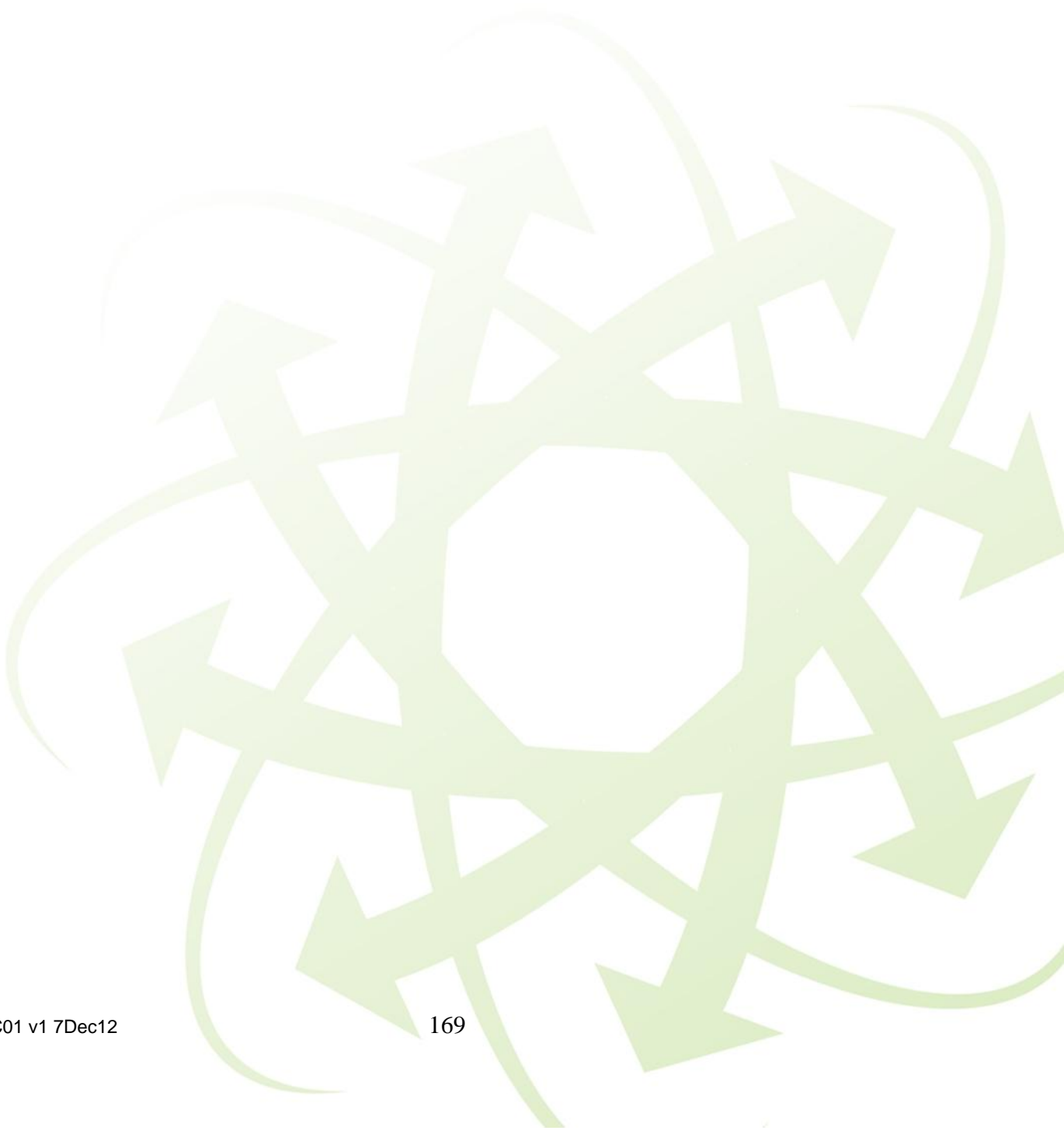
The learner can:

- 1 identify employer responsibilities at work, in regard to:
  - fulfilling a contract
  - health and safety
  - equal opportunities and prevention of discrimination



## **WO76**

### **Managing your health at work**



## WO76 Managing your health at work

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is for learners to develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area.

### Learning outcomes

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

1. Know the risks to health for a chosen area of work
2. Understand how to maintain good health in a chosen area of work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO76      Managing your health at work**

Learning outcomes and assessment criteria

### **Outcome 1    Know the risks to health for a chosen area of work**

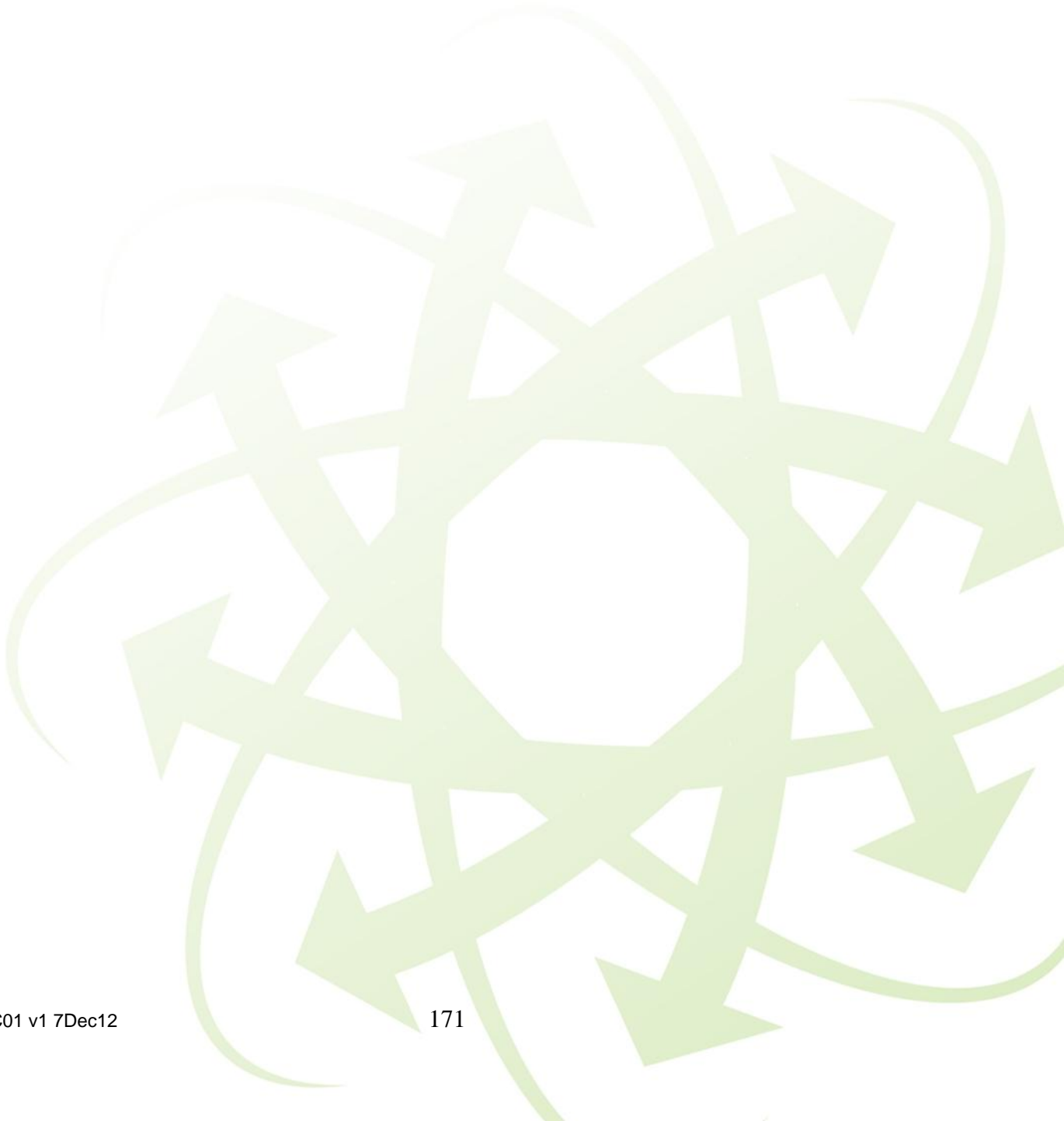
The learner can:

- 1    describe risks to employee health for a chosen area of work

### **Outcome 2    Understand how to maintain good health in a chosen area of work**

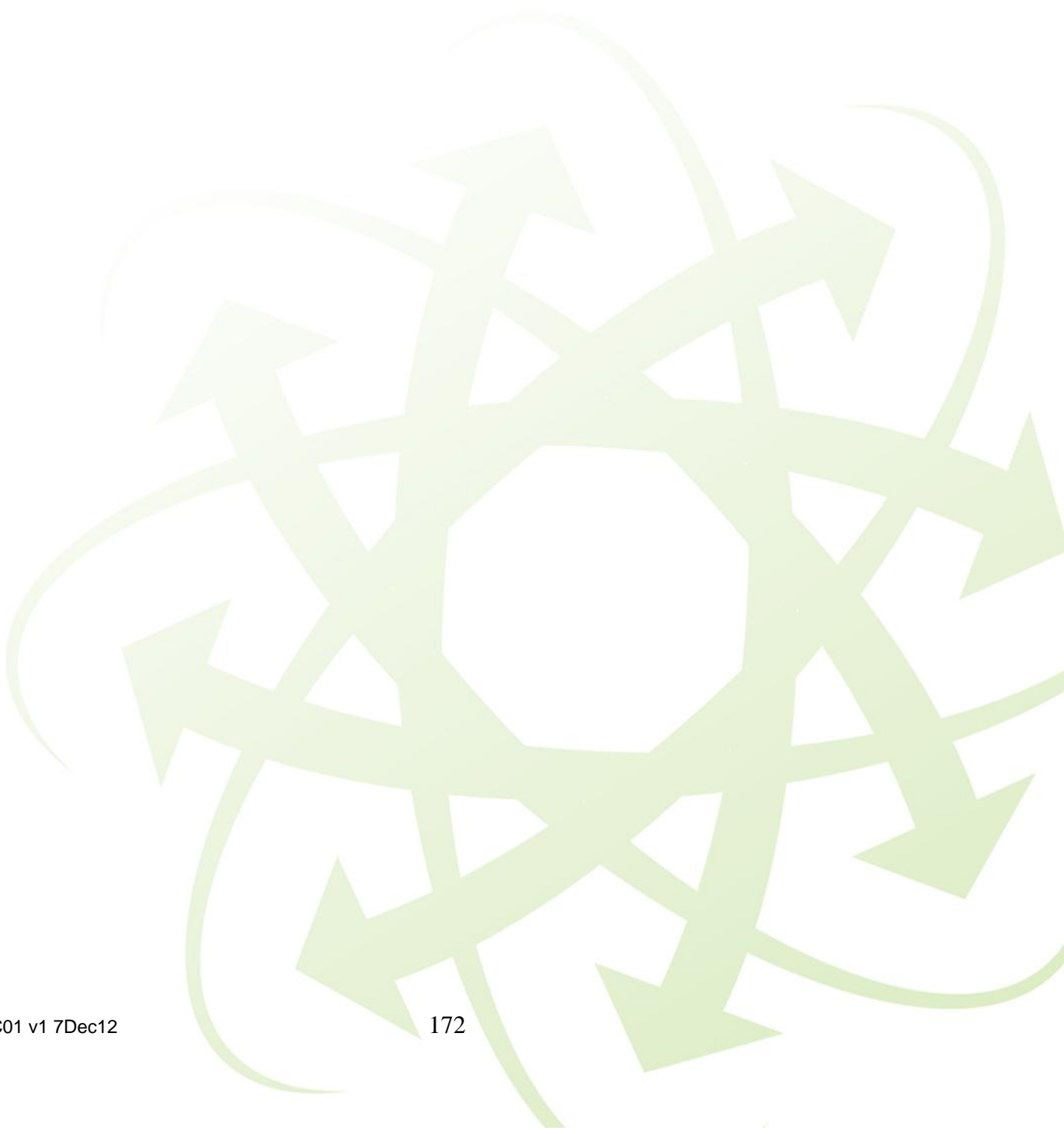
The learner can:

- 1    explain measures to safeguard health for a chosen area of work
- 2    identify sources of information on safeguarding own health



## **WO77**

### **Setting and meeting targets at work**



## WO77      Setting and meeting targets at work

Level: 1

Credit value: 2

### Unit aim

This unit aims to provide learners with understanding of the importance of setting and meeting personal targets at work and for them to develop skills to set and review personal targets in line with organisational procedures.

### Learning outcomes

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

1. Understand the importance of setting and meeting targets in the workplace
2. Be able to set personal targets in line with organisational procedures
3. Be able to review personal targets in line with organisational procedures

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment evidence

**Benefits of individual and team targets:** benefits of individual targets e.g. sense of individual contribution and satisfaction, recognises individuals who reach targets, motivates individuals to take initiative and responsibility, encourages independent work; benefits of team targets e.g. help people achieve things that are difficult to achieve individually or without help of others, create a sense of morale and team spirit in a group, motivate people to work effectively together and develop interpersonal skills such as communication, tolerance

**Recording personal targets:** getting appropriate approval or agreement on the target/targets to be recorded; using appropriate organisational documentation and methods for recording personal targets e.g. using designated HR forms, appraisal forms, induction documents

**Follow organisational procedures in reviewing targets:** use appropriate organisational procedures or methods e.g. performance reviews, informal discussions with a line manager, supervisor or tutor, target setting documents, self-assessment forms, feedback from other colleagues; obtain feedback and sign-off for the review from appropriate person e.g. line manager or supervisor

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO77      Setting and meeting targets at work**

Learning outcomes and assessment criteria

### **Outcome 1    Understand the importance of setting and meeting targets in the workplace**

The learner can:

- 1    explain the benefits of individual and team targets in the workplace
- 2    describe how individual targets link to team targets

### **Outcome 2    Be able to set personal targets in line with organisational procedures**

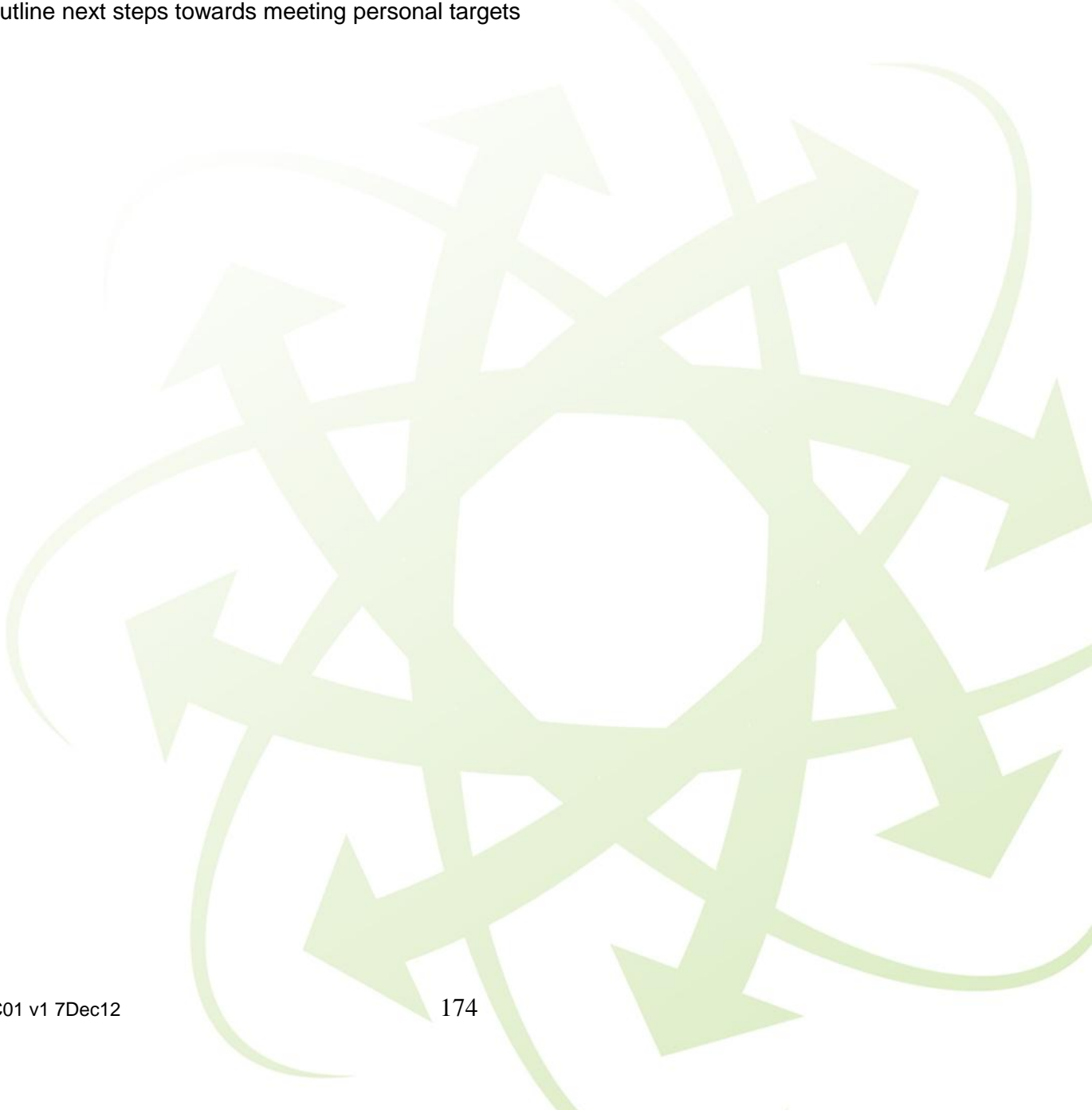
The learner can:

- 1    identify potential personal targets
- 2    describe how to record personal targets in line with organisational procedures
- 3    record and agree personal targets with an appropriate person

### **Outcome 3    Be able to review personal targets in line with organisational procedures**

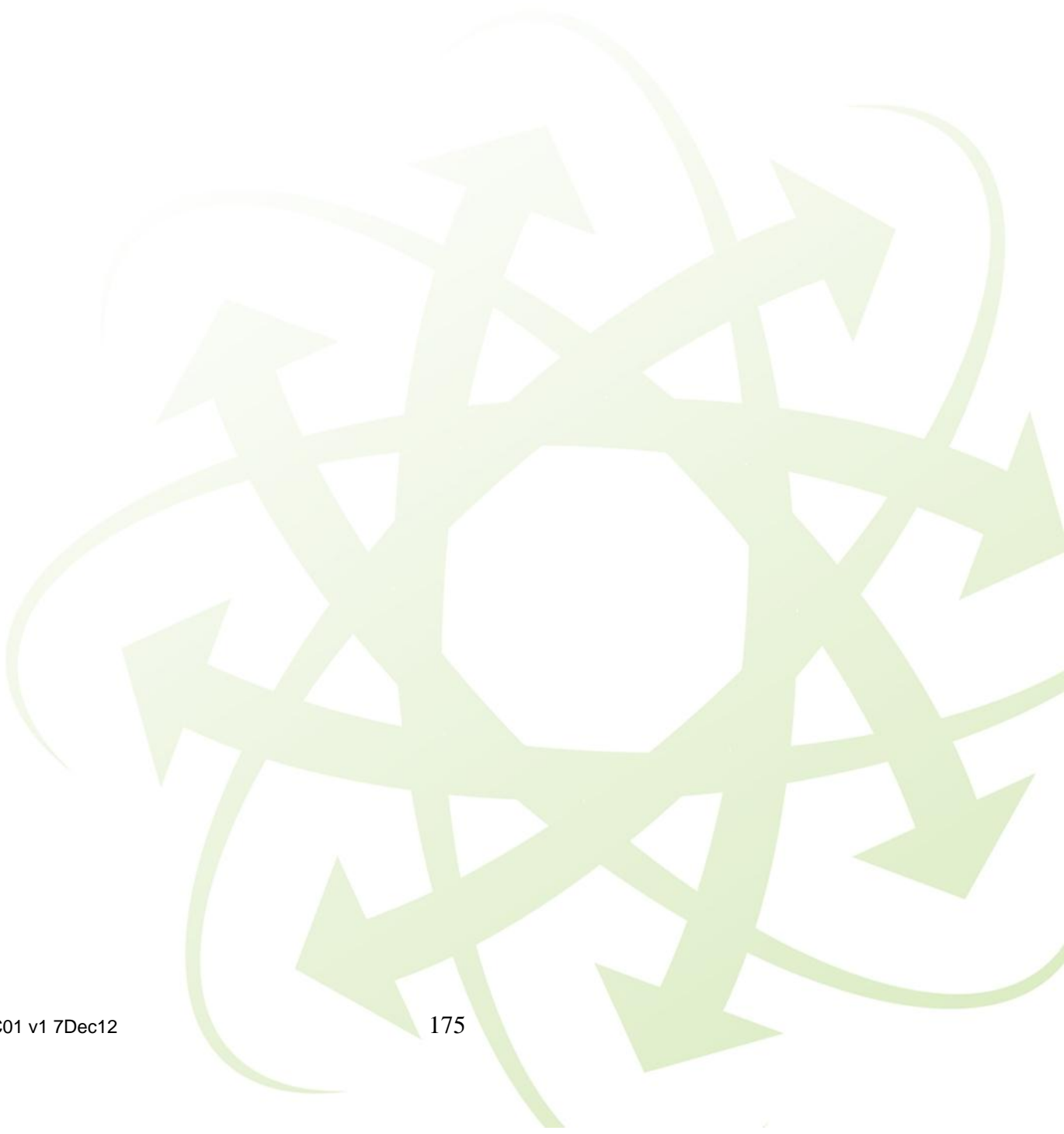
The learner can:

- 1    carry out a review of progress against personal targets in line with organisational procedures
- 2    outline next steps towards meeting personal targets



## WO78

### Solving work-related problems



## WO78 Solving work-related problems

Level: 1

Credit value: 2

### Unit aim

This unit focuses on helping the learner to select problem-solving strategies and on understanding how to apply them to a workplace problem.

### Learning outcomes

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

1. Understand problems that individuals may face at work
2. Know how to find help for problems which arise at work
3. Know how to find a solution to a workplace problem
4. Know how to apply a strategy to solve a workplace problem

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.



## **WO78 Solving work-related problems**

Learning outcomes and assessment criteria

### **Outcome 1 Understand problems that individuals may face at work**

The learner can:

- 1 describe common problems that arise for individuals at work
- 2 outline the main causes of problems that arise at work

### **Outcome 2 Know how to find help for problems which arise at work**

The learner can:

- 1 identify sources of help appropriate to a particular problem
- 2 present information and/or advice for a workplace problem from sources of help

### **Outcome 3 Know how to find a solution to a workplace problem**

The learner can:

- 1 outline problem-solving strategies
- 2 suggest solutions to a workplace problem which draw on own previous experience and that of others
- 3 suggest solutions to a workplace problem which draw on information/advice gained from sources of help
- 4 select a problem-solving strategy to solve a workplace problem from possibilities identified
- 5 outline reasons for choosing a specific problem-solving strategy

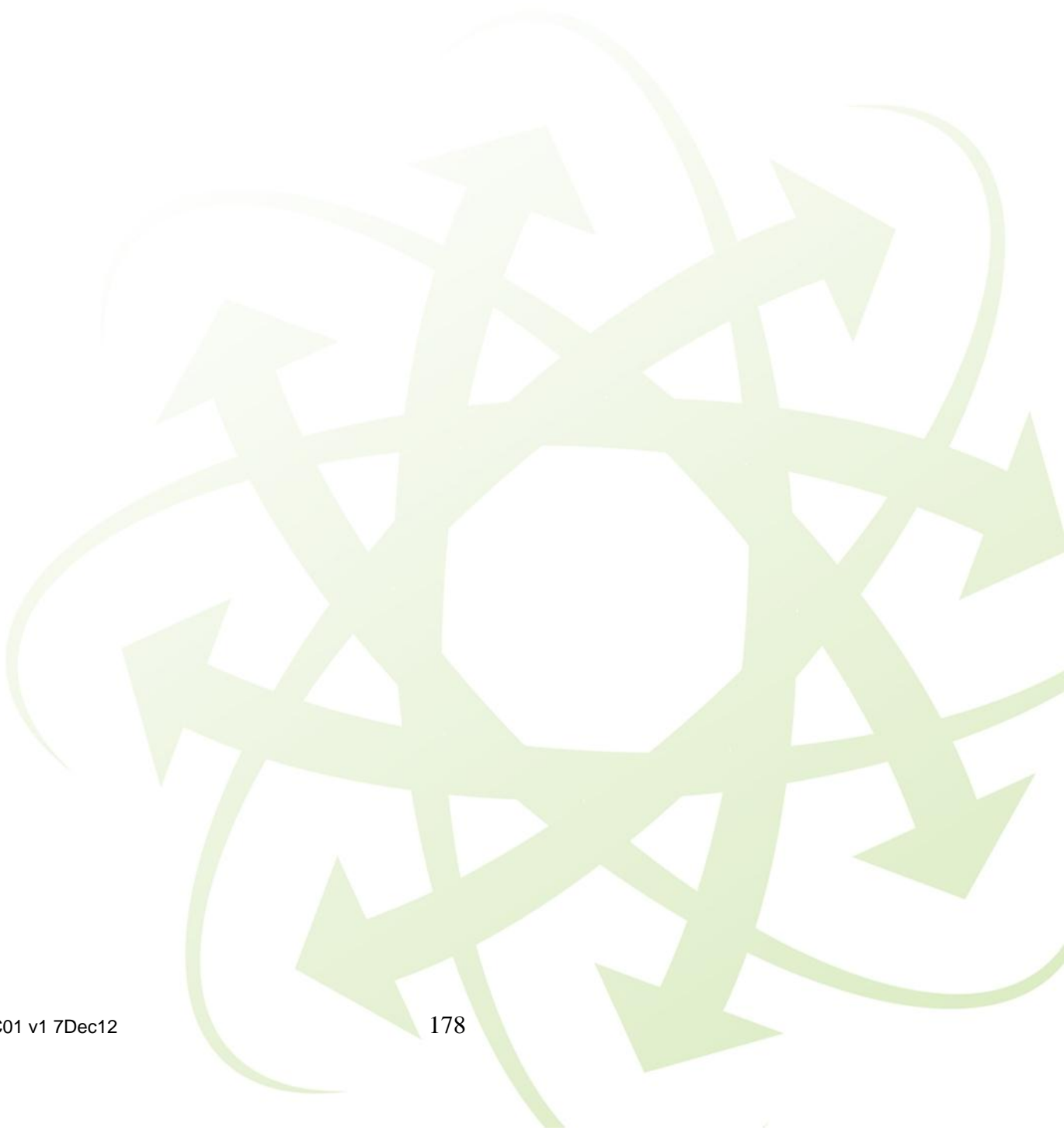
### **Outcome 4 Know how to apply a strategy to solve a workplace problem**

The learner can:

- 1 describe how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue

## **WO79**

### **Taking notes at meetings**



## WO79 Taking notes at meetings

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to help the learner gain the skills needed to listen carefully at meetings, record the key points raised, and present these accurately in a suitable format using either paper-based documentation or on screen.

### Learning outcomes

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

1. Know the importance of taking notes at meetings
2. Know different ways of recording notes during meetings
3. Be able to write up notes of a meeting

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO79      Taking notes at meetings**

Learning outcomes and assessment criteria

### **Outcome 1    Know the importance of taking notes at meetings**

The learner can:

- 1    outline reasons why it is important to take notes at meetings

### **Outcome 2    Know different ways of recording notes during meetings**

The learner can:

- 1    outline different methods used to take notes at meetings

### **Outcome 3    Be able to write up notes of a meeting**

The learner can:

- 1    produce notes which accurately capture the main points raised at the meeting
- 2    produce notes which are accurate in terms of grammar, spelling and punctuation
- 3    produce notes which present the information clearly and appropriately

## WO80

### Summarising documents



## **WO80      Summarising documents**

**Level: 1**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to enable the learners to gain the skills needed to summarise a range of different documents in a way that is appropriate to the audience and purpose for which the document is being written.

### **Learning outcomes**

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

1. Know that summaries are written for a particular audience and purpose
2. Be able to distinguish between the key points and supporting material in straightforward documents
3. Be able to summarise the key points of straightforward documents

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

**WO80 Summarising documents**  
Learning outcomes and assessment criteria

**Outcome 1 Know that summaries are written for a particular audience and purpose**

The learner can:

- 1 identify the audience and purpose for summaries

**Outcome 2 Be able to distinguish between the key points and supporting material in straightforward documents**

The learner can:

- 1 identify key points from a straightforward document

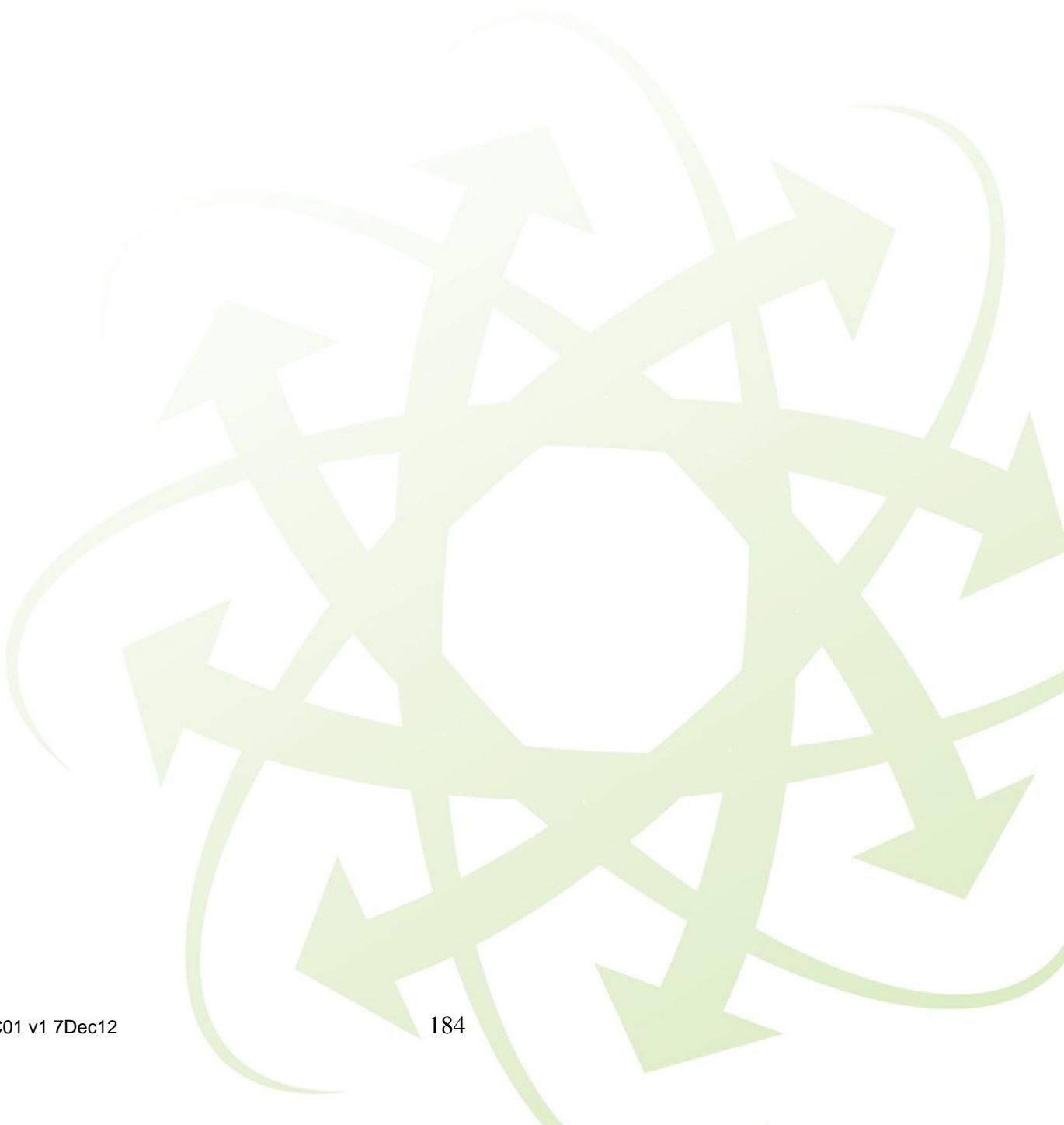
**Outcome 3 Be able to summarise the key points of straightforward documents**

The learner can:

- 1 produce a summary which contains the key points of the original document
- 2 proof read and edit the summary for accuracy

## **WO81**

### **Contributing to meetings**





## WO81      Contributing to meetings

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to equip the learner with the skills to make effective contributions to meetings in the workplace. It will help the learner understand how they can prepare for meetings in order to help them make the most of the opportunity to make comments, raise issues or ask questions.

### Learning outcomes

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

1. Know the format of a meeting
2. Know how to prepare for meetings
3. Be able to contribute effectively at meetings

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO81      Contributing to meetings**

Learning outcomes and assessment criteria

### **Outcome 1    Know the format of a meeting**

The learner can:

- 1    outline main types of meetings
- 2    define main terms used at formal meetings
- 3    identify the main parts of an agenda
- 4    outline the activities carried out after the meeting

### **Outcome 2    Know how to prepare for meetings**

The learner can:

- 1    identify the main issues or topics to be covered at a meeting
- 2    list questions that may be asked at a meeting, based on the agenda and papers provided
- 3    identify potential problems that might arise in preparing for the meeting
- 4    identify potential problems that might arise during the meeting

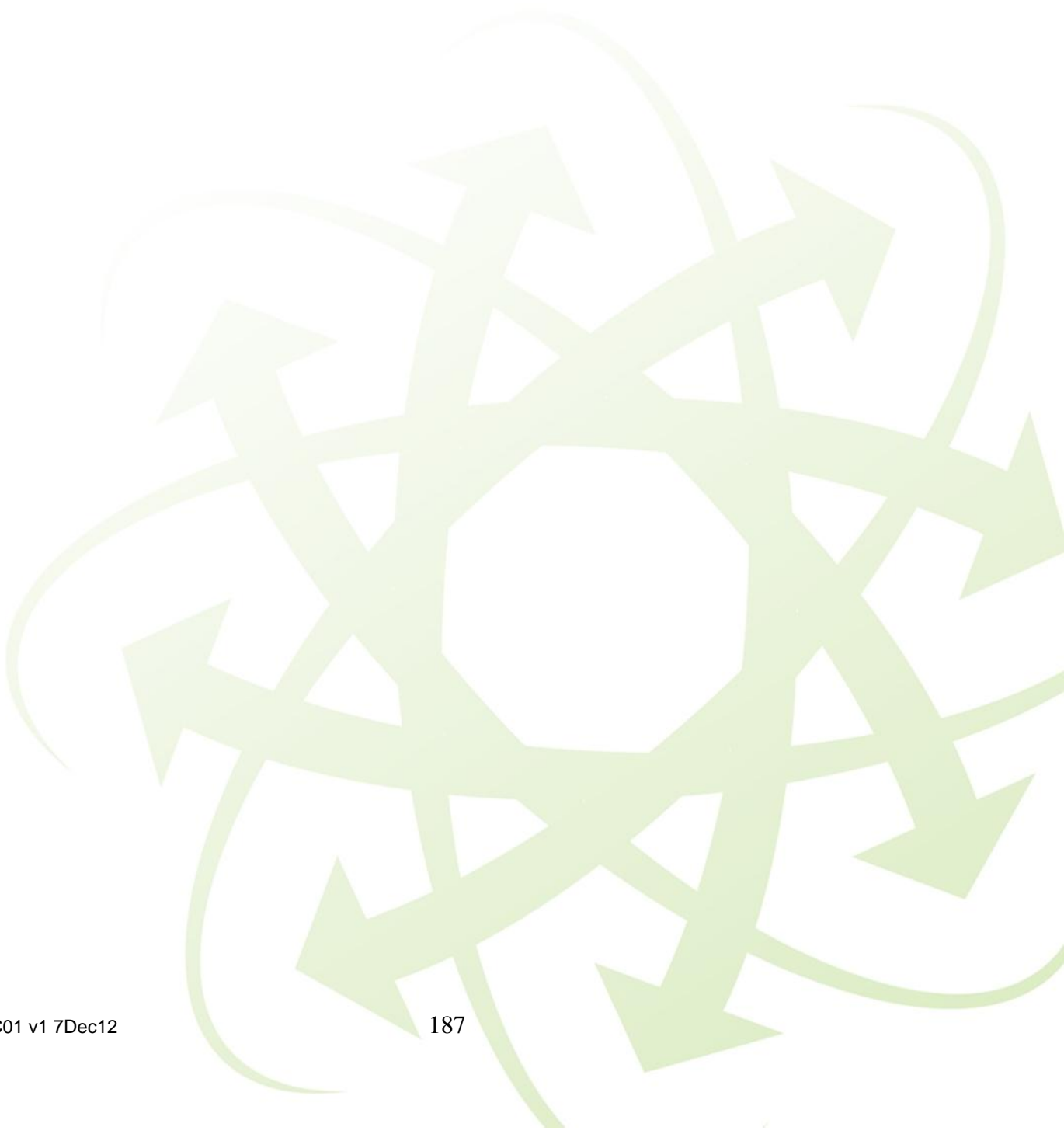
### **Outcome 3    Be able to contribute effectively at meetings**

The learner can:

- 1    make an effective contribution at the meeting

## **WO82**

### **Preparing for work placement**



## **WO82      Preparing for work placement**

**Level: 1**

**Credit value: 1**

### **Unit aim**

This unit will help the learner to find out more about the company or organisation providing the work placement, the specific requirements for the work placement and how to set goals that enhance their work placement experience.

### **Learning outcomes**

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

1. Know about the work placement company or organisation
2. Know what is expected of the learner during the work placement
3. Be able to set goals to help the learner get the most out of the work placement

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO82      Preparing for work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Know about the work placement company or organisation**

The learner can:

- 1 describe the work placement company or organisation
- 2 outline key objectives of the company or organisation

### **Outcome 2    Know what is expected of the learner during the work placement**

The learner can:

- 1 identify the requirements for the placement, and why the requirements are necessary
- 2 outline tasks likely to be undertaken in the work placement
- 3 identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace
- 4 identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement

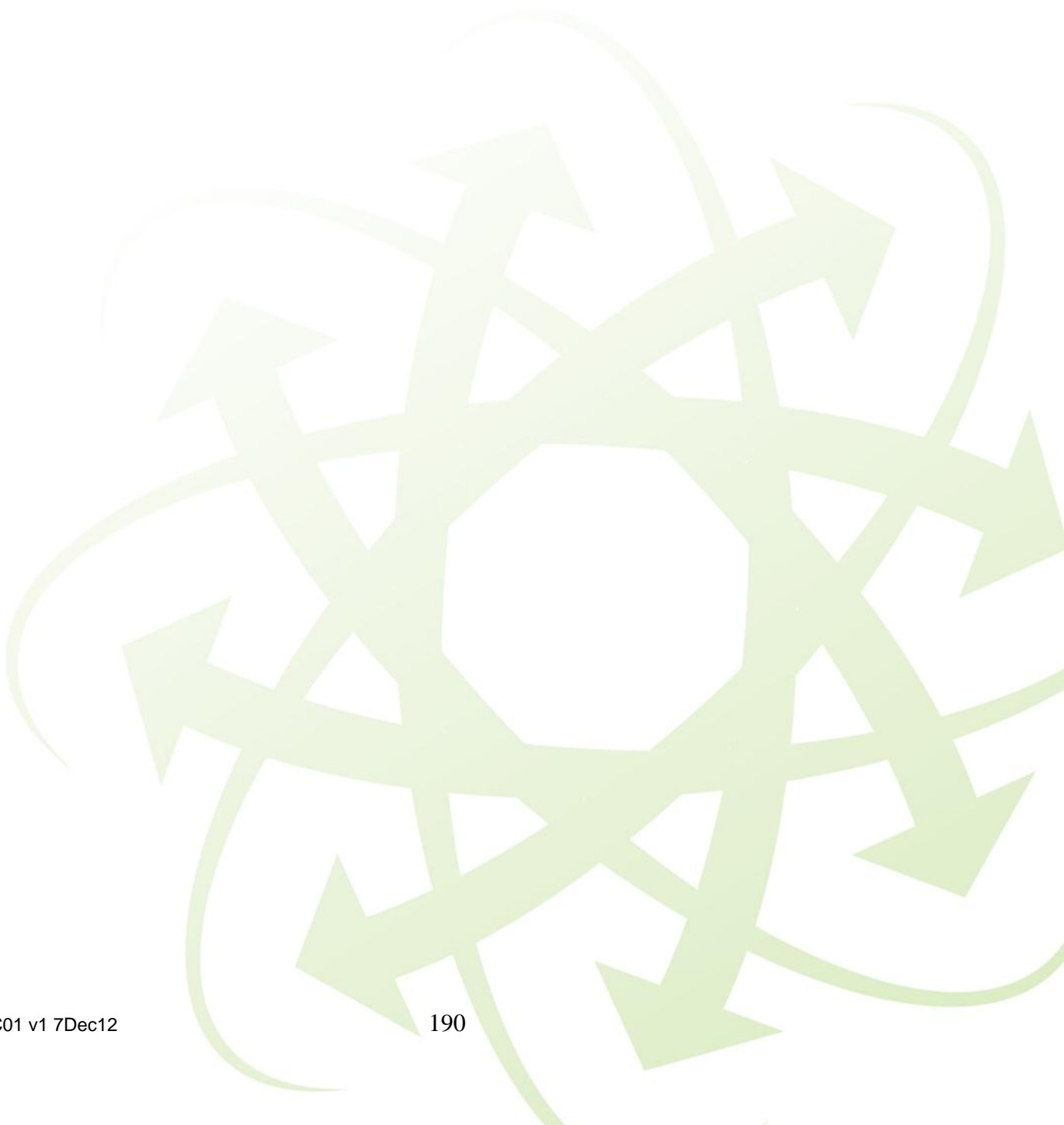
### **Outcome 3    Be able to set goals to help the learner get the most out of the work placement**

The learner can:

- 1 set appropriate goals for the work placement

## **WO83**

### **Learning from work placement**



## WO83      Learning from work placement

Level: 1

Credit value: 2

### Unit aim

This unit will help the learner understand what was learned from a work placement and how to set goals based on work placement learning.

### Learning outcomes

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

1. Be able to reflect on what has been learned from the work placement
2. Know how tasks could be undertaken differently or improved
3. Be able to use learning from work placement to set short-term goals

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO83      Learning from work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to reflect on what has been learned from the work placement**

The learner can:

- 1 keep an accurate record of tasks undertaken during work placement
- 2 identify what has been learned from key tasks undertaken during the work placement experience

### **Outcome 2    Know how tasks could be undertaken differently or improved**

The learner can:

- 1 identify tasks undertaken during the work placement that could be carried out differently or improved
- 2 outline different ways to carry out tasks

### **Outcome 3    Be able to use learning from work placement to set short-term goals**

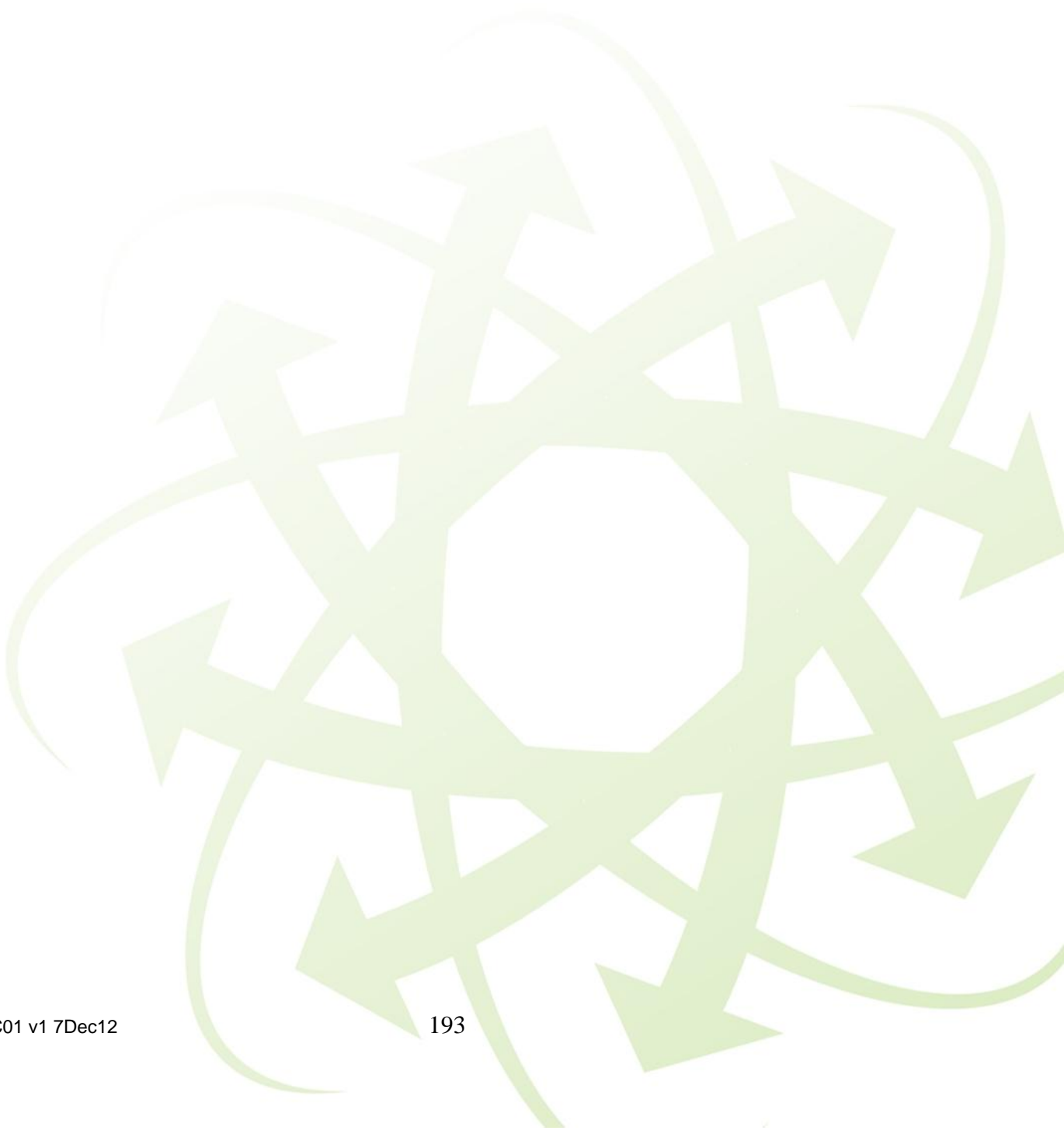
The learner can:

- 1 set short-term goals which build on own learning from work placement



## **WO84**

### **Safe learning in the workplace**



## **WO84      Safe learning in the workplace**

**Level: 1**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to help the learner who is preparing to undertake work experience and provide knowledge and understanding of risks and hazards in the workplace.

### **Learning outcomes**

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

1. Be able to identify risks and hazards in the workplace
2. Know how to reduce risk of harm to self or others
3. Know how to deal with hazards and risks within the workplace environment

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO84      Safe learning in the workplace**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to identify risks and hazards in the workplace**

The learner can:

- 1 identify examples of risk in the workplace environment
- 2 identify examples of hazard in the workplace environment

### **Outcome 2    Know how to reduce risk of harm to self or others**

The learner can:

- 1 identify aspects of different workplace environments which could cause harm to self or others
- 2 outline how aspects of personal behaviour can reduce risk of harm

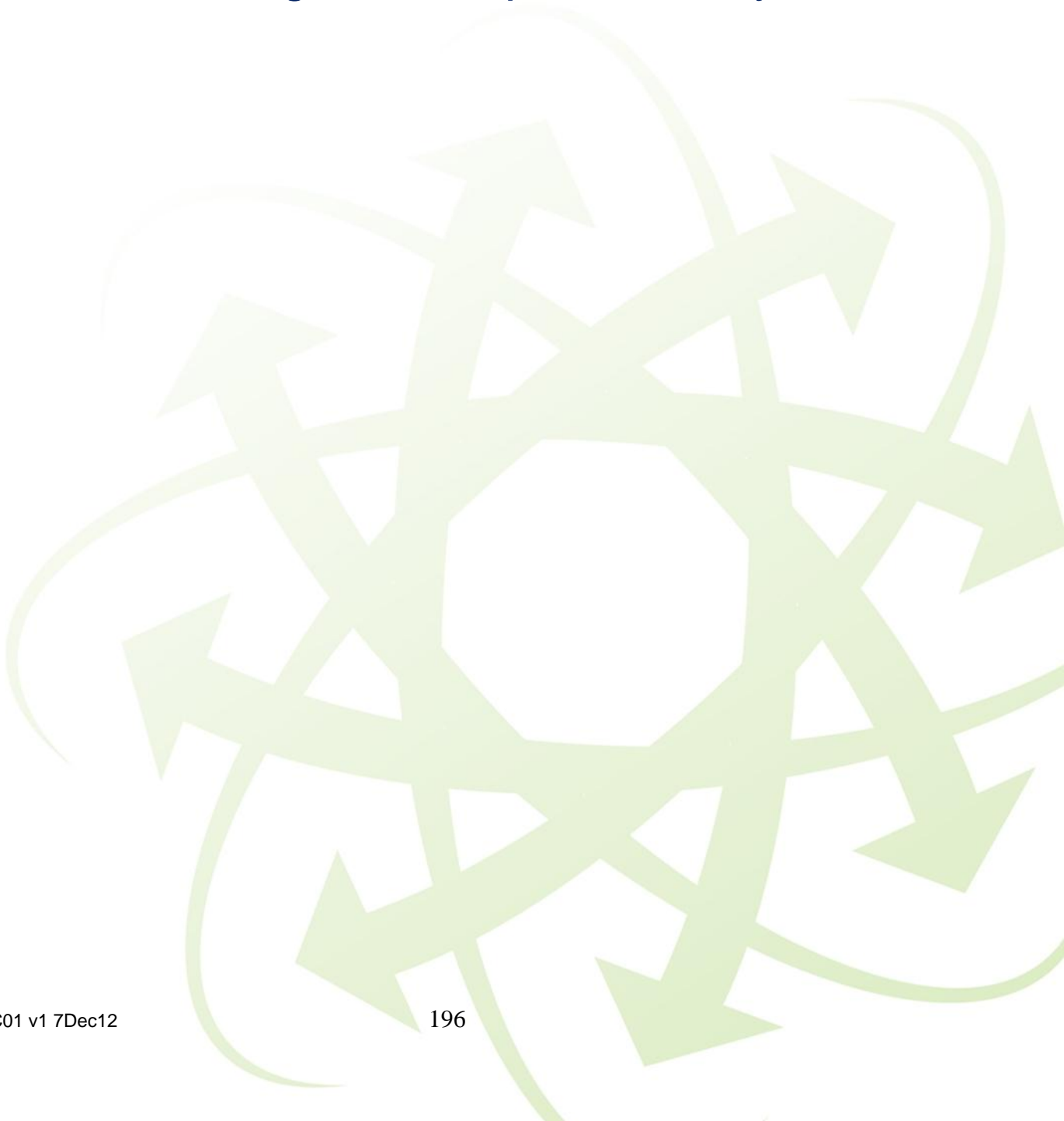
### **Outcome 3    Know how to deal with hazards and risks within the workplace environment**

The learner can:

- 1 identify the person responsible for health and safety in the workplace environment
- 2 outline the duties of the person responsible for health and safety in the workplace environment
- 3 outline reporting procedures for hazards and risks in the workplace
- 4 state the procedures for dealing with low-risk hazards in accordance with instructions

## WO85

### Planning an enterprise activity



## WO85 Planning an enterprise activity

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

### Learning outcomes

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

1. Know how to select a suitable enterprise activity
2. Know appropriate roles and skills required for the enterprise activity
3. Know the costs involved in producing and selling a product or service
4. Be able to use an appropriate promotional technique

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Strengths and weaknesses of enterprise activity ideas:** availability and cost of resources e.g. human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO85 Planning an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1 Know how to select a suitable enterprise activity**

The learner can:

- 1 identify strengths of ideas generated for an enterprise activity
- 2 identify weaknesses of ideas generated for an enterprise activity

### **Outcome 2 Know appropriate roles and skills required for the enterprise activity**

The learner can:

- 1 identify roles required for the enterprise activity
- 2 identify the practical and personal skills required for the enterprise activity

### **Outcome 3 Know the costs involved in producing and selling a product or service**

The learner can:

- 1 identify the cost of items and processes related to producing and selling the product or service
- 2 identify the final pricing of the product or service using basic calculations

### **Outcome 4 Be able to use an appropriate promotional technique**

The learner can:

- 1 use an appropriate method to promote a product or service

## WO86

### Running an enterprise activity



## WO86 Running an enterprise activity

Level: 1

Credit value: 1

### Unit aim

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

### Learning outcomes

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

1. Know how to increase the likelihood of success in an enterprise activity
2. Be able to complete an enterprise activity
3. Be able to review the success of the enterprise activity

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Features leading to effective delivery:** identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who best able to provide them

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



## **WO86      Running an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1    Know how to increase the likelihood of success in an enterprise activity**

The learner can:

- 1    identify features which would lead to the effective delivery of a chosen enterprise activity

### **Outcome 2    Be able to complete an enterprise activity**

The learner can:

- 1    prepare the product or service for the enterprise activity incorporating required features
- 2    create appropriate advertising for the product or service
- 3    set an appropriate price for the product or service offered
- 4    demonstrate appropriate sales and communication skills

### **Outcome 3    Be able to review the success of the enterprise activity**

The learner can:

- 1    produce records to show the successes and failures of the enterprise activity
- 2    state what would be done differently should there be another enterprise activity

**WO87**

## Producing a product



## **WO87      Producing a product**

**Level: 1**

**Credit value: 1**

### **Unit aim**

In this unit learners are given the knowledge and skills to safely produce a product or item. Learners will consider the skills required to make the product, and the necessary precautions to ensure safety. They will assess the finished item.

### **Learning outcomes**

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

1. Know how to make a product or item
2. Understand the skills required to make the product or item
3. Be able to produce the product or item safely
4. Be able to assess how well the product or item was made

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

**Plan for making a product or item:** choice of appropriate product or item to make, record steps to be followed in making the product or item, list and obtain resources and materials needed for product or item, plan for effective use of different types of equipment e.g. tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **WO87      Producing a product**

Learning outcomes and assessment criteria

### **Outcome 1    Know how to make a product or item**

The learner can:

- 1    produce a plan to make a product or item
- 2    identify the materials and equipment required
- 3    identify any relevant safety points

### **Outcome 2    Understand the skills required to make the product or item**

The learner can:

- 1    outline the skills required to make the product or item
- 2    identify any new skills that might be required

### **Outcome 3    Be able to produce the product or item safely**

The learner can:

- 1    produce a product or item using relevant skills, materials and equipment
- 2    take appropriate measures to produce the product or item safely

### **Outcome 4    Be able to assess how well the product or item was made**

The learner can:

- 1    state what parts of the finished product or item met with expectations
- 2    state what parts of the finished product or item did not meet the original expectations
- 3    outline what changes would be made if the product or item were to be produced again

**WO115**

## Literacy for the workplace



## WO115 Literacy for the workplace

Level: 1

Credit value: 1

### Unit aim

This unit helps learners to read and write text using workplace-related language and be able to check their work for sense and also for accuracy. The unit enables learners to communicate effectively using speaking, listening and conversational skills for the workplace.

### Learning outcomes

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

1. Be able to read and understand a range of work-related text
2. Be able to write structured work-related texts to share information.
3. Be able to communicate various work-related topics effectively

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Work-related text** – words and phrases used specifically within your organisation relating to your job role.

**Summarise** – to give a shortened version of something that has been said or written.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

**WO115      Literacy for the workplace**  
Learning outcomes and assessment criteria

**Outcome 1    Be able to read and understand a range of work-related text**

The learner can:

- 1    give key messages from a range of work-related policies
- 2    follow written health and safety procedures to demonstrate understanding

**Outcome 2    Be able to write structured work-related texts to share information**

The learner can:

- 1    write texts for work-related contexts that:
  - have a logical sequence
  - are meaningful for the situation
  - use simple and compound sentences
  - use correct punctuation
  - use correct spelling
- 2    check work for
  - sense
  - accuracy

**Outcome 3    Be able to communicate various work-related topics effectively**

The learner can:

- 1    demonstrate contribution to discussions on specific work related topics by
  - responding to questions
  - asking questions
  - presenting own ideas
  - giving constructive feedback
- 2    participate in work-related telephone conversations to:
  - show understanding of the message
  - respond appropriately to the caller

**WO116**

## Numeracy for the workplace





## WO116 Numeracy for the workplace

Level: 1

Credit value: 1

### Unit aim

The aim of this unit is to encourage learners to use two and three digit numbers when solving work-related problems. Learners will also be able to measure and weigh accurately using different methods of measurement. Learners will also be able to explain data by using the information gathered.

### Learning outcomes

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

1. Be able to solve and check the answer to problems in work-related situations
2. Be able to use measurements to solve work-related problems
3. Be able to use gathered work-related data

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Work-related data** – numbers, statistics and numerical-data used specifically within your organisation relating to your job role.

**Situations** – actions, tasks, jobs.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO116 Numeracy for the workplace**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to solve and check the answer to problems in work-related situations**

The learner can:

- 1 choose suitable processes to solve work related problems using with two and three digit numbers
- 2 solve given work-related problems using the most suitable process with two and three digit numbers
- 3 estimate the answer to a problem before working it out

### **Outcome 2 Be able to use measurements to solve work-related problems**

The learner can:

- 1 use measurement to calculate
  - the side lengths of a work-related object
  - the perimeter of a work-related object
  - the surface area of a work-related object
- 2 use scales to accurately weigh a number of work-related items
- 3 use scales to calculate the total weight of a number of small work-related items

### **Outcome 3 Be able to use gathered work-related data**

The learner can:

- 1 Display accurate work-related data in using a range of charts
- 2 Explain work-related information using gathered data
- 3 Use information from gathered data to answer questions

### 7.3 Group B - Entry Level 3 units



## WO88

### Alternatives to paid work



**Level: Entry 3**

**Credit value: 1**

**Unit aim**

This unit aims to increase learners' knowledge of alternatives to paid work and how they may benefit from participating in these activities.

**Learning outcomes**

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

1. Know different alternatives to paid work
2. Know the benefits that individuals can gain from taking part in alternatives to paid work

**Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Assessment guidance**

**Alternatives to paid work:** leisure activities e.g. playing sport, keeping fit, reading; voluntary work e.g. shopping for an elderly neighbour, caring for a disabled family member; study or training e.g. full- or part-time course at college; compulsory order e.g. community service order

**Organisations which provide information and opportunities for alternatives to paid work:**

local organisations e.g. sports clubs, local council, charity shops, animal shelters, community associations, libraries, places of worship; advisory and support groups e.g. Carers UK, Gingerbread, Age UK, NCT (National Childbirth Trust), Mencap, Scope, faith-based organisations; educational organisations e.g. further education colleges, Adult Learning Centres, Learndirect, Community Service Volunteers (CSV)

**Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

**WO88 Alternatives to paid work**  
Learning outcomes and assessment criteria

**Outcome 1 Know different alternatives to paid work**

The learner can:

- 1 identify alternatives to paid work
- 2 identify local organisations associated with alternatives to paid work

**Outcome 2 Know the benefits that individuals can gain from taking part in alternatives to paid work**

The learner can:

- 1 identify the skills and qualities gained from participating in alternatives to paid work
- 2 identify how the skills and qualities gained from participating in alternatives to paid work may be of personal benefit to the individual



**WO89**

## Working as a volunteer



## **WO89      Working as a volunteer**

**Level: Entry 3**

**Credit value: 2**

### **Unit aim**

The aim of this unit is to give learners knowledge of volunteering and its benefits to individuals and the community. In this unit learners participate in a voluntary work activity.

### **Learning outcomes**

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

1. Know the role of the volunteer in different types of voluntary work
2. Know the benefits of participating in voluntary work
3. Be able to undertake voluntary work

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

**Types of voluntary work:** working for a charity; working for a private organisation; working for the community; working for individuals  
**Voluntary work activities:** different activities for the different types of voluntary work e.g. taking part in a street collection for the NSPCC, reading to a visually impaired person in residential home for the elderly, collecting litter in the neighbourhood, shopping for a neighbour

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.



**WO89      Working as a volunteer**  
Learning outcomes and assessment criteria

**Outcome 1    Know the role of the volunteer in different types of voluntary work**

The learner can:

- 1    identify different types of voluntary work
- 2    identify activities undertaken by volunteers in different types of voluntary work

**Outcome 2    Know the benefits of participating in voluntary work**

The learner can:

- 1    identify benefits of voluntary work for the volunteer
- 2    identify benefits of voluntary work for the organisation, community or individual being served

**Outcome 3    Be able to undertake voluntary work**

The learner can:

- 1    participate in voluntary work according to a given brief

# WO90

## Managing your own money



## WO90 Managing your own money

**Level:** Entry 3

**Credit value:** 2

### Unit aim

This unit aims to increase learners' knowledge of personal financial management, including how to carry out cash transactions and ways to save money.

### Learning outcomes

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

1. Know different sources of income
2. Be able to buy goods and services using cash
3. Know the benefits of saving money
4. Know how to save money

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Sources of income:** salary or wages; gifts, inheritance; pocket money; selling items; grants, benefits; loans

**Benefits of saving money:** e.g. peace of mind in knowing spare money is available if needed, being financially independent or less dependent on others, interest earned on money saved in a savings account, money available for emergencies and unforeseen circumstances, money available for large or expensive purchases e.g. holiday, computer, furniture

**Where to keep saved money:** e.g. bank, building society, post office, locked drawer, hiding place

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO90 Managing your own money**

Learning outcomes and assessment criteria

### **Outcome 1 Know different sources of income**

The learner can:

- 1 identify different sources of income

### **Outcome 2 Be able to buy goods and services using cash**

The learner can:

- 1 in a given role, have sufficient money to pay for goods and services
- 2 check that the correct change has been received when paying for goods and services

### **Outcome 3 Know the benefits of saving money**

The learner can:

- 1 identify benefits of saving money

### **Outcome 4 Know how to save money**

The learner can:

- 1 identify different ways of making savings in daily life
- 2 identify where saved money can be kept

## WO91

Being responsible for other people's money



## WO91      Being responsible for other people's money

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

This unit looks at how to handle other people's money, by considering ways to keep money safe, the responsibilities involved in looking after other people's money and simple calculations.

### **Learning outcomes**

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

1. Know the importance of keeping other people's money safe
2. Know how to handle other people's money responsibly
3. Be able to complete simple money calculations using other people's money

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

**Keeping it safe:** e.g. taking care to keep the money secure, using the money wisely, accuracy in giving change

**Importance:** e.g. honesty, being trustworthy, being accountable, responsibility, maturity

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **WO91      Being responsible for other people's money**

Learning outcomes and assessment criteria

### **Outcome 1    Know the importance of keeping other people's money safe**

The learner can:

- 1    Give reasons for keeping other people's money safe

### **Outcome 2    Know how to handle other people's money responsibly**

The learner can:

- 1    list ways to keep other people's money safe
- 2    outline the need to return any unspent money or money collected to the person concerned
- 3    outline the need, when handling someone else's money, to own up to any mistakes made and correct them

### **Outcome 3    Be able to complete simple money calculations using other people's money**

The learner can:

- 1    complete simple calculations using money

**WO92**

Searching for a job





## **WO92      Searching for a job**

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.

### **Learning outcomes**

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

1. Know sources of information for potential employment
2. Know own skills and abilities for employment
3. Be able to search for job vacancies from given sources

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO92      Searching for a job**

Learning outcomes and assessment criteria

### **Outcome 1    Know sources of information for potential employment**

The learner can:

- 1    identify different sources of information about potential employment

### **Outcome 2    Know own skills and abilities for employment**

The learner can:

- 1    identify own skills and abilities for employment

### **Outcome 3    Be able to search for job vacancies from given sources**

The learner can:

- 1    identify the key features of a job from an advert
- 2    identify job vacancies to match own skills, abilities and interests from given sources of information

## **WO93**

### **Applying for a job**

## **WO93      Applying for a job**

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form appropriately.

### **Learning outcomes**

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

1. Know different methods of applying for a job
2. Know why job application forms are used by employers
3. Be able to complete a job application form

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO93      Applying for a job**

Learning outcomes and assessment criteria

### **Outcome 1    Know different methods of applying for a job**

The learner can:

- 1    identify different methods of applying for a job

### **Outcome 2    Know why job application forms are used by employers**

The learner can:

- 1    outline why a job application form is used as a way of applying for a job

### **Outcome 3    Be able to complete a job application form**

The learner can:

- 1    identify information needed for a job application form
- 2    present required information in a job application form

## **WO94**

### **Preparing for an interview**

## **WO94      Preparing for an interview**

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to introduce the learner to the most important aspects of preparing for an interview, with an emphasis on planning ahead of the interview.

### **Learning outcomes**

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

1. Know the requirements of the job, placement or course following an application
2. Be able to prepare for interview questions
3. Know how to plan travel for an interview

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO94      Preparing for an interview**

Learning outcomes and assessment criteria

### **Outcome 1    Know the requirements of the job, placement or course following an application**

The learner can:

- 1    identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course

### **Outcome 2    Be able to prepare for interview questions**

The learner can:

- 1    prepare answers to a given set of questions likely to be asked at the interview
- 2    identify questions to ask at interview

### **Outcome 3    Know how to plan travel for an interview**

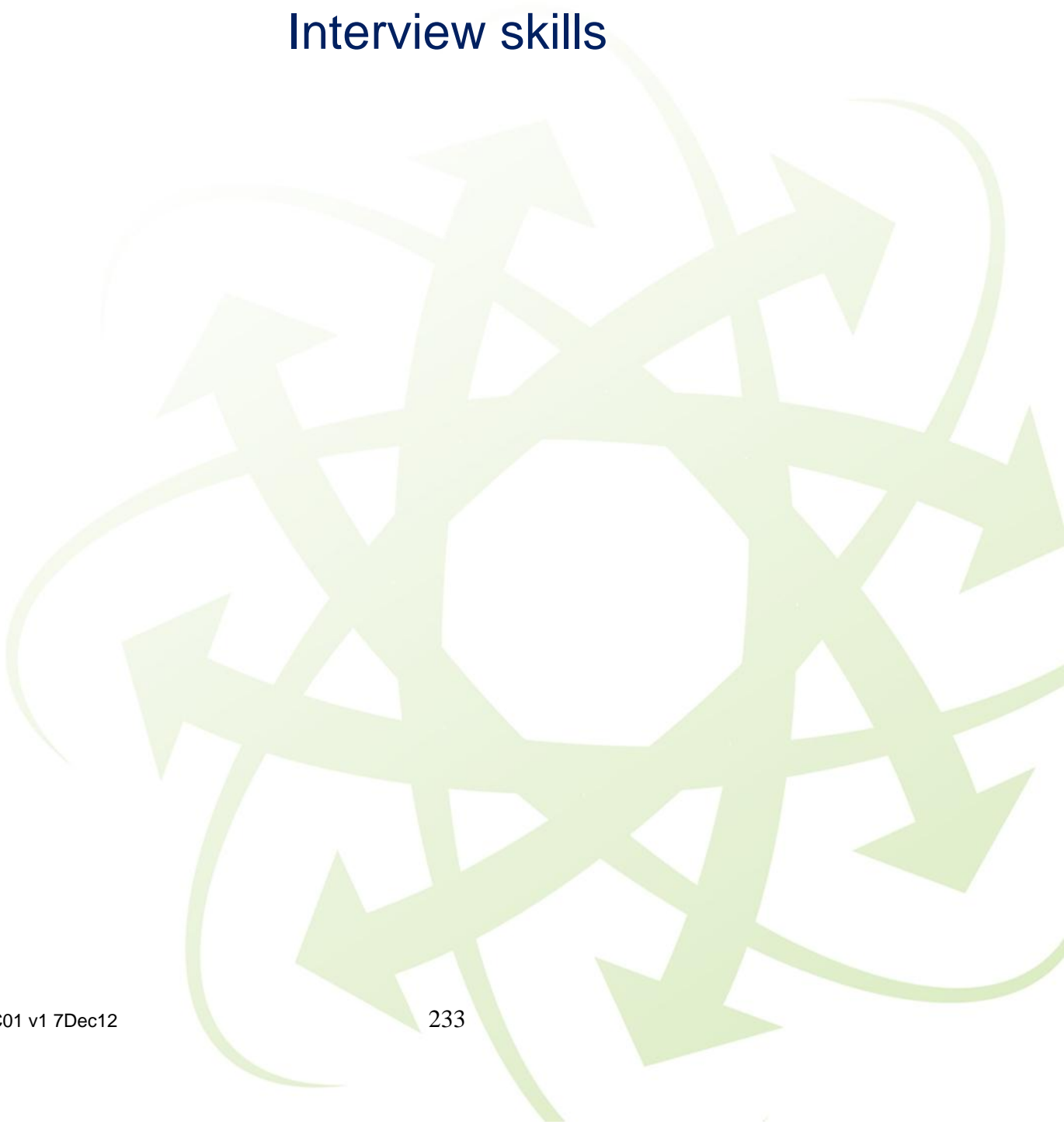
The learner can:

- 1    identify from information provided, the time and place where the interview will be held
- 2    identify the route and means of transport to travel to the interview



# WO95

## Interview skills



## **WO95 Interview skills**

**Level:** Entry 3

**Credit value:** 1

### **Unit aim**

The aim of this unit is to introduce the learner to the key aspects of conduct appropriate for interview scenarios and will equip the learner with basic interview skills, including being able to, reflect on how well they did in the interview.

### **Learning outcomes**

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

1. Know how to prepare to be interviewed
2. Be able to respond to the interviewer's questions
3. Be able to recognise effectiveness of own performance in an interview

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO95 Interview skills**

Learning outcomes and assessment criteria

### **Outcome 1 Know how to prepare to be interviewed**

The learner can:

- 1 identify clothing to wear for an interview
- 2 identify why personal hygiene is important for an interview
- 3 describe the job role
- 4 list possible interview questions

### **Outcome 2 Be able to respond to the interviewer's questions**

The learner can:

- 1 demonstrate non-verbal communication to show attention in an interview
- 2 give clear, straightforward answers to the questions asked

### **Outcome 3 Be able to recognise effectiveness of own performance in an interview**

The learner can:

- 1 identify what went well in the interview and what did not

## WO96

### Self-management skills



## **WO96 Self-management skills**

**Level: Entry 3**

**Credit value: 2**

### **Unit aim**

The aim of this unit is to introduce the learner to the concept of managing themselves as employees in the workplace. The learner will be required to demonstrate some self-management skills and carry out a simple review of their performance.

### **Learning outcomes**

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

1. Know why self-management is needed for work
2. Be able to demonstrate self-management skills
3. Be able to recognise effectiveness of own self-management skills

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

**WO96 Self-management skills**  
Learning outcomes and assessment criteria

**Outcome 1 Know why self-management is needed for work**

The learner can:

- 1 Identify aspects employees need to manage for themselves in the workplace
- 2 Identify why employees need to manage themselves in the workplace

**Outcome 2 Be able to demonstrate self-management skills**

The learner can:

- 1 complete agreed tasks punctually
- 2 identify when to take a break from working
- 3 identify who to contact if help or support is needed in self-management

**Outcome 3 Be able to recognise effectiveness of own self-management skills**

The learner can:

- 1 identify success in own self-management in agreed tasks
- 2 identify own self-management that was less successful

**WO97**

## Self-assessment

Level: Entry 3

Credit value: 1

### Unit aim

The aim of this unit is to introduce the learner to the self-assessment in order to identify and set goals. The learner will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities.

### Learning outcomes

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

1. Know personal strengths and weaknesses
2. Know the benefits of own skills and qualities
3. Know how to set personal goals

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Strengths** may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.

**Skill** is the ability to do something well, it may relate to knowledge, aptitude, or a talent that has been identified.

**Quality** refers to character or nature. An example of this may be kindness, patience, understanding, trustworthiness and reliability.

**Long term goals** will likely be goals which can be achieved over a year, five or 10 years.

**Short term goals** are set to be achieved in the near future (possibly in a day, within a week or within a few months).

For the purpose of the unit the goals need not be complex in nature but should be realistic and enable the learner to work towards their goals in a planned way.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.



## **WO97 Self-assessment**

Learning outcomes and assessment criteria

### **Outcome 1 Know personal strengths and weaknesses**

The learner can:

- 1 list own personal strengths
- 2 identify areas of personal weakness

### **Outcome 2 Know the benefits of own skills and qualities**

The learner can:

- 1 identify own skills and qualities
- 2 identify how own skills and qualities can be helpful for career or personal life

### **Outcome 3 Know how to set personal goals**

The learner can:

- 1 identify a personal long-term goal
- 2 identify personal short-term goals
- 3 identify how short-term goals may be achieved

## **WO98**

### **Career progression**



## WO98 Career progression

Level: Entry 3

Credit value: 1

### Unit aim

The aim of this unit is to introduce the learner to the concept of career progression and the skills, qualities and resources associated with it.

### Learning outcomes

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

1. Know the importance of career progression
2. Know skills and qualities for career progression
3. Be able to use information and guidance related to career progression

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

- **Skills** might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive
- **Qualities** might include: being honest, punctual, conscientious, attentive to detail, polite, hard working

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO98 Career progression**

Learning outcomes and assessment criteria

### **Outcome 1 Know the importance of career progression**

The learner can:

- 1 identify benefits of career progression
- 2 identify why it is important for individuals to be involved in own career progression

### **Outcome 2 Know skills and qualities for career progression**

The learner can:

- 1 list types of skills and qualities relevant to career progression
- 2 identify own skills and qualities for career progression

### **Outcome 3 Be able to use information and guidance related to career progression**

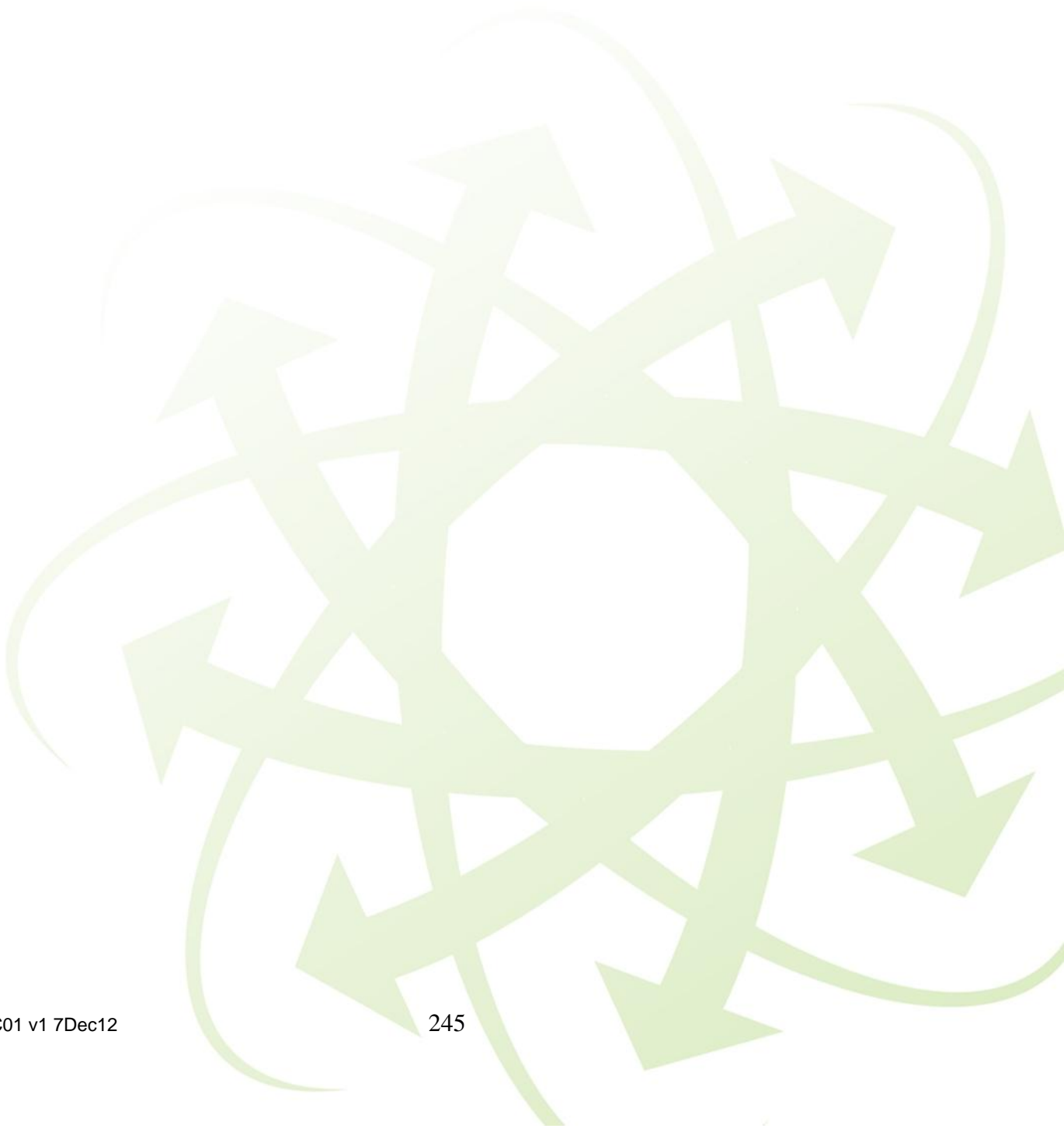
The learner can:

- 1 identify different types of careers-related resources
- 2 identify a career or area of work to match own interests from careers-related resources



**WO99**

## Conduct at work



## **WO99      Conduct at work**

**Level: Entry 3**

**Credit value: 1**

### **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 behaviour in the workplace.

### **Learning outcomes**

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

1. Know about appropriate conduct for the workplace
2. Be able to demonstrate good conduct
3. Be able to carry out a review of own conduct

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO99 Conduct at work**

Learning outcomes and assessment criteria

### **Outcome 1 Know about appropriate conduct for the workplace**

The learner can:

- 1 identify different kinds of appropriate conduct in the workplace

### **Outcome 2 Be able to demonstrate good conduct**

The learner can:

- 1 interact appropriately with colleagues
- 2 dress appropriately for work
- 3 demonstrate appropriate timekeeping during the working day

### **Outcome 3 Be able to carry out a review of own conduct**

The learner can:

- 1 identify an aspect of own conduct that went well and give a reason why it went well
- 2 identify an aspect of own conduct that did not go well and give a reason why it did not go well

# WO100

## Working in a team





## WO100 Working in a team

**Level: Entry 3**

**Credit value: 3**

### Unit aim

This unit looks at how to be a team member. Learners will identify their strengths and match them to the needs of the team task as well as identifying the rules of working in a team.

### Learning outcomes

There are **five** outcomes to this unit. The learner will:

1. Know about team working
2. Know how to match their strengths and interests to a team task
3. Know their own role and responsibilities in relation to a team task
4. Be able to work positively as a member of a team
5. Know own performance as a member of a team

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Team working rules:** every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

**Individual team working skills:** e.g. be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO100 Working in a team**

Learning outcomes and assessment criteria

### **Outcome 1 Know about team working**

The learner can:

- 1 list rules for team working
- 2 list skills individuals need for teamwork

### **Outcome 2 Know how to match their strengths and interests to a team task**

The learner can:

- 1 identify strengths and interests relevant to the task
- 2 list aspects of a team task that, with support, could be achieved

### **Outcome 3 Know their own role and responsibilities in relation to a team task**

The learner can:

- 1 identify what the team is working to achieve in the team task
- 2 identify their own role and responsibilities in the team task

### **Outcome 4 Be able to work positively as a member of a team**

The learner can:

- 1 listen to ideas and suggestions of other team members without interrupting them
- 2 give their own ideas and suggestions when prompted
- 3 offer help to other team members when prompted
- 4 follow instructions to complete the aspects of the task they were allocated

### **Outcome 5 Know own performance as a member of a team**

The learner can:

- 1 identify areas where they worked well as a team member
- 2 identify areas where they could improve their ability to work as part of a team

# WO101

## Investigating rights and responsibilities at work



## WO101 Investigating rights and responsibilities at work

**Level: Entry 3**

**Credit value: 1**

### Unit aim

The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.

### Learning outcomes

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

1. Know rights of employees in the workplace
2. Know how to respect the rights of others in the workplace
3. Know employee responsibilities in the workplace
4. Know where to get help for problems with rights and responsibilities at work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Workplace rights:** own rights in the workplace e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO101      Investigating rights and responsibilities at work**

Learning outcomes and assessment criteria

### **Outcome 1    Know rights of employees in the workplace**

The learner can:

- 1    identify aspects of working life where employees have rights

### **Outcome 2    Know how to respect the rights of others in the workplace**

The learner can:

- 1    outline how the rights of others should be respected in the workplace

### **Outcome 3    Know employee responsibilities in the workplace**

The learner can:

- 1    identify responsibilities of employees in the workplace

### **Outcome 4    Know where to get help for problems with rights and responsibilities at work**

The learner can:

- 1    identify sources of help for problems with rights and responsibilities within the workplace

## **WO102**

### **Managing your health at work**



## WO102 Managing your health at work

Level: Entry 3

Credit value: 1

### Unit aim

This unit aims to introduce learners to the importance of being healthy at work, how to keep well at work and to provide knowledge of ways to achieve this

### Learning outcomes

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

1. Know why it is important to be healthy at work
2. Know how to keep healthy at work

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Importance of being healthy at work:** e.g. work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO102      Managing your health at work**

Learning outcomes and assessment criteria

### **Outcome 1    Know why it is important to be healthy at work**

The learner can:

- 1    outline why it is important to be healthy at work

### **Outcome 2    Know how to keep healthy at work**

The learner can:

- 1    identify ways of keeping healthy at work
- 2    identify possible health issues that may arise in different work environments





## WO103

### Setting and meeting targets at work



## WO103      Setting and meeting targets at work

**Level:** Entry 3

**Credit value:** 2

### Unit aim

The aim of this unit is to introduce learners to the concept of personal target setting at work, and for learners to develop the skills to set and review a personal target.

### Learning outcomes

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

1. Know why personal targets are needed in the workplace
2. Be able to set a personal target
3. Be able to review a personal target

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Reasons for personal targets in the workplace:** provide sense of purpose; motivating; help learners understand own performance; improve performance; help employer identify training and support needs

**Reviewing progress and achievement:** confirming whether the target has been achieved or which part of the target has been achieved; knowing how to identify if target has been achieved or what part of the target has been achieved e.g. reviewing past and present performance

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO103      Setting and meeting targets at work**

Learning outcomes and assessment criteria

### **Outcome 1    Know why personal targets are needed in the workplace**

The learner can:

- 1 outline reasons for setting personal targets in the workplace
- 2 identify aspects of job roles which may require setting and meeting target

### **Outcome 2    Be able to set a personal target**

The learner can:

- 1 identify a personal target agreed with an appropriate person
- 2 record the personal target
- 3 identify activities needed to achieve the personal target

### **Outcome 3    Be able to review a personal target**

The learner can:

- 1 carry out a review of own personal progress in meeting a target
- 2 identify next steps required towards meeting a personal target

# **WO104**

## **Solving work-related problems**



Level: Entry 3

Credit value: 2

### Unit aim

The aim of this unit is to help the learner develop problem-solving skills for use in the workplace. The learner will understand how to identify workplace problems, solve them and seek sources of help.

### Learning outcomes

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

1. Be able to recognise workplace problems or issues which require problem-solving skills
2. Know sources of help for solving work-related problems
3. Know how to select solutions to a workplace problem or issue
4. Know how to solve a workplace problem or issue

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO104 Solving work-related problems**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to recognise workplace problems or issues which require problem-solving skills**

The learner can:

- 1 identify some common types of workplace problems or issues that require problem-solving skills

### **Outcome 2 Know sources of help for solving work-related problems**

The learner can:

- 1 identify sources of help, support and guidance for work-related problems
- 2 identify how listening to the suggestions of others helps when solving problems in the workplace

### **Outcome 3 Know how to select solutions to a workplace problem or issue**

The learner can:

- 1 identify possible solutions to a problem, using given sources of help, support and guidance
- 2 identify how own experiences of problem-solving can help to find solutions to a problem

### **Outcome 4 Know how to solve a workplace problem or issue**

The learner can:

- 1 identify a solution appropriate to a workplace problem or issue
- 2 identify steps to take to solve a workplace problem or issue

## **WO105**

### **Presenting accurate documents**



## WO105 Presenting accurate documents

Level: Entry 3

Credit value: 1

### Unit aim

The aim of this unit is to help the learner understand the importance of presenting accurate documents of a high standard and how to achieve this.

### Learning outcomes

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

1. Know why it is important to record information accurately
2. Know the appropriate use of different types of workplace documents
3. Be able to produce documents suitable for the workplace

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.



## **WO105      Presenting accurate documents**

Learning outcomes and assessment criteria

### **Outcome 1    Know why it is important to record information accurately**

The learner can:

- 1 list reasons why it is important to present accurate documents

### **Outcome 2    Know the appropriate use of different types of workplace documents**

The learner can:

- 1 identify different situations where different types of documents are appropriate

### **Outcome 3    Be able to produce documents suitable for the workplace**

The learner can:

- 1 check a work document to correct grammar, punctuation and spelling of common words including those key to a specific workplace
- 2 use appropriate formats to produce work documents

## **WO106**

### **Speaking confidently at work**



## **WO106      Speaking confidently at work**

**Level: Entry 3**

**Credit value: 1**

### **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 **four** outcomes to this unit. The learner will:

1. Be able to contribute to workplace discussions and conversations
2. Know about different types of language
3. Be able to use language which is appropriate for the work situation
4. Know why it is important to speak confidently at work

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO106 Speaking confidently at work**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to contribute to workplace discussions and conversations**

The learner can:

- 1 make relevant comments and suggestions
- 2 ask and answer straightforward questions
- 3 volunteer constructive ideas and opinions

### **Outcome 2 Know about different types of language**

The learner can:

- 1 list different situations for using formal and informal language

### **Outcome 3 Be able to use language which is appropriate for the work situation**

The learner can:

- 1 speak formally or informally as appropriate to the situation
- 2 show politeness when speaking to others in the workplace

### **Outcome 4 Know why it is important to speak confidently at work**

The learner can:

- 1 list benefits of speaking confidently in the workplace

## **WO107**

### **Preparing for work placement**



## **WO107      Preparing for work placement**

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

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

### **Learning outcomes**

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

1. Know where they plan to do work placement
2. Know what is expected during the work placement
3. Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement
4. Be able to set goals for the work placement

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO107      Preparing for work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Know where they plan to do work placement**

The learner can:

- 1    identify key information about where to plan to do their work placement

### **Outcome 2    Know what is expected during the work placement**

The learner can:

- 1    identify different tasks likely to perform as part of the work placement
- 2    identify appropriate behaviours and attitudes for the work placement

### **Outcome 3    Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement**

The learner can:

- 1    identify factors which may cause anxiety or uncertainty during a work placement
- 2    identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement

### **Outcome 4    Be able to set goals for the work placement**

The learner can:

- 1    set appropriate goals for the work placement

## **WO108**

### **Learning from work placement**





## **WO108      Learning from work placement**

**Level: Entry 3**

**Credit value: 2**

### **Unit aim**

This unit will help the learner reflect on the experience that they have gained in the work placement, identify what they have learned, make judgements about their own performance and relate it to the goals that they will set for their future.

### **Learning outcomes**

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

1. Be able to reflect on the experience of the work placement
2. Know what has been learned from the work placement
3. Be able to use learning from the work placement to set goals

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

For assessing this unit the learner will need to have completed 15 hours at a work placement, either supported or unsupported. The learner should be able to identify two areas that went well and two that could have been improved upon.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO108      Learning from work placement**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to reflect on the experience of the work placement**

The learner can:

- 1 list what went well during the work placement and why it went well
- 2 list what they could have done better during the work placement and how it could have been done better

### **Outcome 2    Know what has been learned from the work placement**

The learner can:

- 1 identify what was learned about the job role and their work placement
- 2 identify what they learned about themselves during the work placement

### **Outcome 3    Be able to use learning from the work placement to set goals**

The learner can:

- 1 with guidance, set realistic goals which build on learning from the work placement

## **WO109**

### **Safe learning in the workplace**



## **WO109      Safe learning in the workplace**

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

The aim of this unit is to help the learner understand some of the risks and hazards in the workplace and to develop awareness of their own responsibilities and actions in reducing the risk of harm to self and others.

### **Learning outcomes**

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

1. Know about risks and hazards in the workplace
2. Know what responsibilities people have for safety in the workplace
3. Know how to reduce risk of harm to self or others
4. Know how to deal with low risk hazards in the workplace environment

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

## **WO109      Safe learning in the workplace**

Learning outcomes and assessment criteria

### **Outcome 1    Know about risks and hazards in the workplace**

The learner can:

- 1 list hazards in the workplace
- 2 list risks in the workplace

### **Outcome 2    Know what responsibilities people have for safety in the workplace**

The learner can:

- 1 name the person responsible for health and safety in the workplace environment
- 2 identify own responsibility in relation to reporting hazards in the workplace

### **Outcome 3    Know how to reduce risk of harm to self or others**

The learner can:

- 1 list ways that make the workplace environment safe for self and others
- 2 list ways that own behaviour could cause risk of harm to self or others

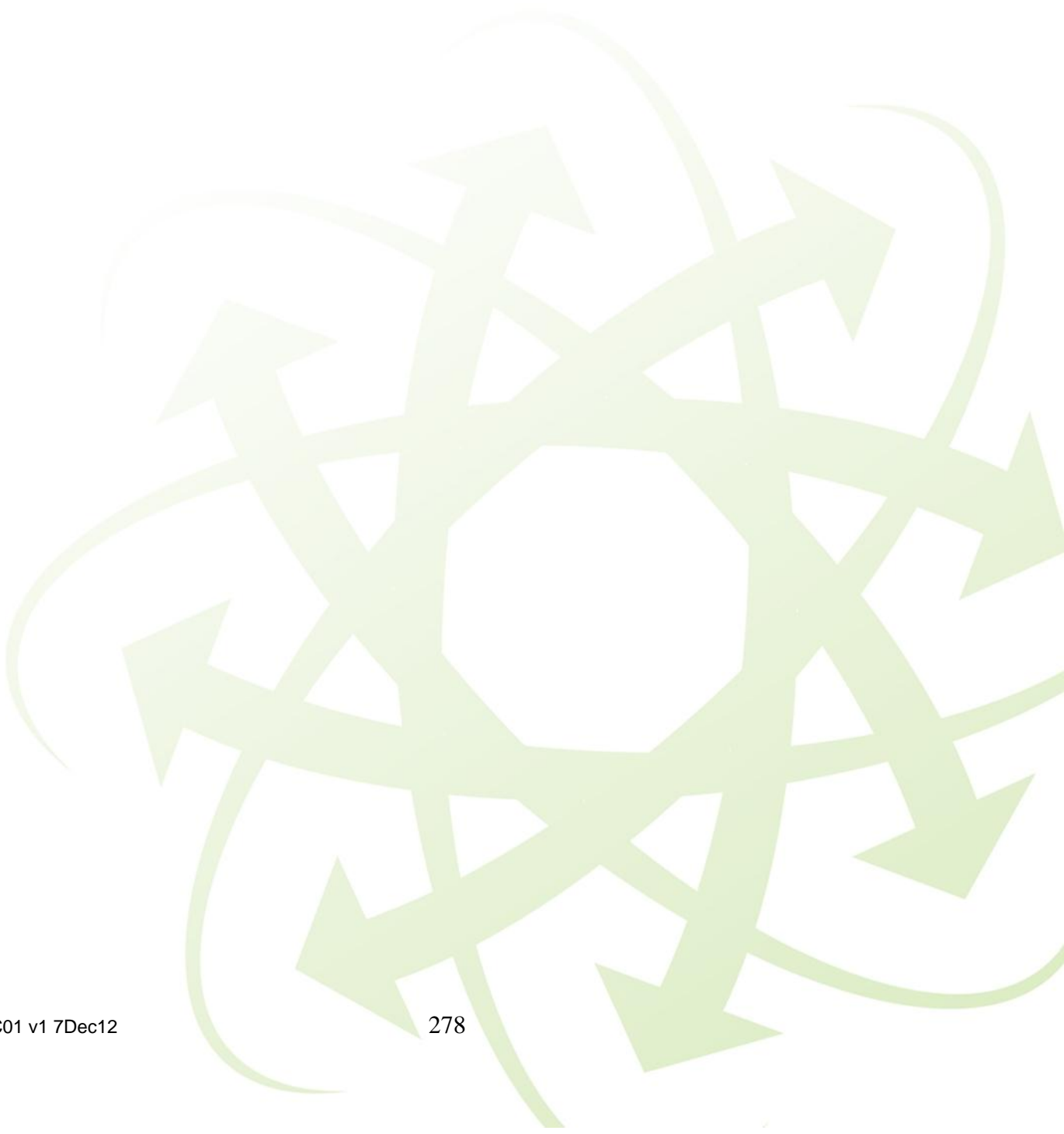
### **Outcome 4    Know how to deal with low risk hazards in the workplace environment**

The learner can:

- 1 inform correct person of low risk hazard
- 2 follow instructions, either verbal or written, to deal with low risk hazard

# WO110

## Planning an enterprise activity



## WO110 Planning an enterprise activity

**Level: Entry 3**

**Credit value: 1**

### Unit aim

This unit looks at how to plan an enterprise activity. Learners will select the activity, cost and promote their enterprise product or service.

### Learning outcomes

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

1. Know the key requirements of an enterprise activity
2. Know the costs of producing the chosen product or service
3. Know how to promote and sell the chosen product or service
4. Be able to promote and sell the chosen product or service

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Possible products or services:** products and services e.g. greetings cards, handmade jewellery, dog-walking service, carpet cleaning service

**Potential customers:** customers e.g. friends, colleagues, neighbours, local shopkeepers, dog owners, tenants, landlords or homeowners

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO110 Planning an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1 Know the key requirements of an enterprise activity**

The learner can:

- 1 list suggestions of products or services to sell
- 2 give reasons for choice of one product or service
- 3 list customers who might buy the product or service

### **Outcome 2 Know the costs of producing the chosen product or service**

The learner can:

- 1 list the costs involved in producing the product or service
- 2 list the start-up costs for producing product or service

### **Outcome 3 Know how to promote and sell the chosen product or service**

The learner can:

- 1 list ways of promoting a product or service
- 2 identify skills needed to sell the product or service

### **Outcome 4 Be able to promote and sell the chosen product or service**

The learner can:

- 1 use one basic promotional method to advertise the product or service



## WO111

### Running an enterprise activity



## WO111 Running an enterprise activity

**Level:** Entry 3

**Credit value:** 1

### Unit aim

The aim of this unit is to give learners the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. Learner will keep accurate records, recording the profit or loss of the enterprise activity

### Learning outcomes

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

1. Know the reasons that would make an enterprise activity successful
2. Be able to carry out an enterprise activity
3. Know how to keep accurate records to identify profit and loss

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Ideas or methods that lead to success:** e.g. identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately

**Selling a product or service:** suitable products or services prepared and ready for sale

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO111      Running an enterprise activity**

Learning outcomes and assessment criteria

### **Outcome 1    Know the reasons that would make an enterprise activity successful**

The learner can:

- 1    list ideas or methods that will lead to the success of an enterprise activity

### **Outcome 2    Be able to carry out an enterprise activity**

The learner can:

- 1    choose a product or service for selling
- 2    choose an appropriate price
- 3    choose an appropriate venue for carrying out the enterprise
- 4    demonstrate sales skills when selling a product or service

### **Outcome 3    Know how to keep accurate records to identify profit and loss**

The learner can:

- 1    list the number of sales and costs
- 2    list the profit or loss made

# WO112

## Producing a product



## WO112      Producing a product

**Level: Entry 3**

**Credit value: 1**

### **Unit aim**

This unit looks at how to make a product or item, safely. Learners will assess the skills needed to complete the product as well as assessing the finished product.

### **Learning outcomes**

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

1. Know how to make a product or item
2. Be able to identify the skills required to make the product or item
3. Be able to produce the product or item safely
4. Know how to examine the finished product or item

### **Guided learning hours**

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment guidance**

**Steps needed to make the product or item:** choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment

### **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **WO112      Producing a product**

Learning outcomes and assessment criteria

### **Outcome 1    Know how to make a product or item**

The learner can:

- 1    list the steps needed to make the product or item

### **Outcome 2    Be able to identify the skills required to make the product or item**

The learner can:

- 1    identify the skills required to make the product or item

### **Outcome 3    Be able to produce the product or item safely**

The learner can:

- 1    demonstrate appropriate levels of safety when making the product or item

### **Outcome 4    Know how to examine the finished product or item**

The learner can:

- 1    list qualities and any faults of the finished product or item

**WO113**

## Literacy for the workplace



## WO113      Literacy for the workplace

Level: Entry 3

Credit value: 1

### Unit aim

This unit helps learners to read and write straightforward structured text using workplace-related language whilst checking their work for sense and accuracy. The unit will also enable learners to develop their listening and speaking skills for the workplace

### Learning outcomes

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

1. Be able to understand straightforward work-related text
2. Be able to write text about work-related issues using correct language
3. Be able to communicate effectively for the workplace

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Work-related text** – words and phrases used specifically within your organisation relating to your job role.

**Summarise** – to give a shortened version of something that has been said or written.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.



**WO113      Literacy for the workplace**  
Learning outcomes and assessment criteria

**Outcome 1    Be able to understand straightforward work-related text**

The learner can:

- 1 Identify different purposes of work-related text
- 2 Summarise continuous work-related text to show understanding
- 3 Follow written instructions in given work-related text

**Outcome 2    Be able to write text about work-related issues using correct language**

The learner can:

- 1 Using complete sentences to write text to give information about work-related issues
- 2 Check writing for accuracy

**Outcome 3    Be able to communicate effectively for the workplace**

The learner can:

- 1 Respond to verbal instructions to demonstrate understanding
- 2 Speak to communicate information on work-related topics
- 3 Actively participate in a discussion on work-related topics

**WO114**

## Numeracy for the workplace



## WO114 Numeracy for the workplace

Level: Entry 3

Credit value: 1

### Unit aim

This unit's aim is to build a learner's confidence when using whole numbers up to 100 for work-related problems. Learners will be able to measure and weigh accurately, using different units of measurement. Learners will also be able to interpret charts to solve work-related problems.

### Learning outcomes

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

1. Be able to correctly solve work related problems using whole numbers up to 100
2. Be able to use units of measure to solve work-related numeracy problems
3. Be able to interpret charts to solve work-related problems

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Assessment guidance

**Work-related data** – numbers, statistics and numerical-data used specifically within your organisation relating to your job role.

**Situations** – actions, tasks, jobs.

### Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## **WO114 Numeracy for the workplace**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to correctly solve work related problems using whole numbers up to 100**

The learner can:

- 1 identify operations to solve work related problems using whole numbers up to 100
- 2 solve given work-related numeracy problems using addition with whole numbers up to 100
- 3 solve given work-related numeracy problems using subtraction with whole numbers up to 100

### **Outcome 2 Be able to use units of measure to solve work-related numeracy problems**

The learner can:

- 1 use scales to weigh accurately using
  - grams
  - kilograms
- 2 measure lengths accurately using
  - mm
  - cm
  - m

### **Outcome 3 Be able to interpret charts to solve work-related problems**

The learner can:

- 1 interpret work-related bar charts to gather accurate information
- 2 interpret work-related line charts to gather accurate information



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