



Skillsfirst
AWARDS

**Level 1 Certificate in the Principles
of Maintaining Personal Well-being
at Work (RQF)**

PWWC1

603/5031/3



**Skillsfirst Awards
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD**

**0121 270 5100
www.skillsfirst.co.uk**

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1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff - reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF). The handbook is a live document and will be updated should there be any incremental change made. Skillsfirst Assess 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

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.

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications will be indexed by their 'level', type and size. Qualifications 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 Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

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

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 (GDPR). 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 on our website www.skillsfirst.co.uk and within our centre handbook.

2.2 Equality and accessibility

Equality and accessibility

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 equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility 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 and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services/quality assurance advisor team at 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
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
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 Skillsfirst Awards. 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 Skillsfirst Awards 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 Awards.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Skillsfirst Awards are required to have a documented policy and procedure which allows learners to question decisions made by the Skillsfirst Assess. 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 and maladministration

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

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

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

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

3.1 Deliverers, assessors and internal moderators/verifiers

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

While the Training, Assessment and Quality Assurance (TAQA) modules and the assessor/verifier (A/V) modules 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 module.

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

3.2 Continuous professional development

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

4.0 Summary of delivery and assessment methods

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

4.1 Suggested delivery strategy

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

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

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 modules. The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the assessment criteria of a module.

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
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

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

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.

Simulation

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

Witness testimony

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

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

4.6 Recognition of prior learning (RPL)

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

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

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

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

In summary, evidence submitted to the RPL process must:

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

5.0 Qualification information

5.1 Qualification aim and design

This qualification has been developed for learners who are seeking employment, returning to work or want to add value to their CPD. It has been designed to make learners aware of the principles of maintaining personal well-being in a work setting. It also explores the impact of positive and negative behaviour, good physical and mental health, a safe working environment and how healthy eating impacts on well-being.

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

6.0 Qualification structure

Qualification No.	Level	Qualification title	Number of modules
PWWC1	1	Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF)	3

6.1 Requirement for achievement

Learners must achieve all three mandatory modules from Group M.

6.2 Total qualification time (TQT)

The TQT for the Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF) is **122**.

The minimum guided learning hours (GLH) are **104**.

6.3 List of available modules and their GLH value

Group M - Mandatory modules

RQF mod. no.	Skillsfirst mod. no.	Level	Modules title	GLH value
F/617/7533	PWW1	1	Principles of well-being at work	34
J/617/7534	PWW2	1	Maintaining personal well-being at work	42
L/617/7535	PWW3	1	Maintaining personal physical and mental health at work	28

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

Age restrictions

There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.

6.5 Progression opportunities

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

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

or similar vocationally-based qualifications.

7.0 The modules of learning

7.1 Structure of the modules

The modules in this qualification are written in a standard format and comprise the following:

- Skillsfirst reference number and module title
- Level of the module
- module aim
- guided learning hours (GLH)
- evidence requirements
- assessment requirements, if appropriate
- learning outcomes and the skill and knowledge requirements

7.2 Group M – mandatory module

PWW1

Principles of well-being at work

PWW1 Principles of well-being at work

Level: 1

Unit aim

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

Learning outcomes

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

1. Understand the principles of health and well-being at work
2. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting
3. Understand how healthy eating promotes positive well-being at work

Guided learning hours

It is recommended that **34** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment guidance

Categories of different groups of people could include:

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

PWW1 Principles of well-being at work

Learning outcomes and skills and knowledge requirements

Outcome 1 Understand the principles of health and well-being at work

The learner can:

1 describe what is meant by:

- physical well-being
- social well-being
- duty of care

in the work setting

2 explain the importance of good health and well-being at work

3 describe the types of:

- physical ill-health problems
- mental health problems

in the work setting

Outcome 2 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

The learner can:

1 identify legislation relating to general health and safety in the work setting

2 outline the main points of health and safety policies and procedures in the work setting

3 outline the main health and safety responsibilities of:

- self
- an employer or manager
- others in the work setting

4 identify tasks relating to health and safety that should not be carried out without special training

5 explain how to access additional support and information relating to health and safety

Outcome 3 Understand how healthy eating promotes positive well-being at work

The learner can:

1 explain the elements of a healthy, balanced diet

2 explain why **different groups of people** require different diets

3 describe the different food groups and their contribution to positive well-being

4 explain the importance of checking food labels for nutritional information

5 describe the benefits of a healthy diet

PWW2

Maintaining personal well-being at work

PWW2 Maintaining personal well-being at work

Level: 1

Unit aim

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

Learning outcomes

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

1. Understand how to deal with negative workplace situations
2. Understand how to create a positive personal working environment
3. Understand how personal problems can affect well-being at work
4. Understand how self-development can provide positive well-being at work

Guided learning hours

It is recommended that **42** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment guidance

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

PWW2 Maintaining personal well-being at work

Learning outcomes and skills and knowledge requirements

Outcome 1 Understand how to deal with negative workplace situations

The learner can:

- 1 identify types of negative workplace situations
- 2 describe how negative workplace situations may affect personal well-being
- 3 describe how to respond to types of negative workplace situations to promote personal well-being

Outcome 2 Understand how to create a positive personal working environment

The learner can:

- 1 identify ways of maintaining personal well-being in a work setting
- 2 describe the importance of developing positive working relationships with others
- 3 explain how positive well-being can improve **work effectiveness**

Outcome 3 Understand how personal problems can affect well-being at work

The learner can:

- 1 describe how personal
 - money problems
 - family issues
 - relationship issuescan affect an individual's well-being at work
- 2 describe the support available in the work setting to reduce the affect of personal problems.

Outcome 4 Understand how self-development can provide positive well-being at work

The learner can:

- 1 explain the importance of
 - job satisfaction
 - incentives and rewardsto personal well-being at work
- 2 describe the types of self-development activities which could provide a positive well-being at work
- 3 identify the support available to find self-development activities that could provide a positive well-being at work

PWW3

Maintaining personal physical
and mental health at work

PWW3 Maintaining personal physical and mental health at work

Level: 1

Unit aim

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

Learning outcomes

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

1. Understand how mental health problems can affect well-being at work
2. Understand how personal health problems can affect well-being at work

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment guidance

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

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

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

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

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

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

PWW3 Maintaining personal physical and mental health at work

Learning outcomes and skills and knowledge requirements

Outcome 1 Understand how mental health problems can affect well-being at work

1 describe the causes of

- **anxiety**
- **depression**

in the work setting

2 explain the importance of managing **work-related stress**

3 describe ways of reducing

- anxiety
- depression
- work-related stress

to create a positive well-being at work

4 describe how mindfulness could be used to provide a positive well-being at work

5 explain the importance of having a **work-life balance**

Outcome 2 Understand how personal health problems can affect well-being at work

1 explain the importance of personal health and hygiene to provide a positive well-being at work

2 describe the causes of

- **fatigue**
- **burnout**

in the work setting

3 explain the importance of time management to prevent personal health problems

4 describe ways of maintaining a healthy physical health life style

Published by:

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B24 9FD

Tel - 0121 270 5100

Website – www.skillsfirst.co.uk