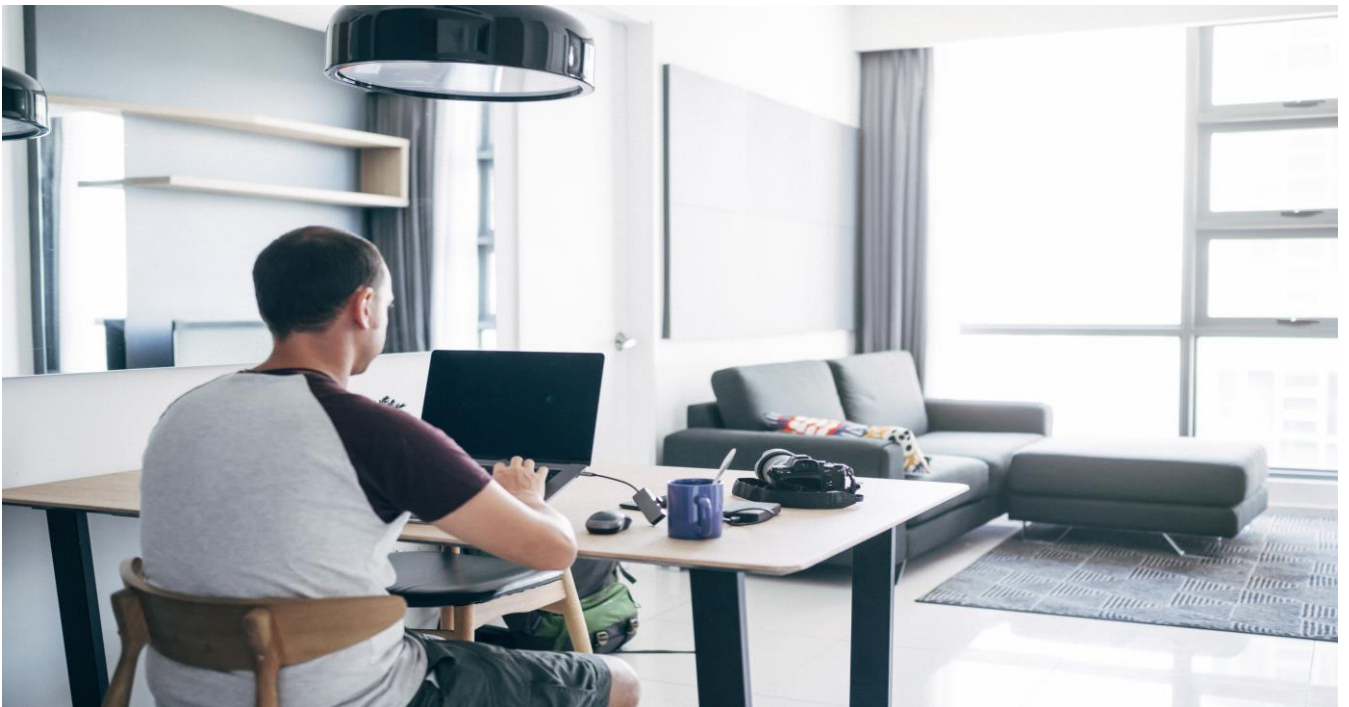




Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF)

AWPC1

603/6057/4



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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 Adapting Work Practice to Support Remote Working (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 Award in Infection Prevention and Control in the Workplace (RQF) and includes the:

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

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 Adapting Work Practice to Support Remote Working (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

The Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF) is aimed at those learners who:

- are relatively new to working from home and have been used to an 'office-based' working environment
- have to work remotely as part of their job role
- might be looking to become home-based in the future or are self-employed
- are currently unemployed and applying for jobs with remote or home working

The qualification is intended to provide learners with an awareness of:

- remote methods of communication
- how to create and maintain remote working relationships,
- professional networking and use of digital skills
- the importance of self-motivation and a working environment that encourages positive well-being and a work/life balance

6.0 Qualification structure

Qualification No.	Level	Qualification title	Number of modules
AWPC1	1	Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF)	5

6.1 Requirement for achievement

Learners must achieve all five mandatory modules from Group M.

6.2 Total qualification time (TQT)

The TQT for the Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF) is **127**.

The minimum guided learning hours (GLH) are **105**.

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
Y/618/2527	AWP1	1	Understanding methods of remote business communication	24
D/618/2528	AWP2	1	Maintaining remote working relationships	24
H/618/2529	AWP3	1	Maintaining a remote digital work profile	18
Y/618/2530	AWP4	1	Maintaining a personal healthy well-being environment	21
D/618/2531	AWP5	1	Principles of self-motivation	18

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 this qualification, the learner may progress into further learning, employment or onto other Skillsfirst qualifications, such as the:

- Skillsfirst Level 1 Award in Ways to Maintain Personal Well-being (RQF)
- Skillsfirst Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- 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 modules

AWP1

Understanding methods of remote business communication

AWP1 Understanding methods of remote business communication

Level: 1

Module aim

The aim of this module is to develop learners' knowledge and understanding of the principles of digital communication in the business environment and the different uses and types of video conference. The learner will also gain an knowledge and understanding of how to effectively make and receive telephone calls.

Learning outcomes

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

1. Principles of digital communication in the business environment
2. Use video conferencing
3. Make and receive telephone calls

Guided learning hours

It is recommended that **24** hours should be allocated for this module. This may be on a full-time or part-time basis.

Assessment guidance

Audience could include:

- work colleagues
- line manager
- people external to the business

People could include:

- work colleagues
- line manager
- people external to the business

Evidence requirements

Learners must provide a portfolio of evidence for this module.

AWP1 Understanding methods of remote business communication

Learning outcomes and skills and knowledge requirements

Outcome 1 Principles of digital communication in the business environment

The learner can:

- 1 describe methods of digital communication in the business environment
- 2 describe the purpose of the different types of digital communication
- 3 describe how to select the type of digital communication to meet the **audience** needs
- 4 explain the importance of spelling, punctuation and grammar when using digital communication in the business environment
- 5 describe the use of an intranet in the business environment

Outcome 2 Use video conferencing

The learner can:

- 1 describe how to prepare for online meetings
- 2 describe ways of presenting information and ideas clearly
- 3 describe methods of active listening
- 4 explain the importance of ensuring that everyone has the opportunity to speak

Outcome 3 Make and receive telephone calls

The learner can:

- 1 identify the different purposes for making a call
- 2 describe how to identify callers and their needs
- 3 describe ways of obtaining the name and number of **people** that need to be contacted
- 4 describe how to communicate information to achieve the purpose of the call
- 5 explain the purpose of giving accurate and up to date information to callers
- 6 explain the purpose of summarising the outcomes of a telephone conversation before ending the call

AWP2

Maintaining remote working relationships

AWP2 Maintaining remote working relationships

Level: 1

Module aim

The aim of this module is to develop learners' knowledge and understanding of remote team working and to gain an understanding of how to manage and improve their own performance.

Learning outcomes

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

1. Remote team working
2. Manage and improve own performance

Guided learning hours

It is recommended that **24** hours should be allocated for this module. This may be on a full-time or part-time basis.

Assessment guidance

None

Evidence requirements

Learners must provide a portfolio of evidence for this module.

AWP2 Maintaining remote working relationships

Learning outcomes and skills and knowledge requirements

Outcome 1 Remote team working

The learner can:

- 1 state advantages of working with others to achieve goals and objectives
- 2 describe the role of being a member of a remote team
- 3 describe the importance of maintaining a team spirit
- 4 identify who to consult if unsure about policies, objectives, systems and values
- 5 describe situations in which remote team members might need support

Outcome 2 Manage and improve own performance

The learner can:

- 1 state the purpose of setting achievable standards for own work
- 2 identify the benefits of being ready to take on new challenges and adapt to change
- 3 describe the benefits of treating others with honesty, respect and consideration
- 4 identify types of behaviour at work that show honesty, respect and consideration
- 5 state the purpose of continuously improving own work
- 6 state the purpose of accepting feedback from others
- 7 describe how learning and development can:
 - improve own work
 - benefit an organisation
 - further own career

AWP3

Maintaining a remote digital work profile

AWP3 Maintaining a remote digital work profile

Level: 1

Unit aim

The aim of this module is to develop learners' knowledge and understanding of how to promote a positive image on screen. It will also provide learners with an understanding of how to carry out professional networking using a digital platform

Learning outcomes

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

1. Promote a positive image on screen
2. Professional networking using a digital platform

Guided learning hours

It is recommended that **18** hours should be allocated for this module. This may be on a full-time or part-time basis.

Assessment guidance

Different circumstances could include:

- formal discussions or meetings
- informal discussions or meetings

Evidence requirements

Learners must provide a portfolio of evidence for this module.

AWP3 Maintaining a remote digital work profile

Learning outcomes and skills and knowledge requirements

Outcome 1 Promote a positive image on screen

The learner can:

- 1 state the importance of making a good first impression
- 2 state the importance of positioning the camera to promote a positive image
- 3 describe the dress requirements for **different circumstances**
- 4 identify behaviours that promote a good image of the organisation
- 5 describe the types of personal appearance that could cause a negative image

Outcome 2 Professional networking using a digital platform

The learner can:

- 1 identify the digital platforms that promote business networking
- 2 state the importance of using digital platforms to network with other professionals
- 3 describe methods of generating business using digital platforms
- 4 describe how to relate to other professionals in a positive manner

AWP4

**Maintaining a personal
healthy well-being environment**

AWP4 Maintaining a personal healthy well-being environment

Level: 1

Unit aim

The aim of this module is to develop learners' knowledge and understanding of the principles of personal and mental well-being. It will also provide learners with an understanding of how to maintain personal well-being whilst working remotely.

Learning outcomes

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

1. Principles of personal and mental well-being
2. Maintaining personal well-being

Guided learning hours

It is recommended that **21** hours should be allocated for this module. This may be on a full-time or part-time basis.

Assessment guidance

Types of **mental health disorders** could include:

- depression
- anxiety
- eating disorders
- substance abuse
- attention deficit disorder (ADD/ADHD)

Evidence requirements

Learners must provide a portfolio of evidence for this module.

AWP4 Maintaining a personal healthy well-being environment

Learning outcomes and skills and knowledge requirements

Outcome 1 Principles of personal and mental well-being

The learner can:

- 1 describe what is meant by:
 - personal well-being
 - mental well-being
- 2 explain the importance of having a good personal and mental well-being
- 3 describe the risks to mental well-being of remote working
- 4 identify the signs and symptoms of **mental health disorders**
- 5 describe how diet is linked to health
- 6 identify the components of a healthy diet
- 7 explain the role of nutrients in maintaining health

Outcome 2 Maintaining personal well-being

- 1 describe the importance of building connections with friends, family and others
- 2 describe the difference between positive and negative connections
- 3 explain the benefits of daily physical activities
- 4 describe the physical activities available for a range of mobility and fitness
- 5 describe what is meant by mindfulness
- 6 describe the importance of reflection to developing mindfulness
- 7 describe how providing generosity and support to others can enable personal well-being

AWP5

Principles of self-motivation

AWP5 Principles of self-motivation

Level: 1

Unit aim

The aim of this module is to develop learners' knowledge and understanding of the principles of self-motivation. It will also provide learners with an understanding of how to use self-motivation to meet work outcomes.

Learning outcomes

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

1. Introduction to self-motivation
2. Know how to use self-motivation to meet work outcomes

Guided learning hours

It is recommended that **18** hours should be allocated for this module. This may be on a full-time or part-time basis.

Assessment guidance

Resilience is a person's capacity to respond to challenging work pressure and continue to meet work outcomes.

Evidence requirements

Learners must provide a portfolio of evidence for this module.

AWP5 Principles of self-motivation

Learning outcomes and skills and knowledge requirements

Outcome 1 Introduction to self-motivation

- 1 state the importance of self-motivation in a remote working environment
- 2 describe how **resilience** supports remote working practice
- 3 state the personal benefits of being self-motivated
- 4 describe methods of self-motivating in a remote working environment
- 5 describe how to plan the work and home life-balance whilst working from a home environment

Outcome 2 Know how to use self-motivation to meet work outcomes

- 1 state the purpose and benefits of agreeing and setting high standards for own work
- 2 describe ways of setting high standards for work
- 3 describe how to plan and manage workloads and priorities using time management tools and techniques
- 4 state the purpose and benefits of
 - taking on new challenges if they arise
 - adapting to change in working practices
 - exceeding work outcome expectations

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