

# Award and Certificate in Personal Development and Contributing to the Community (7570)

## **Qualification handbook**

Entry 3 Award – 500/5726/1

Entry 3 Certificate – 500/5727/3

Level 1 Award – 500/5725/X

Level 1 Certificate – 500/5728/5



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# Award and Certificate in Personal Development and Contributing to the Community (7570)

## Qualification handbook

<b>Qualification title</b>	<b>Number</b>	<b>Ofqual ref.</b>
Entry 3 Award in Personal Development and Contributing to the Community	7570	500/5726/1
Entry 3 Certificate in Personal Development and Contributing to the Community	7570	500/5727/3
Level 1 Award in Personal Development and Contributing to the Community	7570	500/5725/X
Level 1 Certificate in Personal Development and Contributing to the Community	7570	500/5728/5

These qualifications replace the City & Guilds Certificate in Personal, Teamwork and Community Skills (3891).

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title(s) and level(s)</b>	<b>City &amp; Guilds qualification number(s)</b>	<b>Ofqual accreditation number(s)</b>	<b>Last registration date</b>	<b>Last certification date</b>
Entry 3 Award in Personal Development and Contributing to the Community	7570	500/5726/1	31/12/2010	31/12/2011
Entry 3 Certificate in Personal Development and Contributing to the Community	7570	500/5727/3	31/12/2010	31/12/2011
Level 1 Award in Personal Development and Contributing to the Community	7570	500/5725/X	31/12/2010	31/12/2011
Level 1 Certificate in Personal Development and Contributing to the Community	7570	500/5728/5	31/12/2010	31/12/2011

## 1.1 What's the purpose of these qualifications?

The Entry Level 3 and Level 1 Award and Certificate in Personal Development and Contributing to the Community (7570) aims to enable candidates to raise aspirations and to develop a greater awareness of self, others and the community. In achieving the qualification learners will gain the confidence, skills, knowledge and opportunity to develop positive attitudes and approaches to others and their own life and to progress to employment or further education and training.

The qualifications are likely to be delivered through a range of settings: individual and group work, community work and the work place. They focus on personal development and contributing to the community at Entry 3 and Level 1.

They're intended for learners who wish to improve their personal, social and/or employability skills. These learners may have been disadvantaged and not realised their full potential in mainstream activities. Learners may come from traditionally excluded groups such as: educational underachievers, unemployed, those in or leaving care, offenders or ex-offenders.

The qualification will be widely used by the Prince's Trust to accredit its very popular Team Programme for young people and we have worked closely with the Trust to ensure that the qualification is suitable for entrants to the Programme. However, the qualification is also open to other providers.

This qualification replaces the Certificate in Personal, Teamwork and Community Skills (3891).

## 1.2 Qualification structure

To achieve the Entry Level 3 and Level 1 **Award** in Personal Development and Contributing to the Community (7570), the candidate must achieve three units as follows: 2 mandatory units and one unit from the optional units available.

To achieve the Entry Level 3 and Level 1 **Certificate** in Personal Development and Contributing to the Community (7570) the candidate must achieve five units as follows: 4 mandatory units and one unit from the optional units available.

### Barred combinations \*

Please note that 'barred combinations' exist among the units. If a candidate achieves units of the same title at more than one level e.g. Supporting others (307) and Supporting others (407) then the credit value of those units will only count once towards the full qualification, although all the units achieved can be claimed and will then be listed on the candidate's certificate of unit credit.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits. It also shows any excluded combination of units.

### Entry Level 3 Award in Personal Development and Contributing to the Community (7570)

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
Y/501/6921 OR F/501/6878	301 OR 401	Planning for progression	Mandatory	3	See note on barred combinations above *
M/501/6942 OR T/501/6893	310 OR 410	Community project	Mandatory	3	See note on barred combinations above *
D/501/6922 OR J/501/6879	302 OR 402	Effective skills, qualities and attitudes for learning and work	Optional	3	See note on barred combinations above *
H/501/6923 OR A/501/6880	303 OR 403	Career planning and making applications	Optional	3	See note on barred combinations above *
K/501/6938 OR H/501/6887	307 OR 407	Supporting others	Optional	3	See note on barred combinations above *
K/501/6941 OR K/501/6891	309 OR 409	Work-based experience	Optional	3	See note on barred combinations above *

T/501/6943 OR A/501/6894	311 OR 411	Contributing to a team	Optional	3	See note on barred combinations above *
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All units have a credit value of 3. Candidates must achieve a minimum of 9 credits: 6 credits from the two mandatory units (Planning for progression and Community project) and 3 credits from the optional units (titles in table above). Achievement of any additional units will be recognised and recorded on the certificate.

### Entry Level 3 Certificate in Personal Development and Contributing to the Community (7570)

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
Y/501/6921 OR F/501/6878	301 OR 401	Planning for progression	Mandatory	3	See note on barred combinations above *
M/501/6942 OR T/501/6893	310 OR 410	Community project	Mandatory	3	See note on barred combinations above *
H/501/6923 OR A/501/6880	303 OR 403	Career planning and making applications	Mandatory	3	See note on barred combinations above *
K/501/6941 OR K/501/6891	309 OR 409	Work-based experience	Mandatory	3	See note on barred combinations above *
D/501/6922 OR J/501/6879	302 OR 402	Effective skills, qualities and attitudes for learning and work	Optional	3	See note on barred combinations above *
K/501/6938 OR H/501/6887	307 OR 407	Supporting others	Optional	3	See note on barred combinations above *
T/501/6943 OR A/501/6894	311 OR 411	Contributing to a team	Optional	3	See note on barred combinations above *

All units have a credit value of 3. Candidates must achieve a minimum of 15 credits: 12 credits from the four mandatory units (Planning for progression, Community project, Career planning and making applications, Work-based experience) and 3 credits from the optional units. Achievement of any additional units will be recognised and recorded on the certificate.

## Level 1 Award in Personal Development and Contributing to the Community (7570)

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
Y/501/6921 OR F/501/6878	301 OR 401	Planning for progression	Mandatory	3	See note on barred combinations above *
M/501/6942 OR T/501/6893	310 OR 410	Community project	Mandatory	3	See note on barred combinations above *
D/501/6922 OR J/501/6879	302 OR 402	Effective skills, qualities and attitudes for learning and work	Optional	3	See note on barred combinations above *
H/501/6923 OR A/501/6880	303 OR 403	Career planning and making applications	Optional	3	See note on barred combinations above *
K/501/6938 OR H/501/6887	307 OR 407	Supporting others	Optional	3	See note on barred combinations above *
K/501/6941 OR K/501/6891	309 OR 409	Work-based experience	Optional	3	See note on barred combinations above *
T/501/6943 OR A/501/6894	311 OR 411	Contributing to a team	Optional	3	See note on barred combinations above *

All units have a credit value of 3. Candidates must achieve a minimum of 9 credits: 6 credits from the two mandatory units (Planning for progression and Community project) and 3 credits from the optional units. **At least 6 of the 9 credits must be at Level 1.** Achievement of any additional units will be recognised and recorded on the certificate.

## Level 1 Certificate in Personal Development and Contributing to the Community (7570)

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
Y/501/6921 OR F/501/6878	301 OR 401	Planning for progression	Mandatory	3	See note on barred combinations above *
M/501/6942 OR T/501/6893	310 OR 410	Community project	Mandatory	3	See note on barred combinations above *

H/501/6923 OR A/501/6880	303 OR 403	Career planning and making applications	Mandatory	3	See note on barred combinations above *
K/501/6941 OR K/501/6891	309 OR 409	Work-based experience	Mandatory	3	See note on barred combinations above *
D/501/6922 OR J/501/6879	302 OR 402	Effective skills, qualities and attitudes for learning and work	Optional	3	See note on barred combinations above *
K/501/6938 OR H/501/6887	307 OR 407	Supporting others	Optional	3	See note on barred combinations above *
T/501/6943 OR A/501/6894	311 OR 411	Contributing to a team	Optional	3	See note on barred combinations above *

All units have a credit value of 3. Candidates must achieve a minimum of 15 credits: 12 credits from the four mandatory units (Planning for progression, Community project, Career planning and making applications, Work-based experience) and 3 credits from the optional units. **At least 9 of the 15 credits need to be at Level 1.** Achievement of any additional units will be recognised and recorded on the certificate.

### 1.3 How do I register candidates?

When you register your candidates please make sure you register them under the right programme of study (complex). There are three programmes of study: 7570-01, 7570-11 and 7570-12; the catalogue explains which one centres should use.

Registration on to a programme of study (7570-01, 7570-11 or 7570-12) will give learners access to all four qualifications and all units within the qualifications.

The fast track application form (available from [www.cityandguilds.com](http://www.cityandguilds.com)) sets out clearly how the current 3891 complexes relate to the 7570 programmes of study.

## 1.4 What do I need to do to claim certificates?

**Centres need to claim qualification certification** when their learners have completed all the necessary units for a qualification. Certification will **not** be sent out automatically. To claim certification for the Award or Certificate you need to submit the appropriate certification unit, as well as the actual units the candidate has achieved:

<b>7570</b>	<b>Certification unit which must be claimed</b>
E3 Award	7570-901
L1 Award	7570-902
E3 Certificate	7570-903
L1 Certificate	7570-904

## 1.5 Opportunities for progression

### Progression

These qualifications provide a solid grounding in generic personal development and employability skills, which will enable progression to work or employment and to further learning including qualifications such as:

- key skills
- functional skills
- essential skills
- vocational qualifications

The work-based experience unit provides valuable preparation for employment as it enables candidates to prepare for, attend and review work experience.

## 1.6 Qualification support materials

City & Guilds provides the following resources for these qualifications:

### S

### How to access

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Skills for Life and Employability updates

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Sign up at [www.cityandguilds.com](http://www.cityandguilds.com)

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Fast track approval form

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[www.cityandguilds.com](http://www.cityandguilds.com) or from relevant City & Guilds regional office.

### Essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

- Ensuring quality contains updates on City & Guilds assessment and policy issues.
- Centre resource pack contains additional information on Providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The Centre resource pack is sent to centres when they receive approved centre status. It is also available to order at an additional cost.
- Online catalogue/shop contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

### City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	<a href="http://www.walled-garden.com">www.walled-garden.com</a>	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

### Contacting City & Guilds by email

The following email addresses give direct access to our Customer Relations team.

email	Query types
<a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>	all learner enquiries, including <ul style="list-style-type: none"> <li>• requesting a replacement certificate</li> <li>• information about our qualifications</li> <li>• finding a centre.</li> </ul>
<a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>	all centre enquiries
<a href="mailto:walled-garden@cityandguilds.com">walled-garden@cityandguilds.com</a>	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"> <li>• setting up an account</li> <li>• resetting passwords.</li> </ul>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification 3891 Personal, Teamwork and Community Skills may apply for approval for the new 7570 Personal Development and Contributing to the Community using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### Centres not offering City & Guilds qualifications in this subject area

Centres which are not approved to offer 3891 Personal, Teamwork and Community Skills should complete a Qualification Approval Form (QAP form) available from the City & Guilds website.

### Organisations which are not City & Guilds centres

These organisations should apply to become a City & Guilds centre following the procedures outlined on our website.

## 2.1 Resource requirements

### Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area[s] for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- hold, or be working towards, the relevant teaching/training qualifications for England, Scotland, Ireland or Wales (as appropriate)

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

### Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the 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.

## **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

See the National Database of Accredited Qualifications (NDAQ)

[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk) for details of which age learners these qualifications have been approved for.

## 3 Units

### Availability of units

The units for these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

### Structure of units

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

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes
- statement of guided learning hours
- PLTS mapping (if applicable)
- assessment and grading
- learning outcomes which are comprised of a number of practical and/or knowledge based assessment criteria
- guidance and examples of types of evidence

### Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
301	Planning for progression	Y/501/6921	3
310	Community project	M/501/6942	3
302	Effective skills, qualities and attitudes for learning and work	D/501/6922	
303	Career planning and making applications	H/501/6923	3
307	Supporting others	K/501/6938	3
309	Work-based experience	K/501/6941	3
311	Contributing to a team	T/501/6943	3
401	Planning for progression	F/501/6878	3
410	Community project	T/501/6893	3
402	Effective skills, qualities and attitudes for learning and work	J/501/6879	3
403	Career planning and making applications	A/501/6880	3
407	Supporting others	H/501/6887	3
409	Work-based experience	K/501/6891	3
411	Contributing to a team	A/501/6894	3

**Level:**            **Entry 3**

**Credit value:** **3**

### **Unit aims**

The aim of this unit is to help the learner plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths.

### **Learning outcomes**

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

- understand own study or training programme
- know the facilities and support available in the place of study or training
- recognise personal strengths (skills, qualities and attitudes) needed for learning and work
- agree an action plan for self improvement.

### **Guided learning hours**

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

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- self-managers

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## Unit 301

### Outcome 1

## Planning for progression

### Understand own study or training programme

#### Assessment criteria

The learner can:

- identify what he/she aims to achieve by the end of the study or training programme
- describe what she/she needs to do in order to follow the programme
- identify the centre rules and regulations that affect him/her as a learner.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

#### Evidence can include:

- individual learning plan, training agreement
- annotated timetable, action plan
- student handbook, induction pack (with relevant sections highlighted or annotated)
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 301**

### **Outcome 2**

## **Planning for progression**

Know the facilities and support available in the place of study or training

### **Assessment criteria**

The learner can:

- list the facilities provided in the place of study or training
- identify the support available for learners.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The support available could be internal (eg tutor, trainer, student counsellor) or external (eg Connexions).

### **Evidence can include:**

- student handbook, induction pack (with relevant sections highlighted or annotated)
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 301**

### **Outcome 3**

## **Planning for progression**

Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work

### **Assessment criteria**

The learner can:

- identify positive qualities and attitudes needed for learning and work
- list his/her own personal strengths
- give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- candidate statement/list
- assessor/witness observation
- audio or video recordings of individual or group discussion
- any other evidence which demonstrates competence.

## **Unit 301**

### **Outcome 4**

## **Planning for progression**

Be able to agree an action plan for self improvement

### **Assessment criteria**

The learner can:

- identify areas for improvement with an appropriate person
- contribute towards an action plan or contract.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- individual reviews
- action plan or contract
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Entry 3

**Credit value:** 3

## **Unit aims**

The aim of this unit is to help the learner to plan, carry out and review a community project.

## **Learning outcomes**

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

- agree a suitable community project
- plan a suitable community project
- contribute to a risk assessment for the project
- follow the project plan
- review the project.

## **Guided learning hours**

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

## **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- independent enquirers
- reflective learners
- team workers
- self-managers
- effective participators.

## **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## Unit 310

Outcome 1

## Community project

Be able to agree a suitable community project

### Assessment criteria

The learner can:

- list options for a community project
- agree a suitable community project.

### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Options can be an individual or group list.

The group should choose one project and agree this with the tutor.

### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

This unit may be taken by candidates working individually or as a group.

The list of options can be compiled individually or as a group.

The candidates, whether working individually or as a group, should choose **one** project to plan and implement, and their choice should be agreed with the tutor.

## **Unit 310**

### Outcome 2

## **Community project**

### Be able to plan a suitable community project

#### **Assessment criteria**

The learner can:

- list who will do what
- agree a suitable time frame
- list any equipment and materials needed
- identify any help needed
- agree a suitable plan (with team members if working in a team).

#### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The plan must be agreed by the group (if working in a team) and a responsible person such as the tutor.

#### **Evidence can include:**

- candidate statement /plan
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg flip chart sheets.

## Unit 310

## Community project

### Outcome 3

Be able to contribute to a risk assessment for the project

#### Assessment criteria

The learner can:

- list possible risks and hazards
- plan how to reduce any risks or hazards.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 310**  
Outcome 4

**Community project**  
Be able to follow the project plan

**Assessment criteria**

The learner can:

- carry out the tasks identified in the plan
- review progress with tutor (and team members if working in a team)
- revise plan as necessary
- work safely.

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 310**  
Outcome 5

**Community project**  
Be able to review the project

**Assessment criteria**

The learner can:

- list what went well
- list what could have been improved.

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 302

# Effective skills, qualities and attitudes for learning and work

**Level:** Entry 3

**Credit value:** 3

### Unit aims

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, to understand why effective communication is important and to be able to work effectively under frequent supervision.

### Learning outcomes

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

- demonstrate a range positive qualities, attitudes and behaviour for learning and work
- understand why effective communication is important
- work effectively under frequent supervision.

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- self-managers

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## Unit 302

## Effective skills, qualities and attitudes for learning and work

### Outcome 1

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

#### Assessment criteria

The learner can:

- give examples of positive behaviour
- demonstrate behaviours appropriate to learning and work
- demonstrate adaptability and flexibility (eg adapt to changes in requirements or information)
- demonstrate motivation
- demonstrate commitment.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Behaviours appropriate to learning and work could include respect for one's self and others.

Motivation could include contributing to discussions and completing work on time.

Commitment could include punctual, regular attendance.

#### Evidence can include:

- candidate statement
- assessor/witness observation/statement
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 302                      Effective skills, qualities and attitudes for learning and work**

Outcome 2                      Understand why effective communication is important

### **Assessment criteria**

The learner can:

- give examples of appropriate and inappropriate verbal communication
- give examples of appropriate and inappropriate non-verbal communication
- use positive body language
- respond to questions and requests from colleagues and/or customers.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- candidate statement
- assessor/witness observation/statement
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 302

## Effective skills, qualities and attitudes for learning and work

### Outcome 3

Be able to work effectively under frequent supervision

#### Assessment criteria

The learner can:

- receive and respond to instructions
- check own understanding of instructions
- confirm the tasks that need to be done and deadlines
- confirm the help, materials, equipment and/or tools needed to complete tasks
- work safely following health and safety guidelines
- complete tasks as directed to the required standard
- learn from mistakes and accept feedback.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The tutor/supervisor should ensure health and safety requirements are met.

Understanding of instructions could be checked by repetition or paraphrasing.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Entry 3

**Credit value:** 3

### **Unit aims**

The aim of this unit is to help the learner to be able to recognise and apply for a suitable job, training programme or course.

### **Learning outcomes**

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

- agree a suitable career pathway
- know where to look for a job, training programme or course
- recognise suitable jobs or training opportunities
- apply for a job, training placement or course
- understand the interview process.

### **Guided learning hours**

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners.

### **Assessment and grading:**

This unit will be assessed by a candidate portfolio.

## Unit 303

### Outcome 1

## Career planning and making applications

### Be able to agree a suitable career pathway

#### Assessment criteria

The learner can:

- list sources of careers advice and guidance
- list possible career options
- agree a suitable career pathway.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Sources of advice and guidance could include Connexions, careers advisers, the internet and human resources personnel.

Career options can be identified by the candidate or by career interview.

A career pathway should be agreed with a suitable person eg careers adviser, tutor/supervisor or human resources adviser.

Centres are encouraged to explore opportunities for learners to access suitably qualified careers guidance practitioners.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 303**

### Outcome 2

## **Career planning and making applications**

Know where to look for a job, training programme or course

### **Assessment criteria**

The learner can:

- list sources of information for job vacancies, training programmes or courses.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg newspapers, job centre cards, prospectus, internet pages.

## Unit 303

### Outcome 3

## Career planning and making applications

Be able to recognise suitable jobs or training opportunities

### Assessment criteria

The learner can:

- list own personal skills and achievements that will help in getting a job or a training course
- list a range of jobs or training opportunities
- match own skills and achievements to the range of jobs or training opportunities.

### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

A suitable job or training activity should be agreed by discussion with a careers adviser, tutor, supervisor or other suitable person. Centres are encouraged to explore opportunities for learners to access suitably qualified careers guidance practitioners.

### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 303**  
Outcome 4

**Career planning and making applications**  
Be able to apply for a job, training placement or course

**Assessment criteria**

The learner can:

- obtain an application form and/or job details
- complete the application.

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The form and/or job details can be obtained face to face, via the telephone, from the internet or by letter/email.

The application can be completed by telephone, in writing or on screen.

**Evidence can include:**

- candidate's letter or internet pages
- completed application form
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Assessment criteria**

The learner can:

- list what needs to be considered in preparation for the interview
- observe or take part in a real or simulated interview
- give one example of effective and one example of ineffective interview practice.

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Candidates can take part in, or observe, a real or mock interview, role play or video.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Entry 3

**Credit value:** 3

### **Unit aims**

The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, and being aware of health and safety issues.

### **Learning outcomes**

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

- be aware of others who need support
- know what he/she can do to support others
- understand what he/she cannot do to support others and why
- be aware of relevant health and safety issues
- be able to support others.

### **Guided learning hours**

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

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- team workers
- effective participators.

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## Unit 307

### Outcome 1

## Supporting others

### Be aware of others who need support

#### Assessment criteria

The learner can:

- describe the person(s) who need support.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The person(s) who needs support could be someone known to the learner (eg a colleague) or someone he/she does not know (eg from a local day centre, a national charity etc).

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 307**

### Outcome 2

## **Supporting others**

### Know what he/she can do to support others

#### **Assessment criteria**

The learner can:

- state one way in which he/she can support the person(s).

#### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

#### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 307**

### **Outcome 3**

## **Supporting others**

Understand what he/she cannot do to support others and why

### **Assessment criteria**

The learner can:

- explain what he/she cannot do to support the person(s)
- explain why he/she cannot support the person(s) in this way.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 307

### Outcome 4

## Supporting others

### Be aware of relevant health and safety issues

#### Assessment criteria

The learner can:

- agree relevant health and safety issues with a responsible person
- work safely.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Relevant health and safety issues could include lifting safely, not putting oneself at risk, storage of food etc.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 307**  
Outcome 5

**Supporting others**  
Be able to support others

**Assessment criteria**

The learner can:

- agree how he/she will support the person(s)
- support the person(s).

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Entry 3

**Credit value:** 3

### **Unit aims**

The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

### **Learning outcomes**

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

- prepare for his/her work experience
- plan a journey to work
- follow requirements during the work experience
- complete a work experience review.

### **Guided learning hours**

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- team workers
- self-managers.

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## Unit 309

## Work-based experience

### Outcome 1

Be able to prepare for his/her work experience

#### Assessment criteria

The learner can:

- suggest options for or agree suitable work experience
- apply or prepare for work experience.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

The decision must be agreed with the tutor or work experience tutor.

The application can be by telephone, application form or interview depending on the requirements of the work experience.

Suitable work experience could include a current part-time job.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 309

### Outcome 2

## Work-based experience

### Be able to plan a journey to work

#### Assessment criteria

The learner can:

- find out relevant bus or train times (or the times of another type of public transport)
- decide which bus or train (or other public transport) to catch
- work out the time he/she needs to leave home in order to arrive at a suitable time.

#### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Finding relevant bus or train times could involve reading a bus or train timetable or obtaining the information via the internet or telephone. If the work experience does not require a bus or train journey this can be a simulated activity.

The candidate should decide which bus or train would be most appropriate. This can be a simulated activity.

This should refer to the candidate's journey to his/her work experience. The candidate should be aware of the need to arrive early in order to be ready to start work at the agreed time.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg annotated timetable, printouts.

## Unit 309

### Outcome 3

## Work-based experience

Be able to follow requirements during the work experience

### Assessment criteria

The learner can:

- attend suitable work experience for a minimum of fifteen hours
- dress appropriately
- follow safe working practice
- follow simple instructions to carry out tasks
- speak to other people in a suitable manner.

### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Dress may include wearing protective clothing.

The tutor/work experience provider should ensure health and safety requirements are met.

Instructions may be written or verbal.

### Evidence can include:

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence eg work placement record. A sample record is included in Appendix 3.

## Unit 309

Outcome 4

## Work-based experience

Be able to complete a work experience review

### Assessment criteria

The learner can:

- identify what went well
- state how he/she is going to build on this experience.

### Guidance

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

What went well can include tasks completed, communication skills and other areas such as getting to work on time.

### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg work placement record.

**Level:**            **Entry 3**

**Credit value:** **3**

### **Unit aims**

The aim of the unit is to help the learner develop team working skills by understanding the values, rules and procedures of being able to work with others towards achieving shared objectives.

### **Learning outcomes**

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

- understand how team values and procedures can vary
- recognise roles other people may take in a teamwork situation
- understand what needs to be done to achieve a team goal
- work with others towards achieving shared objectives
- review progress.

### **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.

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- team workers
- self-managers.

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## **Unit 311**

### **Outcome 1**

## **Contributing to a team**

Understand how team values and procedures can vary

### **Assessment criteria**

The learner can:

- list different types of teams
- give examples of different ways of making decisions as a team.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Different types of teams include teams for sports, workplace teams etc.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 311**

### Outcome 2

## **Contributing to a team**

Recognise roles other people may take in a teamwork situation

### **Assessment criteria**

The learner can:

- give examples of formally allocated roles
- give examples of less formal roles.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

Formal roles include team leader, supervisor, reviewer and planner.

Less formal roles include joker, negotiator and completer.

### **Evidence can include**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 311**

## **Contributing to a team**

### **Outcome 3**

Understand what needs to be done to achieve a team goal

#### **Assessment criteria**

The learner can:

- state the overall goal of the team
- outline own role as part of the team.

#### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

#### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 311**

### **Outcome 4**

## **Contributing to a team**

Be able to work with others towards achieving shared objectives

### **Assessment criteria**

The learner can:

- agree an action plan of individual and group activities needed to achieve the goal
- clarify action plan if needed
- identify who to ask for help if she/he needs it
- work co-operatively
- carry out individual and group activities as identified
- work safely.

### **Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

### **Evidence can include:**

- action plan
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 311**  
Outcome 5

**Contributing to a team**  
Be able to review progress

**Assessment criteria**

The learner can:

- identify what went well in working with others
- identify what went less well in working with others
- identify ways of improving own team working in the future.

**Guidance**

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance as needed. Candidates will, with appropriate guidance, take some responsibility for the outcomes of structured activities and will actively participate in activities in familiar contexts.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths.

### Learning outcomes

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

- understand own study or training programme
- know the facilities and services provided in the place of study or training
- recognise personal strengths (skills, qualities and attitudes) needed for learning and work
- action plan for self improvement.

### Guided learning hours

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

### Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- self-managers.

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## Unit 401

### Outcome 1

## Planning for progression

### Understand own study or training programme

#### Assessment criteria

The learner can:

- define what he/she aims to achieve by the end of the study or training programme
- describe what he/she needs to do in order to follow the programme
- identify the centre rules and regulations that affect him/her as a learner.

#### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

#### Evidence can include:

- individual learning plan, training agreement
- annotated timetable, action plan
- student handbook, induction pack (with relevant sections highlighted or annotated)
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 401**

### **Outcome 2**

## **Planning for progression**

Know the facilities and services provided in the place of study or training

### **Assessment criteria**

The learner can:

- describe the facilities provided in the place of study or training
- outline the support available for learners.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

The support available could be internal (eg tutor, trainer, student counsellor) or external (eg Connexions).

### **Evidence can include:**

- student handbook, induction pack (with relevant sections highlighted or annotated)
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 401**

### Outcome 3

## **Planning for progression**

Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work

### **Assessment criteria**

The learner can:

- identify positive qualities and attitudes needed for study and work
- outline his/her own personal strengths
- give an example of something related to learning and work that he/she felt good about and something he/she feels confident doing.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- candidate statement/list
- assessor/witness observation
- audio or video recordings of individual or group discussion
- any other evidence which demonstrates competence.

## **Unit 401**

Outcome 4

## **Planning for progression**

Be able to action plan for self improvement

### **Assessment criteria**

The learner can:

- identify areas for improvement
- identify realistic targets
- prepare an action plan or contract to meet targets
- identify arrangements for reviewing progress.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- individual reviews
- action plan or contract
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Level 1

**Credit value:** 3

## Unit aims

The aim of this unit is to help the learner to plan, carry out and review a community project.

## Learning outcomes

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

- agree a suitable community project
- plan a suitable community project
- contribute to a risk assessment for the project
- follow the project plan
- review the project.

## Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- independent enquirers
- reflective learners
- team workers
- self-managers
- effective participators.

## Assessment and grading

This unit will be assessed by a candidate portfolio.

## Unit 410

Outcome 1

## Community project

Be able to agree a suitable community project

### Assessment criteria

The learner can:

- list options for a community project
- choose a project and give reasons for choice
- agree a suitable community project.

### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

This can be an individual or group list of options but the candidate is expected to choose a project and give reasons for his/her choice.

The candidate(s), whether working individually or as a group, should choose **one** project and agree this with the tutor.

### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 410**

### Outcome 2

## **Community project**

### Be able to plan a suitable community project

#### **Assessment criteria**

The learner can:

- produce a list of tasks that need to be done
- list who will do what
- decide a suitable time frame
- identify any equipment and materials needed
- identify any help needed
- agree a suitable plan (with team members if working in a team).

#### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

The plan must be agreed by the group (if working in a team) and a responsible person such as the tutor.

#### **Evidence can include:**

- candidate statement/plan
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg flip chart sheets.

## **Unit 410**

### Outcome 3

## **Community project**

Be able to contribute to a risk assessment for the project

### **Assessment criteria**

The learner can:

- list possible risks and hazards
- plan how to reduce any risks or hazards
- agree a risk assessment with his/her tutor or supervisor.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- risk assessment
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 410**  
Outcome 4

**Community project**  
Be able to follow the project plan

**Assessment criteria**

The learner can:

- take responsibility for completing his/her tasks identified in the plan
- review progress (with team members if working in a team)
- revise plan as necessary
- work safely.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 410**  
Outcome 5

**Community project**  
Be able to review the project

**Assessment criteria**

The learner can:

- describe what went well
- describe what could be improved
- describe what he/she has learned about himself/herself and the local community.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 402

# Effective skills, qualities and attitudes for learning and work

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

### Learning outcomes

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

- demonstrate a range of positive qualities, attitudes and behaviour for learning and work
- understanding why effective communication is important
- work effectively.

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- self-managers.

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## Unit 402

## Effective skills, qualities and attitudes for learning and work

### Outcome 1

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

#### Assessment criteria

The learner can:

- explain the importance of positive and appropriate behaviour
- consistently demonstrate appropriate codes of conduct
- demonstrate adaptability and flexibility
- demonstrate motivation and enthusiasm
- demonstrate commitment and professionalism.

#### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Motivation and enthusiasm could include contributing to discussions and completing work on time.

Commitment and professionalism could include punctual, regular attendance.

#### Evidence can include:

- candidate statement
- assessor/witness observation/statement
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 402**

## **Effective skills, qualities and attitudes for learning and work**

### **Outcome 2**

Understand why effective communication is important

#### **Assessment criteria**

The learner can:

- explain the importance of effective verbal and non-verbal communication
- demonstrate effective communication on a one-to-one basis with a colleague or customer
- demonstrate effective communication with more than one other person
- use positive body language

#### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

#### **Evidence can include:**

- candidate statement
- assessor/witness observation/statement
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 402

## Effective skills, qualities and attitudes for learning and work

### Outcome 3

Be able to work effectively

#### Assessment criteria

The learner can:

- receive and respond to instructions
- check own understanding of instructions
- identify the tasks that need to be done and deadlines
- identify the help, materials, equipment and/or tools needed to complete the tasks
- work safely following health and safety guidelines
- complete tasks to required standard and deadlines
- identify ways of working more effectively

#### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Understanding of instructions could be checked by repetition or paraphrasing.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 403

## Career planning and making applications

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course.

### Learning outcomes

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

- choose a suitable career pathway
- identify a suitable job, training programme or course
- understand how to prepare a curriculum vitae
- understand how candidates are selected for interview
- apply for a job, training placement or course
- understand the interview process.

### Guided learning hours

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

### Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- independent enquirers
- reflective learners.

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## Unit 403

### Outcome 1

## Career planning and making applications

Be able to choose a suitable career pathway

### Assessment criteria

The learner can:

- list sources of careers advice and guidance
- research career options
- agree a suitable career pathway.

### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Sources of advice and guidance could include Connexions, careers advisers, the internet and human resources advisers.

Career options can be identified by the candidate or by career interview. The candidate should evidence his/her research.

A career pathway should be agreed with a suitable person eg careers adviser, tutor/supervisor or human resources adviser.

Centres are encouraged to explore opportunities for learners to access suitably qualified careers guidance practitioners.

### Evidence can include:

- candidate statement
- print outs, notes
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 403**

### **Outcome 2**

## **Career planning and making applications**

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

### **Assessment criteria**

The learner can:

- list sources of information for job vacancies, training programmes or courses
- find a suitable job vacancy, training programme or course.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

A suitable job or training activity should be agreed by discussion with a careers adviser, tutor, supervisor or other suitable person. Centres are encouraged to explore opportunities for learners to access suitably qualified careers guidance practitioners.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg newspapers, job centre cards, prospectus, internet pages.

**Unit 403**  
Outcome 3

**Career planning and making applications**  
Understand how to prepare a curriculum vitae

**Assessment criteria**

The learner can:

- identify own skills, qualities, experience and qualifications
- draft a curriculum vitae.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- draft CV
- any other evidence which demonstrates competence.

## **Unit 403**

### **Outcome 4**

## **Career planning and making applications**

Understand how candidates are selected for interview

### **Assessment criteria**

The learner can:

- describe how candidates are selected for an interview for a job, training programme or course.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

The form and/or job details can be obtained face to face, via the telephone, from the internet or by letter/email.

The application can be completed by telephone, in writing or on screen.

### **Evidence can include:**

- candidate statement
- audio or video evidence
- any other evidence which demonstrates competence.

## Unit 403

### Outcome 5

## Career planning and making applications

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

### Assessment criteria

The learner can:

- obtain an application form and/or job details
- complete the application.

### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

The form and/or job details can be obtained face to face, via the telephone, from the internet or by letter/email.

The application can be by telephone, in writing or on screen.

### Evidence can include:

- candidate's letter or internet pages
- completed application form
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 403

### Outcome 6

## Career planning and making applications

### Understand the interview process

#### Assessment criteria

The learner can:

- list what needs to be considered in preparation for the interview
- observe or take part in a real or simulated interview
- give examples of effective and ineffective interview practice.

#### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Candidates can take part in, or observe, a real or mock interview, role play or video.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Level:** Level 1

**Credit value:** 3

### Unit aims

The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided.

### Learning outcomes

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

- identify others who need support
- know what he/she can do to support others
- understand what he/she cannot do to support others and why
- be aware of relevant health and safety issues
- be able support others
- review the effectiveness of the support given.

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- team workers
- effective participators.

### Assessment and grading

This unit will be assessed by a candidate portfolio.

## **Unit 407**

### Outcome 1

## **Supporting others**

### Identify others who need support

#### **Assessment criteria**

The learner can:

- list the person(s) who need support in different ways
- describe the support needs of the person(s) he/she has decided to support.

#### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

This could be someone known to the learner (eg colleague) or someone the learner does not know (eg at a local day centre, a national charity etc).

#### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 407**

### Outcome 2

## **Supporting others**

### Know what he/she can do to support others

#### **Assessment criteria**

The learner can:

- state two ways he/she could support the person(s)
- agree how to support the person(s).

#### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Support could be through a wide range of activities eg mentoring, listening to a learner read, fetching shopping for a housebound person etc.

#### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 407**  
Outcome 3

**Supporting others**  
Understand what he/she cannot do to support others and why

**Assessment criteria**

The learner can:

- explain what he/she cannot do to help or support
- explain why he/she cannot help or support in this way.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 407**

### Outcome 4

## **Supporting others**

### Be aware of relevant health and safety issues

#### **Assessment criteria**

The learner can:

- list relevant health and safety issues
- work safely.

#### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Relevant health and safety issues could include lifting safely, not putting oneself at risk, storage of food etc.

#### **Evidence can include:**

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence.

**Unit 407**  
Outcome 5

**Supporting others**  
Be able to support others

**Assessment criteria**

The learner can:

- support the person or persons.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence.

**Assessment criteria**

The learner can:

- identify what went well and what did not go well
- identify the changes he/she would make if he/she provides the support again.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or recordings
- any other evidence demonstrate competence.

**Level:**            **Level 1**

**Credit value:** **3**

### **Unit aims**

The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

### **Learning outcomes**

There are **four** learning outcomes. The learner will be able to:

- prepare for his/her work experience
- plan a journey to work
- follow requirements during the work experience
- complete a work experience review.

### **Guided learning hours**

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Personal, Learning and Thinking Skills**

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- reflective learners
- team workers
- self-managers.

### **Assessment and grading**

This unit will be assessed by a candidate portfolio.

## Unit 409

### Outcome 1

## Work-based experience

Be able to prepare for his/her work experience

### Assessment criteria

The learner can:

- suggest options for or agree suitable work experience
- apply or prepare for work experience
- state how this work experience relates to his/her employment and/or learning goals.

### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

The work experience must be agreed with the tutor or work experience tutor.

The application can be by telephone, application form or interview depending on the requirements of the work placement.

Suitable work experience could include a current part-time job.

### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## Unit 409

### Outcome 2

## Work-based experience

### Be able to plan a journey to work

#### Assessment criteria

The learner can:

- find out relevant bus or train times (or the times of another type of public transport)
- decide which bus or train (or other public transport) to catch
- work out the time he/she needs to leave home in order to arrive at a suitable time.

#### Guidance

Achievement at Level 1 reflects the relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Finding the relevant times could be by reading a bus or train timetable or obtaining the information via the internet or telephone. If the work experience does not require a bus or train journey this can be a simulated activity.

The candidate should decide which bus or train would be most appropriate. This can be a simulated activity.

This should refer to the candidate's journey to his/her work experience. The candidate should be aware of the need to arrive early in order to be ready to start work at the agreed time.

#### Evidence can include:

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg annotated timetable, print outs.

## Unit 409

### Outcome 3

## Work-based experience

Be able to follow requirements during the work experience

### Assessment criteria

The learner can:

- attend a suitable work experience for a minimum of fifteen hours
- dress appropriately
- follow safe working practice
- follow instructions to complete tasks
- speak to other people in a suitable manner.

### Guidance

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Dress may include wearing protective clothing.

The tutor/work experience provider should ensure health and safety requirements are met.

Instructions may be written or verbal.

### Evidence can include:

- candidate statement
- assessor/witness observation
- photographs
- audio or video recordings
- any other evidence which demonstrates competence eg work placement record.

**Unit 409**  
Outcome 4

**Work-based experience**  
Be able to complete a work experience review

**Assessment criteria**

The learner can:

- identify what went well
- describe what he/she has learned about him/herself
- explain how he/she is going to build on this experience.

**Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

'What went well' can include tasks completed and skills, qualities or attitudes identified and/or improved eg getting to work on time etc.

**Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence eg work placement record.

**Level:** Level 1

**Credit value:** 3

## Unit aims

The aim of the unit is to help the learner develop team working skills by understanding the values, roles and procedures of being able to work with others towards achieving shared objectives.

## Learning outcomes

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

- give reasons why effective teamwork is important
- understand how team values and procedures can vary
- understand the roles people may take in a teamwork situation
- understand what needs to be done to achieve a particular goal
- work with others towards achieving shared objectives
- review progress.

## 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.

## Personal, Learning and Thinking Skills

Candidates undertaking this unit demonstrate PLTS in the following areas:

- reflective learners
- team workers
- self-managers.

## Assessment and grading

This unit will be assessed by a candidate portfolio.

## **Unit 411**

### Outcome 1

## **Contributing to a team**

Be able to give reasons why effective teamwork is important

### **Assessment criteria**

The learner can:

- list some benefits of effective teamwork.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 411**

### **Outcome 2**

## **Contributing to a team**

Understand how team values and procedures can vary

### **Assessment criteria**

The learner can:

- list different types of teams
- describe ways in which team members can make sure they work together effectively
- outline different ways of making decisions.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Examples of different types of teams include teams for sports, workplace teams etc.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 411**

### **Outcome 3**

## **Contributing to a team**

Understand the roles people may take in a teamwork situation

### **Assessment criteria**

The learner can:

- give examples of formally allocated roles
- give examples of less formal roles
- identify the impact these roles could have on the way a team works and on members of the team.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Formal roles could include team leader, supervisor, reviewer and planner.

Informal roles could include joker, negotiator and completer.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 411**

### **Outcome 4**

## **Contributing to a team**

Understand what needs to be done to achieve a particular goal

### **Assessment criteria**

The learner can:

- explain the overall goal of the team
- describe his/her own role as part of the team.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 411**

### **Outcome 5**

## **Contributing to a team**

Be able to work with others towards achieving shared objectives

### **Assessment criteria**

The learner can:

- agree an action plan of individual and group activities needed to achieve the objectives
- clarify action plan if necessary
- identify who to ask for help if he/she needs it
- work co-operatively
- receive and act on constructive criticism
- carry out individual and group activities as identified
- work safely.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- action plan
- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## **Unit 411**

Outcome 6

## **Contributing to a team**

Be able to review progress

### **Assessment criteria**

The learner can:

- contribute to a group review of progress
- identify how he/she contributed to achieving objectives together
- identify what went well and what went less well in working with others
- suggest ways of improving own working with others in the future.

### **Guidance**

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

### **Evidence can include:**

- candidate statement
- assessor/witness observation
- audio or video recordings
- any other evidence which demonstrates competence.

## 4 Assessment

### 4.1 Summary of assessment methods

For these units/qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence.

#### Time constraints

All assessments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

#### Grading and marking

Grading of assessments for each unit and the qualifications is pass or fail.

### 4.2 Evidence requirements

The qualifications are assessed entirely by a candidate portfolio of evidence.

The portfolio is the term given to the collection of evidence which meets the assessment criteria.

Usually evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out activities in the learning and/or work environment.

Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Examples of types of evidence include:

- candidate statement
- notes
- letter
- email
- 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
- calculations

- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- model
- sculpture
- screen dumps (print screen).

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

Evidence can be paper based or stored electronically.

As no set level of literacy is required for entry to this qualification, candidates can demonstrate competence in different ways. For example, 'list' is an item by item record and candidates can:

- produce a handwritten or typed list
- list items orally (evidenced by audio, video or written record by assessor or witness)
- tick or highlight a worksheet
- arrange word cards (evidenced by photograph or sticking cards on paper)
- collect items (for portfolio or photograph)

Detailed additional guidance is provided on a unit basis for the use of these or other acceptable performance assessment methods.

Please note that the units are based on the appropriate QCF level descriptors, which are available in full at **[www.qca.org.uk/qcf](http://www.qca.org.uk/qcf)**.

### 4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

City & Guilds has developed a set of candidate log sheets specifically for these qualifications; these appear in Appendix 4 of this handbook.

Although it is expected that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

## 5 Course design and delivery

### 5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification[s]. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification[s].

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the Key/Core/Essential/Functional Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification[s].

## Appendix 1 Relationships to other qualifications

### Personal, Learning and Thinking Skills (PLTS)

Candidates taking these qualifications will demonstrate PLTS in the following areas:

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
Entry 3						
301			✓		✓	
302			✓		✓	
303			✓			
307				✓		✓
309			✓	✓	✓	
310	✓		✓	✓	✓	✓
311			✓	✓	✓	

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
Level 1						
401			✓		✓	
402			✓		✓	
403	✓		✓			
407			✓	✓		✓
409			✓	✓	✓	
410	✓		✓	✓	✓	✓
411			✓	✓	✓	

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on:

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***  
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLLA assessments.

## Appendix 3      Work placement diary

### **Work placement diary**

The work placement diary can be used as evidence for unit 309 or unit 409 Work-based experience. Alternatively centres may wish to create their own diary template for these units.

# WORK PLACEMENT DIARY

**Name:**

**Tutor:**

**Telephone number:**

**Placement:**

**Placement contact:**

**Telephone number:**

**Date:**

# Use this page to record information about your placement

Name and address of work placement

What service or product does your placement provide?

What tasks will you be expected to do?

Start time:

Lunch break:

Finish time:

Do you need to take lunch with you or money to buy lunch?

**Record your experiences and achievements each day before you leave your work placement or when you get home**

**Date**

Activity/experience

---

**Date**

Activity/experience

---

**Date**

Activity/experience

---

## **Review of work placement experience**

What did you do well?

What could you have improved?

What did you enjoy?

What have you learned about yourself?

What have you learned about the world of work?

What are you going to do now? How are you going to use what you have learned?

## Appendix 4    Candidate log sheets

### **Candidate log sheets**

The following log sheets can be used in the candidate's portfolio to reference evidence.

## Unit 301 Planning for progression

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Understand own study or training programme	<ul style="list-style-type: none"> <li>• Identify what you aim to achieve by the end of your study or training programme</li> <li>• Describe what you need to do in order to follow the programme</li> <li>• Identify the centre rules and regulations that affect you as a learner</li> </ul>		
Know the facilities and support available in the place of study or training	<ul style="list-style-type: none"> <li>• List the facilities provided in your place of study or training</li> <li>• Identify the support available for learners</li> </ul>		
Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work	<ul style="list-style-type: none"> <li>• Identify positive qualities and attitudes needed for learning and work</li> <li>• List your own personal strengths</li> <li>• Give an example of something related to learning and work that you feel good about and something you feel confident doing</li> </ul>		
Be able to agree an action plan for self improvement	<ul style="list-style-type: none"> <li>• Identify areas for improvement with an appropriate person</li> <li>• Contribute towards an action plan or contract</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name ..... IV's signature (if sampled).....Date.....

**Unit 310 Community project**

<b>Learning outcomes The learner will:</b>	<b>Assessment criteria To do this you must:</b>	<b>Portfolio reference</b>	<b>Assessment date</b>
Be able to agree a suitable community project	<ul style="list-style-type: none"> <li>List options for a community project</li> <li>Agree a suitable community project</li> </ul>		
Be able to plan a suitable community project	<ul style="list-style-type: none"> <li>List who will do what</li> <li>Agree a suitable time frame</li> <li>List any equipment and materials needed</li> <li>Identify any help needed</li> <li>Agree a suitable plan (with team members if working in a team)</li> </ul>		
Contribute to a risk assessment for the project	<ul style="list-style-type: none"> <li>list possible risks and hazards</li> <li>plan how to reduce any risks or hazards.</li> </ul>		
Be able to follow the project plan	<ul style="list-style-type: none"> <li>Carry out the tasks identified in the plan</li> <li>Review progress with tutor (and team members if working in a team)</li> <li>Revise plan as necessary</li> <li>Work safely</li> </ul>		
Be able to review the project	<ul style="list-style-type: none"> <li>list what went well</li> <li>list what could have been improved.</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 302 Effective skills, qualities and attitudes for learning and work

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	<ul style="list-style-type: none"> <li>• Give examples of positive behaviour</li> <li>• Demonstrate behaviours appropriate to learning and work</li> <li>• Demonstrate adaptability and flexibility (eg adapt to changes in requirements or information)</li> <li>• Demonstrate motivation</li> <li>• Demonstrate commitment</li> </ul>		
Understand why effective communication is important	<ul style="list-style-type: none"> <li>• Give examples of appropriate and inappropriate verbal communication</li> <li>• Give examples of appropriate and inappropriate non-verbal communication</li> <li>• Use positive body language</li> <li>• Respond to questions and requests from colleagues and/or customers</li> </ul>		
Be able to work effectively under frequent supervision	<ul style="list-style-type: none"> <li>• Receive and respond to instructions</li> <li>• Check your own understanding of instructions</li> <li>• Confirm the tasks that need to be done and deadlines</li> <li>• Confirm the help, materials, equipment and/or tools needed to complete tasks</li> <li>• Work safely following health and safety guidelines</li> <li>• Complete tasks as directed to the required standard</li> <li>• Learn from mistakes and accept feedback</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 303 Career planning and making applications

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to agree a suitable career pathway	<ul style="list-style-type: none"> <li>• List sources of careers advice and guidance</li> <li>• List possible career options</li> <li>• Agree a suitable career pathway</li> </ul>		
Know where to look for a job, training programme or course	<ul style="list-style-type: none"> <li>• List sources of information for job vacancies, training programmes or courses</li> </ul>		
Be able to recognise suitable jobs or training opportunities	<ul style="list-style-type: none"> <li>• List your own personal skills and achievements that will help in getting a job or a training course</li> <li>• List a range of jobs or training opportunities</li> <li>• Match your own skills and achievements to the range of jobs or training opportunities</li> </ul>		
Be able to apply for a job, training placement or course	<ul style="list-style-type: none"> <li>• Obtain an application form and/or job details</li> <li>• Complete the application</li> </ul>		
Understand the interview process	<ul style="list-style-type: none"> <li>• List you what need to consider in preparation for the interview</li> <li>• Observe or take part in a real or simulated interview</li> <li>• Give one example of effective and one example of ineffective interview practice</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name ..... IV's signature (if sampled).....Date.....

## Unit 307 Supporting others

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be aware of others who need support	<ul style="list-style-type: none"> <li>Describe the person(s) who need support</li> </ul>		
Know what you can do to support others	<ul style="list-style-type: none"> <li>State one way in which you can support the person(s)</li> </ul>		
Understand what you cannot do to support others and why	<ul style="list-style-type: none"> <li>Explain what you cannot do to support the person(s)</li> <li>Explain why you cannot support the person(s) in this way</li> </ul>		
Be aware of relevant health and safety issues	<ul style="list-style-type: none"> <li>Agree relevant health and safety issues with a responsible person</li> <li>Work safely</li> </ul>		
Be able to support others	<ul style="list-style-type: none"> <li>Agree how you will support the person(s)</li> <li>Support the person(s)</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name ..... IV's signature (if sampled) ..... Date.....

## Unit 309 Work-based experience

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to prepare for your work experience	<ul style="list-style-type: none"> <li>• Suggest options for or agree suitable work experience</li> <li>• Apply or prepare for work experience</li> </ul>		
Be able to plan a journey to work	<ul style="list-style-type: none"> <li>• Find out relevant bus or train times (or the times of another type of public transport)</li> <li>• Decide which bus or train (or other public transport) to catch</li> <li>• Work out the time you need to leave home in order to arrive at a suitable time</li> </ul>		
Be able to follow requirements during the work experience	<ul style="list-style-type: none"> <li>• Attend suitable work experience for a minimum of fifteen hours</li> <li>• Dress appropriately</li> <li>• Follow safe working practice</li> <li>• Follow simple instructions to carry out tasks</li> <li>• Speak to other people in a suitable manner</li> </ul>		
Be able to complete a work experience review	<ul style="list-style-type: none"> <li>• Identify what went well</li> <li>• State how you are going to build on this experience</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 311 Contributing to a team

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Understand how team values and procedures can vary	<ul style="list-style-type: none"> <li>• List different types of teams</li> <li>• Give examples of different ways of making decisions as a team</li> </ul>		
Recognise roles other people may take in a teamwork situation	<ul style="list-style-type: none"> <li>• Give examples of formally allocated roles</li> <li>• Give examples of less formal roles</li> </ul>		
Understand what needs to be done to achieve a team goal	<ul style="list-style-type: none"> <li>• State the overall goal of the team</li> <li>• Outline own role as part of the team</li> </ul>		
Be able to work with others towards achieving shared objectives	<ul style="list-style-type: none"> <li>• Agree an action plan of individual and group activities needed to achieve the goal</li> <li>• Clarify action plan if needed</li> <li>• Identify who to ask for help if you need it</li> <li>• Work co-operatively</li> <li>• Carry out individual and group activities as identified</li> <li>• Work safely</li> </ul>		
Be able to review progress	<ul style="list-style-type: none"> <li>• Identify what went well in working with others</li> <li>• Identify what went less well in working with others</li> <li>• Identify ways of improving your own team working in the future</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 401 Planning for progression

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Understand own study or training programme	<ul style="list-style-type: none"> <li>• Define what you aim to achieve by the end of your study programme</li> <li>• Describe what you need to do in order to follow the programme</li> <li>• Identify the centre rules and regulations that affect you as a learner</li> </ul>		
Know the facilities and services provided in the place of study or training	<ul style="list-style-type: none"> <li>• Describe the facilities provided in your place of study or training</li> <li>• Outline the support available for learners</li> </ul>		
Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work	<ul style="list-style-type: none"> <li>• Identify positive qualities and attitudes needed for study and work</li> <li>• Outline your own personal strengths</li> <li>• Give an example of something related to learning and work that you felt good about and something you feel confident doing</li> </ul>		
Be able to action plan for self improvement	<ul style="list-style-type: none"> <li>• Identify areas for improvement</li> <li>• Identify realistic targets</li> <li>• Prepare an action plan or contract to meet targets</li> <li>• Identify arrangements for reviewing progress</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date .....

IV's name .....IV's signature (if sampled).....Date .....

## Unit 410 Community project

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to agree a suitable community project	<ul style="list-style-type: none"> <li>• List options for a community project</li> <li>• Choose a project and give reasons for choice</li> <li>• Agree a suitable community project</li> </ul>		
Be able to plan a suitable community project	<ul style="list-style-type: none"> <li>• Produce a list of tasks that need to be done</li> <li>• List who will do what</li> <li>• Decide a suitable time frame</li> <li>• Identify any equipment and materials needed</li> <li>• Identify any help needed</li> <li>• Agree a suitable plan (with team members if working in a team)</li> </ul>		
Be able to contribute to a risk assessment for the project	<ul style="list-style-type: none"> <li>• List possible risks and hazards</li> <li>• Plan how to reduce any risks or hazards</li> <li>• Agree a risk assessment with your tutor or supervisor</li> </ul>		
Be able to follow the project plan	<ul style="list-style-type: none"> <li>• Take responsibility for completing your tasks identified in the plan</li> <li>• Review progress (with team members if working in a team)</li> <li>• Revise plan as necessary</li> <li>• Work safely</li> </ul>		

Be able to review the project

- Describe what went well
- Describe what could be improved
- Describe what you have learned about yourself and the local community

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 402 Effective skills, qualities and attitudes for learning and work

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	<ul style="list-style-type: none"> <li>• Explain the importance of positive and appropriate behaviour</li> <li>• Consistently demonstrate appropriate codes of conduct</li> <li>• Demonstrate adaptability and flexibility</li> <li>• Demonstrate motivation and enthusiasm</li> <li>• Demonstrate commitment and professionalism</li> </ul>		
Understand why effective communication is important	<ul style="list-style-type: none"> <li>• Explain the importance of effective verbal and non-verbal communication</li> <li>• Demonstrate effective communication on a one-to-one basis with a colleague or customer</li> <li>• Demonstrate effective communication with more than one other person</li> <li>• Use positive body language</li> </ul>		
Be able to work effectively	<ul style="list-style-type: none"> <li>• Receive and respond to instructions</li> <li>• Check your own understanding of instructions</li> <li>• Identify the tasks that need to be done and deadlines</li> <li>• Identify the help, materials, equipment and/or tools needed to complete the tasks</li> <li>• Work safely following health and safety guidelines</li> <li>• Complete tasks to required standard and deadlines</li> <li>• Identify ways of working more effectively</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 403 Career planning and making applications

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to choose a suitable career pathway	<ul style="list-style-type: none"> <li>• List sources of careers advice and guidance</li> <li>• Research career options</li> <li>• Agree a suitable career pathway</li> </ul>		
Be able to identify a suitable job, training programme or course	<ul style="list-style-type: none"> <li>• List sources of information for job vacancies, training programmes or courses</li> <li>• Find a suitable job vacancy, training programme or course</li> </ul>		
Understand how to prepare a curriculum vitae	<ul style="list-style-type: none"> <li>• Identify your own skills, qualities, experience and qualifications</li> <li>• Draft a curriculum vitae</li> </ul>		
Understand how candidates are selected for interview	<ul style="list-style-type: none"> <li>• Describe how candidates are selected for an interview for a job, training programme or course</li> </ul>		
Be able to apply for a job, training placement or course	<ul style="list-style-type: none"> <li>• Obtain an application form and/or job details</li> <li>• Complete the application</li> </ul>		
Understand the interview process	<ul style="list-style-type: none"> <li>• List what you need to consider in preparation for the interview</li> <li>• Observe or take part in a real or simulated interview</li> <li>• Give examples of effective and ineffective interview practice</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 407 Supporting others

<b>Learning outcomes The learner will:</b>	<b>Assessment criteria To do this you must:</b>	<b>Portfolio reference</b>	<b>Assessment date</b>
Identify others who need support	<ul style="list-style-type: none"> <li>List the person(s) who need support in different ways</li> <li>Describe the support needs of the person(s) you have decided to support</li> </ul>		
Know what you can do to support others	<ul style="list-style-type: none"> <li>State two ways you could support the person(s)</li> <li>Agree how to support the person(s)</li> </ul>		
Understand what you cannot do to support others and why	<ul style="list-style-type: none"> <li>Explain what you cannot do to help or support</li> <li>Explain why you cannot help or support in this way</li> </ul>		
Be aware of relevant health and safety issues	<ul style="list-style-type: none"> <li>List relevant health and safety issues</li> <li>Work safely</li> </ul>		
Be able to support others	<ul style="list-style-type: none"> <li>Support the person or persons</li> </ul>		
Review the effectiveness of the support given	<ul style="list-style-type: none"> <li>Identify what went well and what did not go well</li> <li>Identify the changes you would make if you provide the support again</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

## Unit 409 Work-based experience

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to prepare for your work experience	<ul style="list-style-type: none"> <li>• Suggest options for or agree suitable work experience</li> <li>• Apply or prepare for work experience</li> <li>• State how this work experience relates to your employment and/or learning goals</li> </ul>		
Be able to plan a journey to work	<ul style="list-style-type: none"> <li>• Find out relevant bus or train times (or the times of another type of public transport)</li> <li>• Decide which bus or train (or other public transport) to catch</li> <li>• Work out the time you need to leave home in order to arrive at a suitable time</li> </ul>		
Be able to follow requirements during the work experience	<ul style="list-style-type: none"> <li>• Attend suitable work experience for a minimum of fifteen hours</li> <li>• Dress appropriately</li> <li>• Follow safe working practice</li> <li>• Follow instructions to complete tasks</li> <li>• Speak to other people in a suitable manner</li> </ul>		
Be able to complete a work experience review	<ul style="list-style-type: none"> <li>• Identify what went well</li> <li>• Describe what you have learned about yourself</li> <li>• Explain how you are going to build on this experience</li> </ul>		

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name ..... Assessor's signature.....Date.....

IV's name ..... IV's signature (if sampled).....Date.....

## Unit 411 Contributing to a team

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Assessment date
Be able to give reasons why effective teamwork is important	<ul style="list-style-type: none"> <li>• List some benefits of effective teamwork</li> </ul>		
Understand how team values and procedures can vary	<ul style="list-style-type: none"> <li>• List different types of teams</li> <li>• Describe ways in which team members can make sure they work together effectively</li> <li>• Outline different ways of making decisions</li> </ul>		
Understand the roles people may take in a teamwork situation	<ul style="list-style-type: none"> <li>• Give examples of formally allocated roles</li> <li>• Give examples of less formal roles</li> <li>• Identify the impact these roles could have on the way a team works and on members of the team</li> </ul>		
Understand what needs to be done to achieve a particular goal	<ul style="list-style-type: none"> <li>• Explain the overall goal of the team</li> <li>• Describe your own role as part of the team</li> </ul>		
Be able to work with others towards achieving shared objectives	<ul style="list-style-type: none"> <li>• Agree an action plan of individual and group activities needed to achieve the objectives</li> <li>• Clarify action plan if necessary</li> <li>• Identify who to ask for help if you need it</li> <li>• Work co-operatively</li> <li>• Receive and act on constructive criticism</li> <li>• Carry out individual and group activities as identified</li> <li>• Work safely</li> </ul>		

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Be able to review progress

- Contribute to a group review of progress
- identify how you contributed to achieving objectives together
- identify what went well and what went less well in working with others
- suggest ways of improving your own working with others in the future

Candidate's name ..... Candidate's signature.....Date .....

Assessor's name .....Assessor's signature.....Date.....

IV's name .....IV's signature (if sampled).....Date.....

**City & Guilds**

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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