

Level 1 Award / Certificate / Diploma in Legal Studies (5516)

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Version and date	Change detail	Section
V2 February 2015	Added units 507 and 508	Unit structure Units



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1 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- Guided Learning Hours (GLH)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
K/502/0472	104	Individual rights and responsibilities	1	10
F/600/7804	105	Valuing equality and diversity	2	16
R/500/5481	106	Understanding young people, law and order	3	27
R/503/3037	107	Aspects of citizenship	3	27
T/502/4296	108	Using the Internet	3	20
K/502/4621	109	Presentation software	3	20
L/502/4627	110	Word processing software	3	20
H/502/9154	111	Internet safety for IT users	3	20
J/502/9311	112	Using a computer keyboard	1	10
K/502/0469	113	Developing self	2	20
J/502/0477	114	Preparation for work	2	20
J/502/0463	115	Working towards goals	2	20
L/501/6883	116	Rights and responsibilities in the workplace	3	20

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
K/600/6193	117	Understanding the language and culture of a community	3	26
M/501/5807	119	Self-assessment	1	10
L/501/5958	121	Searching for a job	1	10
Y/501/5848	122	Applying for a job	1	10
M/501/5824	123	Preparing for an interview	1	10
R/501/5847	124	Interview skills	1	10
J/505/4662	507	Rights, responsibilities and citizenship	3	20
T/506/0649	508	Understanding young people, law and order	3	27

NB - Units 101– 103 can be downloaded in the 5516 qualification handbook from **www.cityandguilds.com**

Unit 104

Individual rights and responsibilities

UAN:	K/502/0472
Level:	1
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit relates to the PLTS areas of Self Managers and Independent Enquirers. In the pre-16 context it also relates to the five Every Child Matters aims.
Aim:	To raise the learner's awareness of their rights and responsibilities as an individual.

Learning outcome
The learner will: 1. Understand their individual rights.
Assessment criteria
The learner can: 1.1 give examples of their rights as an individual 1.2 give examples of barriers which may prevent the exercise of their rights 1.3 identify sources of support and information about rights and responsibilities and describe how these could help.

Learning outcome
The learner will: 2. Understand their individual responsibilities.
Assessment criteria
The learner can: 2.1 identify their responsibilities to themselves 2.2 state their responsibilities to others 2.3 demonstrate how they take responsibility for themselves.

Unit 104 Individual rights and responsibilities

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **give** at least **two** examples of their rights as an individual (eg as an employee they must have a written Statement of Employment Particulars, as a citizen they have the right to hold their own religious beliefs). These examples could be given in group discussion as long as the learner's own contribution is recorded.

For 1.2 the learner needs to **give** at least two **examples** of barriers which might prevent the exercise of their rights. These might include lack of awareness of entitlements or the cost or inconvenience of pursuing rights that are being denied. These examples could be given in group discussion as long as the learner's own contribution is recorded.

For 1.3 the learner needs to **identify** sources of support and information about rights and responsibilities, as well as describing how these could help. Examples might include: line managers, Citizens' Advice Bureau, trade unions, Directgov website, Health and Safety Executive, voluntary organisations. The learner must clearly describe how the source of help would assist them in exercising their rights. This could be in the form of advocacy, information, signposting to resources, etc.

For 2.1 the learner must **identify** their responsibilities to themselves eg for their own health.

For 2.2 the learner must **state** their responsibilities to others. These could include parental responsibilities, responsibilities to work colleagues, spousal responsibilities.

For 2.3 the learner must **demonstrate** how they take responsibility for themselves. In order to fulfil this criterion, the learner must be clear about exactly which of the responsibilities identified in 2.1 they are referring to and how they currently meet them.

UAN:	F/600/7804
Level:	1
Credit value:	2
GLH:	16
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is to help the learner to understand the value of equality and diversity in society.

Learning outcome
The learner will: 1. Understand aspects of equality.
Assessment criteria
The learner can: 1.1 define the term 'equality' 1.2 list the key legislation 1.3 give examples of inequality in a range of situations 1.4 identify bodies who work on equality issues.

Learning outcome
The learner will: 2. Understand aspects of diversity.
Assessment criteria
The learner can: 2.1 identify their responsibilities to themselves 2.2 state their responsibilities to others 2.3 demonstrate how they take responsibility for themselves.

Unit 105 Valuing equality and diversity

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **define** the term equality.

For 1.2 the learner needs to **list** the key legislation eg Equality Act 2006.

For 1.3 the learner needs to **give examples** of inequality in a range of situations eg differences in the way individuals are treated due to age, gender, disability etc at work or in the community.

For 1.4 the learner needs to **identify** bodies who work on equality issues eg Equal Opportunities Commission.

Evidence for 1.1 to 1.4 may be a learner statement or an assessor record.

For 2.1 the learner needs to **define** the term diversity.

For 2.2 the learner needs to **list** the key legislation eg Sex Discrimination Act 1975.

For 2.3 the learner needs to **give examples** of positive and negative stereotyping eg for gender, age.

For 2.4 the learner needs to **give examples** of how diversity can benefit society eg enhanced understanding, tolerance.

Evidence for 2.1 to 2.4 may be a learner statement or an assessor record.

For 3.1 the learner needs to **state** the difference between discrimination (eg inequality) and prejudice (preconceived belief).

For 3.2 the learner needs to **list** the areas of discrimination covered by legislation eg race, gender, disability.

For 3.3 the learner needs to **give an example** of direct discrimination.

For 3.4 the learner needs to **give an example** of indirect discrimination.

Evidence for 3.1 to 3.4 may be a learner statement or an assessor record.

Unit 106

Understanding young people, law and order

UAN:	R/500/5481
Level:	1
Credit value:	3
GLH:	27
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	This unit develops understanding of why young people become involved in crime and consequences of these actions. The unit introduces knowledge of the Criminal/Youth justice system and support networks.

Learning outcome
The learner will: 1. Understand why young people become involved in crime.
Assessment criteria
The learner can: 1.1 outline two reasons why young people become involved in crime.

Learning outcome
The learner will: 2. Appreciate the consequences of crime on different people.
Assessment criteria
The learner can: 2.1 identify the consequences of a given crime for: a. the victim b. the offender c. others.

Learning outcome
The learner will: 3. Demonstrate knowledge of the Criminal/Youth Justice System.
Assessment criteria
The learner can: 3.1 identify and outline each stage of the Criminal/Youth Justice System from reporting through to sentencing 3.2 list the people involved at each stage.

Learning outcome
The learner will: 4. Appreciate custodial and alternative forms of sentences.
Assessment criteria
The learner can: 4.1 state two arguments for and two arguments against custodial sentences. 4.2 list two alternative forms of sentence.

Learning outcome
The learner will: 5. Appreciate the role of a local agency.
Assessment criteria
The learner can: 5.1 outline the support offered to young offenders or their victims by one local agency, for example, Youth Offending Team, Probation Service, and Victim Support.

Unit 106 Understanding young people, law and order

Supporting information

Guidance

Learners may benefit from visiting speakers and/or a visit to a local magistrates court. A video or case study showing different points of view may be helpful.

For the first criterion (1.1) the learner needs to **outline** two reasons why young people become involved in crime. The range of reasons could include homelessness, drug and alcohol abuse, peer pressure. Evidence may be a learner statement.

For 2.1 the learner needs to **identify** the consequences of a given crime on a range of people. There must be an understanding of the impact it will have on the victim (and possibly the victim's family), the offender (and the offender's family), and others such as members of the community. Evidence may be a learner statement.

For 3.1 the learner needs to **identify** and **outline** each stage of the Criminal/Youth Justice system from initial report through to sentencing and beyond.

For 3.2 the learner needs to **list** the people involved at each stage of the Justice system identified in 3.1. People involved may include police officers, magistrates, judges, probation officers.

Evidence for 3.1 and 3.2 may be a learner statement or annotated diagram/flow chart.

For 4.1 the learner needs to **state two** arguments for and two arguments against custodial sentences. The learner should have a basic understanding of the sort of crimes which may attract custodial sentences in order to attempt this.

For 4.2 the learner needs to **list** at least **two** alternatives sentences to custody.

Evidence for 4.1 and 4.2 may be a learner statement.

For 5.1 the learner needs to identify one support agency to investigate and **outline** the support offered to young offenders or their victims. Evidence may be a learner statement.

UAN:	R/503/3037
Level:	1
Credit value:	3
GLH:	27
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	This unit develops awareness of the rights, responsibilities and equal opportunities about becoming a British Citizen and political aspects of Britain.

Learning outcome
The learner will:
1. Understand that individuals have rights and responsibilities.
Assessment criteria
The learner can:
1.1 give examples of the legal rights of a British citizen
1.2 identify the types of responsibilities individuals have to maintain their own well being
1.3 outline the types of responsibilities an individual has to others.

Learning outcome
The learner will:
2. Understand equality issues in relation to current legislation.
Assessment criteria
The learner can:
2.1 identify key provisions in the current equalities legislation
2.2 outline a current equality issue.

Learning outcome
The learner will:
3. Understand the main functions of local and national government.
Assessment criteria
The learner can:
3.1 outline how people are elected to local and central government
3.2 give the main responsibilities of local government
3.3 state the main responsibilities of central government.

Learning outcome
The learner will: 4. Understand the range of public services available in the local community.
Assessment criteria
The learner can: 4.1 outline the main public services available in own community.

Unit 107 Aspects of citizenship

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **list** at least **three** legal rights of a British citizen. The learner needs to be able to differentiate between the rights and responsibilities of individuals. Basic rights can be listed but the learner must describe the responsibilities they select. These could include the rights of parents, children, people with disability, older people etc.

Evidence for this unit could be an assessment that includes all learning outcomes. This could be approached as an information booklet for someone (target market can be set by the assessor) who is new to this country.

For 1.2 the learner needs to **describe** the types of responsibilities individuals have to maintain their own well being and could include keeping fit and active, controlling the amount of food eaten to maintain a healthy diet, reducing smoking and alcohol intake etc.

For 1.3 the learner needs to **outline** at least **four** types of responsibility an individual has to others and state why they are important. The responsibilities they describe should be those we all have towards each other, such as respect for others' beliefs, the responsibility not to discriminate against others on grounds of race, religion, gender, age or disability, the responsibility of parents to provide a home, protection, education etc.

For 2.1 the learner needs to **state** an appropriate meaning for the term 'equal opportunities'. The learner needs to start from a base line that they understand. They could look at their course handbook and find what the centre states as its equal opportunities policy. From this they could put this into their own words to make it accessible to people of their age and background.

For 2.2 the learner needs to **give three** examples of equal opportunities legislation. The learner should research three examples of equal opportunity legislation and then link this to criterion 2.3 by associating one piece of legislation to a group who would benefit from the legislation. Types of legislation could be equal opportunities at work, disabled people's rights, rights of the elderly, rights of carers, sexual discrimination, race discrimination etc.

For 3.1 learner needs to **describe** how people are elected to local and central government. Learners could interview their own local councillor or write to them with a number of questions they would like answers to; this could also form good practice in writing formal letters. Questions could include key issues that are important to the learner to give variance to the responses and also asking the main responsibilities of the local government and how this fits into the government of our nation.

For 3.2 the learner needs to be able to **list** the main responsibilities of government to health, education, welfare, law and order etc.

For 3.3 the learner needs to **list** the main responsibilities of the local government. This could be linked to 3.2 and information could be sought from a local councillor or council about the responsibilities. This is a good opportunity for the learner to learn outside the classroom situation

For the first criterion (4.1) the learner needs to **list** the main public services available in own local community under the heading of 'Protection Services', 'Leisure Services' and 'Health services'. The learner needs to be aware of the services that are provided in their area and be able to fit these into the categories listed in criterion 4.1, Protection Services, Leisure Services and Health Services. This may come from the learner's existing knowledge and experience or may be researched as a part of the contact with the local authority and/or local councillor as described in Learning Outcome 3. They should be able to list at least four local services to fit each category.

UAN:	T/502/4296
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.</p> <p>On completion of this unit a candidate should be able to understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities.</p> <p>Internet tools and techniques will be defined as 'basic' because:</p> <ul style="list-style-type: none"> the software tools and functions will be pre-determined or commonly used; and the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Connect to the internet.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 identify different types of connection methods that can be used to access the Internet 1.2 access the Internet or intranet.

Range
<p>Connection methods</p> <p>LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband</p> <p>Obtaining access: ISP, user name, password; hardware and software requirements</p>

Learning outcome
The learner will: 2. Use browser software to navigate web pages.
Assessment criteria
The learner can: 2.1 use browser tools to navigate webpages 2.2 identify when to change browser settings to aid navigation 2.3 adjust browser settings to meet needs 2.4 use browser help facilities.

Range
<p>Browser tools Enter, back, forward, refresh, stop, history, new window, new tab, toolbar, search bar, address bar; home, go to, follow link, URL</p> <p>Browser settings Homepage, autofill, security, pop-ups, appearance, privacy; search engine, toolbars, zoom</p>

Learning outcome
The learner will: 3. Use browser tools to search for information from the internet.
Assessment criteria
The learner can: 3.1 select and use appropriate search techniques to locate information 3.2 outline how information meets requirements 3.3 use references to make it easier to find information another time 3.4 download and save different types of information from the Internet

Range
<p>Search techniques Search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query</p> <p>Information requirements Homepage, autofill, security, pop-ups, appearance, privacy; search engine, toolbars, zoom</p> <p>References History, favourites, bookmarks; links, log useful sites</p> <p>Download information Webpage, website; Images, text, numbers, sound, games, video, TV, music</p>

Learning outcome
The learner will: 4. Use browser software to communicate information online.
Assessment criteria
The learner can: 4.1 select and use tools and techniques to communicate information online 4.2 use browser tools to share information sources with others 4.3 submit information online using forms or interactive sites 4.4 identify opportunities to post or publish material to websites.

Range
<p>Communicate information Saved information (pod-casts, text, images), real time information (blogs, instant messaging)</p> <p>Share information sources Send link, send webpage</p> <p>Submit information fill-in and submit web forms, ratings, reviews, recommendations, wikis, discussion forums, interactive sites, netiquette</p>

Learning outcome
The learner will: 5. Follow and understand the need for safety and security practices when working online.
Assessment criteria
The learner can: 5.1 identify the threats to user safety when working online 5.2 outline how to minimise internet security risks 5.3 work responsibly and take appropriate safety and security precautions when working online 5.4 keep personal information secure 5.5 follow relevant laws, guidelines and procedures for the use of the Internet.

Range
Threats to user safety Abusive behaviour (‘ cyber bullying’), inappropriate behaviour and grooming, abuse of young people, false identities, financial deception, identity theft
Minimise internet security risks Virus-checking software, anti-spam software, firewall, treat messages, files, software and attachments from unknown sources with caution
Safety precautions Firewall settings, Internet security settings, report inappropriate behaviour, report security threats or breaches, netiquette, content filtering, avoid inappropriate disclosure of information
Security precautions Username and password/PIN selection, online identity/profile, real name, pseudonym, avatar, what personal information to include, who can see the information, withhold personal information
Laws, guidelines and procedures Set by employer or organisation or centre relating to health and safety, security, laws: relating to copyright, software download and licensing.

UAN:	K/502/4621
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is based on the Level 1 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

Learning outcome
The learner will: 1. Input and combine text and other information within presentation slides.
Assessment criteria
The learner can: 1.1 identify what types of information are required for the presentation 1.2 select and use different slide layouts as appropriate for different types of information 1.3 enter information into presentation slides so that it is ready for editing and formatting 1.4 identify any constraints which may affect the presentation 1.5 combine information of different forms or from different sources for presentations 1.6 store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learning outcome
The learner will: 2. Use presentation software tools to structure, edit and format slides.
Assessment criteria
The learner can: 2.1 identify what slide structure to use 2.2 select and use an appropriate template to structure slides 2.3 select and use appropriate techniques to edit slides 2.4 select and use appropriate techniques to format slides.

Learning outcome
The learner will: 3. Prepare slides for presentation to meet needs.
Assessment criteria
The learner can: 3.1 identify how to present slides to meet needs and communicate effectively 3.2 prepare slides for presentation 3.3 check presentation meets needs, using IT tools and making corrections as necessary.

UAN:	L/502/4627
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.
Endorsement by a sector or regulatory body:	This unit was developed by e-Skills UK.
Aim:	<p>This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.</p> <p>On completion of this unit a candidate should be able to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.</p> <p>Word processing tools and techniques will be described as 'basic' because:</p> <ul style="list-style-type: none"> the software tools and functions will be predetermined or commonly used; and the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Enter, edit and combine text and other information accurately within word processing documents.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 identify what types of information are needed in documents 1.2 identify what templates are available and when to use them 1.3 use keyboard or other input method to enter or insert text and other information 1.4 combine information of different types or from different sources into a document 1.5 enter information into existing tables, forms and templates 1.6 use editing tools to amend document content 1.7 store and retrieve document files effectively, in line with local guidelines and conventions where available.

Range
<p>Types of information: Text, numbers, images, other graphic elements (eg lines, borders)</p> <p>Keyboard or other input method Keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts Other input methods: voice recognition, touch screen, stylus</p> <p>Editing tools Editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position</p> <p>Store and retrieve Files (eg create, name, open, save, save as, print, close, find)</p>

Learning outcome
<p>The learner will:</p> <p>2. Structure information within word processing documents.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 create and modify tables to organise tabular or numeric information</p> <p>2.2 select and apply heading styles to text.</p>

Range
<p>Tables Add table, insert and delete rows and columns, adjust column width</p>

Learning outcome
<p>The learner will:</p> <p>3. Use word processing software tools to format and present documents</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 identify what formatting to use to enhance presentation of the document</p> <p>3.2 select and use appropriate techniques to format characters and paragraphs</p> <p>3.3 select and use appropriate page layout to present and print documents</p> <p>3.4 check documents meet needs, using IT tools and making corrections as necessary.</p>

Range
Format characters Size, font style (typeface), colour, bold, underline and italic
Format paragraphs Alignment, bullets, numbering, line spacing, borders, shading
Page layout Size, orientation, margins, page breaks, page numbering Standard document layouts (eg letter, memo)
Check word processed documents <ul style="list-style-type: none">• Spell check, grammar check• Typeface and size• Page layout, margins, line and page breaks, tables• Print preview• Accuracy, consistency

UAN:	H/502/9154
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	<p>This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT). Internet Safety underpins a number of Areas of Competence within the NOS for example:</p> <p>SIS Setting up an IT system</p> <p>A3.2 Identify what security precautions need to be addressed when connecting to the internet</p> <p>ITS IT Security for Users</p> <p>ITS:A1 Use appropriate methods to minimise security risks to IT systems and data</p> <p>ICF:FS IT Communication Fundamentals A1.3 Recognise copyright constraints on the use of information</p> <p>INT Using the Internet INT:A5 Follow and understand the need for safety and security practices when working online</p>
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the skills and knowledge required by the IT user to work safely and responsibly online. As a result of this unit, IT users will understand the risks of working online and be able to take appropriate precautions to safeguard themselves and others.

Learning outcome

The learner will:

- | |
|---|
| 1. Understand the risks that can exist when using the Internet. |
|---|

Assessment criteria

The learner can:

- | |
|--|
| 1.1 identify risks to user safety and privacy |
| 1.2 identify risks to data security |
| 1.3 identify risks to system performance and integrity |
| 1.4 outline how to minimise Internet risks |
| 1.5 outline factors that affect the reliability of information on websites. |

Range
<p>Risks to user safety and privacy Identify theft, defamation of character / damage to reputation, online predators, grooming and cyber-bullying, phishing, online fraud, email and web scams</p> <p>Risks to data security Hacking, unauthorised access</p> <p>Risks to system performance and integrity Viruses, other malicious programs (worms, Trojans, spyware, adware and rogue diallers)</p> <p>Minimise risks Responsible use and supervision (such as withholding personal information and reporting offensive behaviour), technical precautions (such as installing anti-virus software and firewalls), legislation, policy and guidelines (such as Copyright Law and internet use policy)</p> <p>Factors that affect the reliability of information on websites Currency and age, purpose of the website, source of information - primary and secondary information, credibility - can the content be verified, author / sponsor of page (who holds the copyright)</p>

Learning outcome
<p>The learner will:</p> <p>2. Know how to safeguard self and others when working online.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 take appropriate precautions to ensure own safety and privacy</p> <p>2.2 protect personal information online</p> <p>2.3 carry out checks on others' online identity</p> <p>2.4 describe the forms and features of cyberbullying</p> <p>2.5 identify when and how to report online safety issues</p> <p>2.6 identify where to get online help and information on e-safety.</p>

Range
<p>Precautions to ensure own safety and privacy Using email filters, dangers of opening emails and attachments, or downloading images from unknown sources, dealing with unwanted email (spam), withholding personal information, pseudonyms, buddy lists and blocked user lists, age restrictions on certain sites, data Protection Act 1988</p> <p>Protect personal information online User names and passwords, including password strength and management, use of password protection software for example when using credit cards online</p>

Online identify checks

Identify verification services such as NetIDme, references from friends and trusted sources, reputation management, such as eBay rating

Cyberbullying

By email, text or online, how to recognise the signs that someone might be a victim of cyber-bullying

Reporting online safety issues

How to report offending material or behaviour and to whom

Where to get online help and information on e-safety

Signpost to local and national guidance on online safety issues, local Child Protection Officer (applicable for those under 16)

Learning outcome

The learner will:

3. Take precautions to maintain data security.

Assessment criteria

The learner can:

- 3.1 take appropriate **precautions to maintain data security**
- 3.2 take appropriate **precautions to maintain system performance and integrity**
- 3.3 use appropriate **browser safety and security settings**
- 3.4 use appropriate **client software safety and security settings.**

Range**Precautions to maintain data security**

Digital copyright, Freedom of Information

Precautions to maintain system performance and integrity

What infrastructure and technical safeguards are in place, software to detect and disable viruses and other malicious programs, filtering systems and firewalls

Browser safety and security settings

Functions to support users – for example to block messages or alert problems, parental controls, content filtering, pop-up blockers, anti-malware, anti-phishing, private browsing, internet security suites

Client software safety and security settings

Activity-monitoring functions – for example to kick-out specific users, filter on banned words or record sent messages, scope for chat/network moderators to proactively monitor potential abuse, setting access permissions for certain users

Learning outcome
The learner will: 4. Follow legal constraints, guidelines and procedures which apply when working online.
Assessment criteria
The learner can: 4.1 identify legal constraints on the uploading and downloading of software and other digital content 4.2 identify legal constraints on online behaviour 4.3 correctly observe guidelines and procedures for the safe use of the Internet.

Range
<p>Legal constraints on the uploading and downloading of software and other digital content Intellectual property and copyright law, types of software license, Computer Misuse</p> <p>Legal constraints on online behaviour Sexual Offences Act 2003, Children Act 2004</p> <p>Guidelines and procedures for the safe use of the Internet Local internet policy or guidelines for acceptable use of the internet, including up- and down-loading of data, images, videos etc, policies for use of web 2.0 and social networking sites – for example, access to third party sites such as Twitter, Facebook or LinkedIn, anti-bullying policy, cookies and their acceptance, use of company PCs/laptops/mobiles for personal email, file storage or other purposes</p>

Unit 111 Internet safety for IT users

Supporting information

Guidance

Learners should be aware of good practice and recommended conduct online, including 'netiquette' in online communication. They should know their rights and responsibilities before accessing the internet.

Organisations have both legal and statutory duties to safeguard the welfare of all learners when making use of ICT. There are a variety of legal issues to consider within the e-safety context, including cyber-bullying; harassment; defamation; hosting liability and data protection.

Learners should be clear about what policies apply in their work or learning context and be aware that such policies are regularly reviewed and updated. It should also be made clear when these policies apply – for example, when using mobile technologies, or working/learning remotely. Where appropriate, they should know who is responsible for e-safety in their organisation.

UAN:	J/502/9311
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	<p>This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)</p> <p>IUF:FS IT user fundamentals A1.2 Use interface features effectively to interact with IT systems</p> <p>IPU: Improving productivity using IT A2.2 Use automated routines that aid efficient processing or presentation</p> <p>Keyboard skills are also relevant within the Productivity tools and applications referenced in the NOS, for example:</p> <p>ISF:FS IT software fundamentals A1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems</p> <p>A2.2 Apply editing techniques to refine information as required</p> <p>A3.1 Work accurately and proof-read, using software facilities where appropriate for the task</p> <p>WP: Word processing software</p> <p>A1.3 Use keyboard or other input method to enter text and other information</p> <p>A3.3 Check documents meet needs, using IT tools and making corrections as necessary</p>
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the skills and knowledge required by the IT User to use a computer keyboard to input information accurately.</p> <p>As a result of this unit, IT Users will be able to navigate and control the user interface using keyboard commands, without the aid of a mouse or other pointing device.</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Use a keyboard to enter and edit alphanumeric information accurately.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 input information accurately using alphanumeric, punctuation and special character keys as required 1.2 use shift, Ctrl, Alt, num and caps lock, spacebar, tab, and editing keys as appropriate 1.3 check the accuracy of information, using the keyboard to edit and make corrections as required.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 2. Use a keyboard to access and navigate software applications.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 use keyboard controls to access, open and close software applications 2.2 use navigation keys to move around software applications 2.3 identify how function keys and keyboard short-cuts can be used within a software application to improve efficiency.

Unit 112 Using a computer keyboard

Supporting information

Guidance

See IT User Assessment Strategy available from **www.e-skills.com**.

This unit does not specify particular targets in terms of touch typing or typing speed. Candidates are expected to correct any keyboarding errors to achieve 100% accuracy.

UAN:	K/502/0469
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	This unit relates to the PLTS areas of Reflective Learners and Self Managers. This unit also relates to the standards for Level 1 Key Skills in Improving Own Learning and Performance.
Aim:	To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

Learning outcome
The learner will:
1. Take an active role in their self development.
Assessment criteria
The learner can:
1.1 describe personal strengths or abilities
1.2 select an area for self development
1.3 explain why this area is important for their self development.

Learning outcome
The learner will:
2. Be able to plan for their self development.
Assessment criteria
The learner can:
2.1 prepare a plan for their identified area of self development
2.2 list activities, targets and timelines for their self development
2.3 plan how to review progress towards achieving their targets
2.4 work through the agreed plan.

Learning outcome
<p>The learner will:</p> <p>3. Review their self development and plan for the future.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 review their self development plan</p> <p>3.2 suggest improvements and amendments to the plan</p> <p>3.3 explain how they will continue with their self development in the future.</p>

Unit 113 Developing self

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **describe** at least two personal strengths or abilities (eg enthusiasm, motivation, adaptability, timekeeping and communication skills). The learner may describe personal strengths or abilities which they possess or don't possess. However, this criterion will have more relevance for the learner if it is related to their own current personal strengths and abilities or ones they want to develop or which are required for employment or education/training.

For 1.2 the learner should **select** an area for their own self development (eg communication skills, appropriate behaviour for the workplace/place of study).

For 1.3 the learner should **explain** why the area chosen in 1.2 is important for their self development.

For 2.1 the learner needs to **prepare** a plan for their identified area of self development. This is likely to be a written action plan.

For 2.2 the learner should **list** suitable activities. For example, to develop listening skills activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising the skill with friends and family. Activities to improve punctuality could include using an alarm clock, checking bus/train timetables and planning ahead. They should list targets and timelines eg this could be listening to find out someone's view without interrupting or arriving on time for five days. Targets should be specific, measurable, achievable, realistic and time-bound.

An appropriate person should agree the plan. This could be the learner's assessor, tutor, supervisor or other appropriate person.

For 2.3 the learner should **plan** how to review progress toward achieving their targets. This could include discussions with their assessor, tutor or supervisor.

Evidence for 2.1 to 2.3 is likely to be a suitably detailed action plan.

For 2.4 the learner needs to **work through** the agreed plan. Evidence could include a video/audio recording, an assessor observation or witness statements.

For 3.1 the learner needs to **review** their plan and the progress they have made so far. The learner should be able to state what went well and what did not go so well.

For 3.2 the learner needs to **suggest** improvements and amendments to the plan. These should be agreed by the assessor.

For 3.3 the learner should **explain** how they will continue with their self development in the future.

Evidence for 3.1 to 3.3 could be gathered in the course of a single discussion but a written or taped record must be available for verification.

UAN:	J/502/0477
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

Learning outcome
The learner will:
1. Understand how own skills and qualities relate to those needed for working life.
Assessment criteria
The learner can:
1.1 describe personal and employability skills and qualities which employees need
1.2 describe their own skills, qualities and achievements
1.3 explain how their own skills, qualities and achievements relate to those needed in the workplace
1.4 suggest areas for improvement.

Learning outcome
The learner will:
2. Research personal career opportunities.
Assessment criteria
The learner can:
2.1 find out about a range of potential job roles which interest them
2.2 match their skills, qualities and achievements to a potential job role
2.3 identify and prepare key information needed for an application or interview.

Unit 114 Preparation for work

Supporting information

Guidance

For the first criterion (1.1) the learner must **describe** the personal and employability skills and qualities which employees need. These might include: time management, being able to follow instructions, multi-tasking, conscientiousness, attention to detail, honesty, being punctual, politeness, hard work. In each case the skill or quality needs to be described rather than simply stated. Evidence could be generated in a group discussion as long as the learner's own contribution is recorded.

For 1.2 the learner must **describe** their own skills, qualities and achievements. This criterion is concerned more with the learner's self-awareness rather than how many skills, qualities and achievements they have (in some cases these may be quite limited). In certain circumstances evidence could be generated through a group discussion as long as the learner's own contributions are clearly recorded.

For 1.3 the learner needs to **explain** how the skills and qualities described for 1.2 relate to those in 1.1 and how these are needed in the workplace. This might involve explaining how their skills and qualities could be transferred and applied to different situations eg experience of household budgeting demonstrates experience of budgeting or managing children demonstrates the ability to multi-task and prioritise.

For 1.4 the learner must **suggest** at least two personal skills and/or qualities that they can develop. These might include the skills/qualities described in 1.1 and 1.2, although in all cases they need to be suggested by the learner as skills/qualities they need to develop or improve upon, and should be relevant to the workplace.

For 2.1 the learner must **find out** about a range of potential job roles which interest them. Information could include potential salary, likely hours of work, qualifications, skills and attributes needed. Information about the job roles could be provided to the learner in a manageable form (eg extracts from newspapers or websites) although the learner is expected to identify relevant information about each job role.

For 2.2 the learner must **match** their skills, qualities and achievements to a potential job role. This will require learners to compare their own skills, qualities and achievements to those of the roles they researched in 2.1 (this could be through adverts, person specifications or job descriptions). The role should be one that the learner would be broadly capable of doing and suitable in other respects eg would it be likely to involve travelling, shift-work? Is it manual work or office based?

For 2.3 the learner must **identify** and **prepare** key information needed for a job application or an interview. The learner will need to select appropriate and relevant information about the role and their own attributes (eg from the information gathered for 2.1 and 2.2) and prepare this in an appropriate manner. If preparing an application form, this could be provided to the learner as a pro-forma; for an interview, the learner's preparation could be evidenced by a one-to-one discussion as long as the learner's contribution is recorded.

UAN:	J/502/0463
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	To help the learner to understand how to identify and work towards goals appropriately.

Learning outcome
The learner will:
1. Be able to identify and explain their goals.
Assessment criteria
The learner can:
1.1 describe own strengths and what they need to improve
1.2 identify at least one goal which is important for their development
1.3 explain why achieving this goal is important
1.4 agree the goal with an appropriate person.

Learning outcome
The learner will:
2. Prepare an action plan to meet their goal.
Assessment criteria
The learner can:
2.1 identify the activities needed to work towards the goal
2.2 identify timescales and deadlines for the achievement of the goal
2.3 identify the resources needed to support them in achieving the goal.

Learning outcome
<p>The learner will:</p> <p>3. Be able to review progress towards achieving their goal</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 follow the activities outlined in the action plan</p> <p>3.2 regularly review the activities and outcomes with an appropriate person</p> <p>3.3 identify what has been achieved and what still needs to be done</p> <p>3.4 amend the action plan to reflect their progress.</p>

Unit 115 Working towards goals

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **describe** at least two personal strengths. These might include their range of generic (eg communication, time-keeping, team-working) and vocational (eg using machinery, dealing with customers) skills and positive qualities (attitudes and behaviours eg patience, conscientiousness, respect for self and others, enthusiasm). The learner also needs to describe at least one thing they need to improve upon.

For 1.2 the learner needs to **identify** at least one goal which is important for their development (from 1.1) eg using a particular tool to industry standard, creating a positive image, improving their listening skills. This goal should be challenging but achievable.

For 1.3 the learner needs to **explain** why achieving the goal identified in 1.2 is important (eg to obtain employment or progress in education/training).

For 1.4 the learner needs to **agree** the goal with an appropriate person (eg assessor, tutor, or supervisor).

For 2.1 the learner needs to **identify** the activities needed to work towards the goal eg if the goal is to develop listening skills, activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising with friends and family; if the goal is to improve punctuality, activities could include using an alarm clock, checking bus/train timetables, planning ahead.

For 2.2 the learner needs to **identify** timescales and deadlines for the achievement of the goal. This should include stating when they will complete each activity by and when they expect to have achieved their goal.

For 2.3 the learner needs to **identify** the resources needed to support them in achieving the goal. These could include people (eg assessor, tutor, supervisor, colleagues, friends or family) and physical resources (eg textbooks, videos, websites, etc).

Evidence for 2.1 to 2.3 is likely to be in the form of a suitably detailed action plan, although it could be captured orally.

For 3.1 the learner needs to **follow** the activities outlined in their plan. Evidence could be a learning log with entries confirmed by a tutor or supervisor. Other forms of evidence could include annotated photographs or witness statements.

For 3.2 the learner needs to regularly **review** the activities and outcomes with an appropriate person (eg assessor, tutor, supervisor).

For 3.3 the learner should **identify** in the review what has been achieved and what still needs to be done.

Evidence for both 3.2 and 3.3 could be gathered during tutorials but a written or taped record of the discussion must be available for verification.

For 3.4 the learner needs to **amend** the action plan to reflect their progress. These amendments should be agreed by the assessor.

Unit 116

Rights and responsibilities in the workplace

UAN:	L/501/6883
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.

Learning outcome
The learner will: 1. Understand that employees have rights.
Assessment criteria
The learner can: 1.1 list a range of employee rights 1.2 state how employee rights are protected by law..

Learning outcome
The learner will: 2. Understand that employees have responsibilities.
Assessment criteria
The learner can: 2.1 list a range of employee responsibilities 2.2 describe his/her responsibilities 2.3 explain why it is important to keep some information confidential.

Learning outcome
The learner will: 3. Understand why health and safety rules are important.
Assessment criteria
<p>The learner can:</p> <p>3.1 recognise and respond to hazards in his/her place of learning or work</p> <p>3.2 list requirements for personal health and safety in his/her place of learning or work</p> <p>3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy</p> <p>3.4 contribute to a risk assessment</p> <p>3.5 work safely following guidelines</p> <p>3.6 explain and follow emergency procedures.</p>

Unit 116 Rights and responsibilities in the workplace

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **list** a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities.

For 1.2 the learner needs to **state** how employee rights are protected by law. This could include both the laws and the enforcement agencies eg Health and Safety Executive, Equal Opportunities Commission.

Evidence for 2.1 and 2.2 may be a learner statement or a record of questioning.

For 2.1 the learner needs to **list** a range of employee responsibilities. These could include health and safety and data protection.

For 2.2 the learner needs to **describe** his/her responsibilities at his/her place of learning or work eg working to the organisation's health and safety guidelines, keeping relevant information confidential.

For 2.3 the learner needs to **explain** why it is important to keep some information confidential.

Evidence for 2.1 to 2.3 may be a learner statement or a record of questioning.

For 3.1 the learner needs to **recognise** and **respond** to hazards in his/her place of learning or work eg report trailing wires, report unsafe equipment. These hazards may be real or simulated.

For 3.2 the learner needs to **list** requirements for personal health and safety in his/her place of learning or work eg wearing Personal Protective Equipment (PPE), taking regular breaks.

For 3.3 the learner needs to **explain** how he/she can contribute to keeping colleagues and customers safe and healthy eg by explaining fire safety procedures to visitors, by knowing how to access first aid provision.

For 3.4 the learner needs to **contribute** to a risk assessment in terms of providing information to a person in a position of responsibility.

Evidence for 3.1 to 3.4 may be oral or written and may be a learner statement or a record of questioning.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use PPE if appropriate.

For 3.6 the learner needs to **explain** and **follow** emergency procedures eg explaining the purpose of, and taking part in, a fire drill.

Evidence for 3.5 and 3.6 may be a learner statement and assessor observation.

Unit 117

Understanding the language and culture of a community

UAN:	K/600/6193
Level:	1
Credit value:	3
GLH:	26
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is to help the learner understand the language and culture of a community or country.

Learning outcome
The learner will: 1. Understand how the cultures of communities vary.
Assessment criteria
The learner can: 1.1 give a definition of 'community' 1.2 give examples of similarities between the culture of own community and the cultures of other communities 1.3 give examples of differences between the culture of own community and the cultures of other communities 1.4 explain how some of these similarities and differences could benefit the community he/she lives in.

Learning outcome
The learner will: 2. Understand the culture of a community.
Assessment criteria
The learner can: 2.1 choose a community to study giving reasons for choice 2.2 outline the historical influences on the community 2.3 outline the key features of the culture.

Learning outcome
The learner will: 3. Be able to use another language.
Assessment criteria
The learner can: 3.1 identify the key features of the chosen language 3.2 obtain simple information using the chosen language 3.3 provide simple information using the chosen language.

Unit 117 Understanding the language and culture of a community

Supporting information

Guidance

For the first criterion (1.1) the learner needs to give a definition of 'community'.

For 1.2 the learner needs to give at least three examples of similarities between the culture of own community and the cultures of at least two other communities.

For 1.3 the learner needs to give at least three examples of differences between the culture of own community and the cultures of at least two other communities.

For 1.4 the learner needs to explain how some of these similarities and differences identified in 1.2 and 1.3 could benefit the community he/she currently lives in.

Evidence for 1.1 to 1.4 may be a learner statement.

For 2.1 the learner needs to **choose** a community to study giving reasons for choice. For some learners the chosen community could be the one they are currently living in (eg learners from another country) or the one their parents came from (eg someone born in this country whose parents were born in another country). For other learners the chosen community could be the one they hope to work in or spend leisure time in (eg the deaf community).

For 2.2 the learner needs to **outline** the historical influences on the community

For 2.3 the learner needs to **outline** the key features of the culture.
Evidence for 2.1 to 2.3 may be a learner statement or presentation.

For the 3.1 the learner needs to **identify** at least two features of the chosen language.

For 3.2 the learner needs to **obtain** simple information using the chosen language. The information can be obtained from written sources eg menus or orally eg asking the cost of an item.

For 3.3 the learner needs to **provide** simple information using the chosen language eg their name, where they come from. Information can be provided orally or in writing.

Evidence for 3.1 to 3.3 may be produced orally (and recorded as an assessor/witness observation or by audio recording) or in writing (eg a learner statement).

UAN:	M/501/5807
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is to help the learner understand the importance of setting goals. The learner will find out how to set long and short term goals and how their skills and qualities may help them to achieve their short term goals.

Learning outcome
The learner will: 1. Understand personal strengths and weaknesses.
Assessment criteria
The learner can: 1.1 describe their own strengths and weaknesses 1.2 suggest how their weaknesses may be remedied.

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

Learning outcome
The learner will: 2. Understand how to use skills and qualities.
Assessment criteria
The learner can: 2.1 discuss how their own skills and qualities may be used.

Range
<p>Skill The ability to do something well, it may relate to knowledge, aptitude, or a talent that has been identified.</p> <p>Quality Refers to character or nature. An example of this may be kindness, patience, understanding, trustworthiness and reliability.</p>

Learning outcome
The learner will: 3. Understand the need for setting both short- and long-term goals in life.
Assessment criteria
The learner can: 3.1 describe why it is important to set short-term and long-term goals 3.2 with support, set one long-term goal and some short-term goals 3.3 describe how some of the short-term goals might be achieved 3.4 discuss how their skills, qualities and strengths may help in achieving their short-term goals.

Range
<p>Long term goals will likely be goals which can be achieved over a year, five years or 10 years.</p> <p>Short term goals are set to be achieved in the near future (possibly in a day, within a week or within a few months).</p>

Unit 119 Self-assessment

Supporting information

Guidance

For the first criterion (1.1) the learner needs to describe at least three of their own strengths and at least three weaknesses where they feel they could improve their skills, abilities, or the way they communicate or interact with others.

For 1.2 the learner needs to select 3 weaknesses identified in 1.1 and suggest how each weakness could be remedied. Suggestions should be realistic and if followed should remedy the weaknesses identified.

Evidence for 1.1 and 1.2 may be a learner statement or an assessor observation of a discussion.

For 2.1 the learner needs to **discuss** how their own skills and qualities may be used in a work or learning or personal environment.

Evidence may be a learner statement or an assessor observation of a discussion.

For 3.1 the learner needs to **describe** why it is important to set both long term and short term goals. They should show they understand the differences and why both are important. An example may be given to demonstrate understanding.

Evidence may be a learner statement. For 3.2 the learner needs to **set** one long term goal and at least **three** short term goals which relate to their work or learning or personal environment or a skill or ability they would like to develop and give the timescale for this. The short term goals will enable them to work towards the long term goal and should be given anticipated completion dates.

Evidence may be the goals on a personal development plan or a learner statement.

For 3.3 the learner needs to **describe** how they will achieve the short term goals in 3.2. The learner can describe who will support them to achieve the goals, the resources needed and other information as required to enable them to achieve their goal.

Evidence may be a learner statement.

For 3.4 the learner needs to **discuss** how their skills, qualities and strengths may help them achieve each short term goal set in 3.2.

Evidence may be a learner statement or an assessor record of a discussion.

UAN:	L/501/5958
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	In this unit, the learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

Learning outcome
The learner will:
1. Know potential job sources.
Assessment criteria
The learner can:
1.1 describe different types of sources of employment available for job-seekers
1.2 describe the roles/functions of these sources.

Learning outcome
The learner will:
2. Know potential job roles related to their skills and interests.
Assessment criteria
The learner can:
2.1 match their skills and interests to potential job roles.

Learning outcome
The learner will:
3. Be able to search for job vacancies.
Assessment criteria
The learner can:
3.1 understand the layout and format of job adverts in relation to their personal circumstances
3.2 identify sources of information available for carrying out job searches
3.3 select appropriate methods to search for particular job vacancies.

Unit 121 Searching for a job

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **describe** different types of sources available for job-seekers to find employment. Sources can include job centres, publications, agencies, direct contact with employers.

For 1.2 the learner needs to **describe** the roles/functions of at least **two** of the sources described in 1.1.

Evidence for 1.1 and 2.1 may be a learner statement, talk/presentation, leaflet.

For the first criterion (2.1) the learner needs to **match** their skills and interests to potential job roles. Skills are likely to include soft skills as well as skills obtained from training courses and employment experience. Learners should match their skills and interests to at least **two** job roles.

Evidence may be a learner statement or witness statement/assessor observation/audio recording of a discussion with an appropriate person.

For the first criterion (3.1) the learner needs to **understand** the layout and format of job adverts in relation to their personal circumstances. This includes key words eg salary, commission, pro-rata, and abbreviations, eg CV.

For 3.2 the learner needs to **identify** at least **three** sources of information available for carrying out job searches eg trade journals, agencies, job centres.

For 3.3 the learner needs to **select** appropriate methods to search for particular job vacancies. This may include family and friends, internet searches, trade journals.

Evidence for 3.1 to 3.3 may be a learner statement supported by annotated advertisements and results of job search.

UAN:	Y/501/5848
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Learning outcome
The learner will:
1. Understand different methods of applying for jobs.
Assessment criteria
The learner can:
1.1 describe different methods of applying for a job
1.2 describe how and when different methods of applying for a job are used.

Learning outcome
The learner will:
2. Know how to complete a job application form.
Assessment criteria
The learner can:
2.1 identify the information needed to prepare the job application form
2.2 assemble the relevant information for the job application form.

Learning outcome
The learner will:
3. Be able to apply for a job using the appropriate method.
Assessment criteria
The learner can:
3.1 describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)
3.2 present the job application information accurately and in a suitable format.

Unit 122 Applying for a job

Supporting information

Guidance

For the first criterion (1.1) the learner needs to **describe** at least **two** different methods of applying for a job, eg application form.

For 1.2 the learner needs to **describe** how and when at least **two** of the different methods of applying for a job from 1.1 are used eg an ICT role may require completing a form on the organisation's website.

Evidence for 1.1 and 1.2 may be a learner statement.

For 2.1 the learner needs to **identify** the information needed to prepare the job application form. This may include details of any qualifications achieved and the dates of any previous employment.

For 2.2 the learner needs to **assemble** the relevant information for the job application form. For example, the learner could have a record of examination results, examination certificates, a personal profile or records from their initial interview when he/she produced the certificates.

Evidence for 2.1 and 2.2 may be a learner statement/list of information needed and where this is located signed by the assessor to confirm relevant information was assembled.

For 3.1 the learner needs to **describe** the conventions, formats and styles of presenting information in different job applications eg a formal letter. This can be for either a real or simulated job application.

Evidence may be a learner statement.

For 3.2 the learner needs to **present** the job application information accurately and in a suitable format.

This can be for either a real or simulated job application.

Evidence should be the job application information eg application form.

UAN:	M/501/5824
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	In this unit, the learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

Learning outcome
The learner will: 1. Know how to respond to questions they might be asked at the interview.
Assessment criteria
The learner can: 1.1 prepare answers to questions they might be asked at the interview.

Learning outcome
The learner will: 2. Be able to prepare appropriate questions to ask the interviewer.
Assessment criteria
The learner can: 2.1 identify questions to ask which show their interest in the job, placement or course.

Learning outcome
The learner will: 3. plan to arrive at the interview on time.
Assessment criteria
The learner can: 3.1 confirm the time and place where the interview will be held 3.2 plan a route and means of transport which will allow them to arrive on time.

UAN:	R/501/5847
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

Learning outcome
The learner will:
1. Present themselves appropriately at an interview.
Assessment criteria
The learner can:
1.1 arrive in good time for the interview
1.2 use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice.

Learning outcome
The learner will:
2. Answer the interviewer's questions appropriately.
Assessment criteria
The learner can:
2.1 respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation.

Learning outcome
The learner will:
3. Understand their performance in an interview.
Assessment criteria
The learner can:
3.1 describe what went well and what did not.

UAN:	J/505/4662
Level:	1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	The aim of this unit is to help the learner to understand the value of equality and diversity in society.

Learning outcome
The learner will: 1. Understand individual rights and responsibilities.
Assessment criteria
The learner can: 1.1 state the differences between an individual's rights and responsibilities 1.2 give examples of barriers which may prevent the exercise of individual rights 1.3 identify sources of support and information about rights and responsibilities 1.4 state how sources of support and information can help with understanding rights and responsibilities 1.5 state why an individual has a responsibility to others.

Learning outcome
The learner will: 2. Understand rights and responsibilities of a citizen.
Assessment criteria
The learner can: 2.1 describe a citizen's rights and responsibilities as a: a. consumer b. member of a local community c. member of society 2.2 explain how a citizen's rights are protected.

Learning outcome
The learner will: 3. Understand aspects of rules and laws.
Assessment criteria
The learner can: 3.1 state different types of laws 3.2 state different types of rules 3.3 state the difference between laws and rules 3.4 state why society needs laws and rules.

Learning outcome
The learner will: 4. Know different types of elections.
Assessment criteria
The learner can: 4.1 describe different electoral systems 4.2 state why it is important to vote 4.3 identify when an individual is eligible to vote.

Unit 508

Understanding young people, law and order

UAN:	T/506/0649
Level:	1
Credit value:	3
GLH:	27
Relationship to NOS:	This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.
Aim:	This unit develops understanding of why young people become involved in crime and consequences of these actions. The unit introduces knowledge of the Criminal/Youth justice system and support networks.

Learning outcome
The learner will: 1. Understand why young people might become involved in crime.
Assessment criteria
The learner can: 1.1 outline two reasons why young people become involved in crime.

Learning outcome
The learner will: 2. Understand the consequences of crime on different people.
Assessment criteria
The learner can: 2.1 identify the consequences of a given crime for: a. the victim b. the offender c. others.

Learning outcome
The learner will: 3. Understand the Criminal/Youth Justice System.
Assessment criteria
The learner can: 3.1 identify and outline each stage of the Criminal/Youth Justice System from reporting through to sentencing. 3.2 list the people involved at each stage.

Learning outcome
The learner will: 4. Understand custodial and alternative forms of sentences.
Assessment criteria
The learner can: 4.1 state two arguments for and against custodial sentences. 4.2 list two alternative forms of sentence.

Learning outcome
The learner will: 5. Understand the role of a local agency.
Assessment criteria
The learner can: 5.1 outline the support offered to young offenders or their victims by one local agency.

Unit 508 Understanding young people, law and order

Supporting information

Guidance

Learners may benefit from visiting speakers and/or a visit to a local magistrates court. A video or case study showing different points of view may be helpful.

For the first criterion (1.1) the learner needs to **outline** two reasons why young people become involved in crime. The range of reasons could include homelessness, drug and alcohol abuse, peer pressure. Evidence may be a learner statement.

For 2.1 the learner needs to **identify** the consequences of a given crime on a range of people. There must be an understanding of the impact it will have on the victim (and possibly the victim's family), the offender (and the offender's family), and others such as members of the community. Evidence may be a learner statement.

For 3.1 the learner needs to **identify** and **outline** each stage of the Criminal/Youth Justice system from initial report through to sentencing and beyond.

For 3.2 the learner needs to **list** the people involved at each stage of the Justice system identified in 3.1. People involved may include police officers, magistrates, judges, probation officers.

Evidence for 3.1 and 3.2 may be a learner statement or annotated diagram/flow chart.

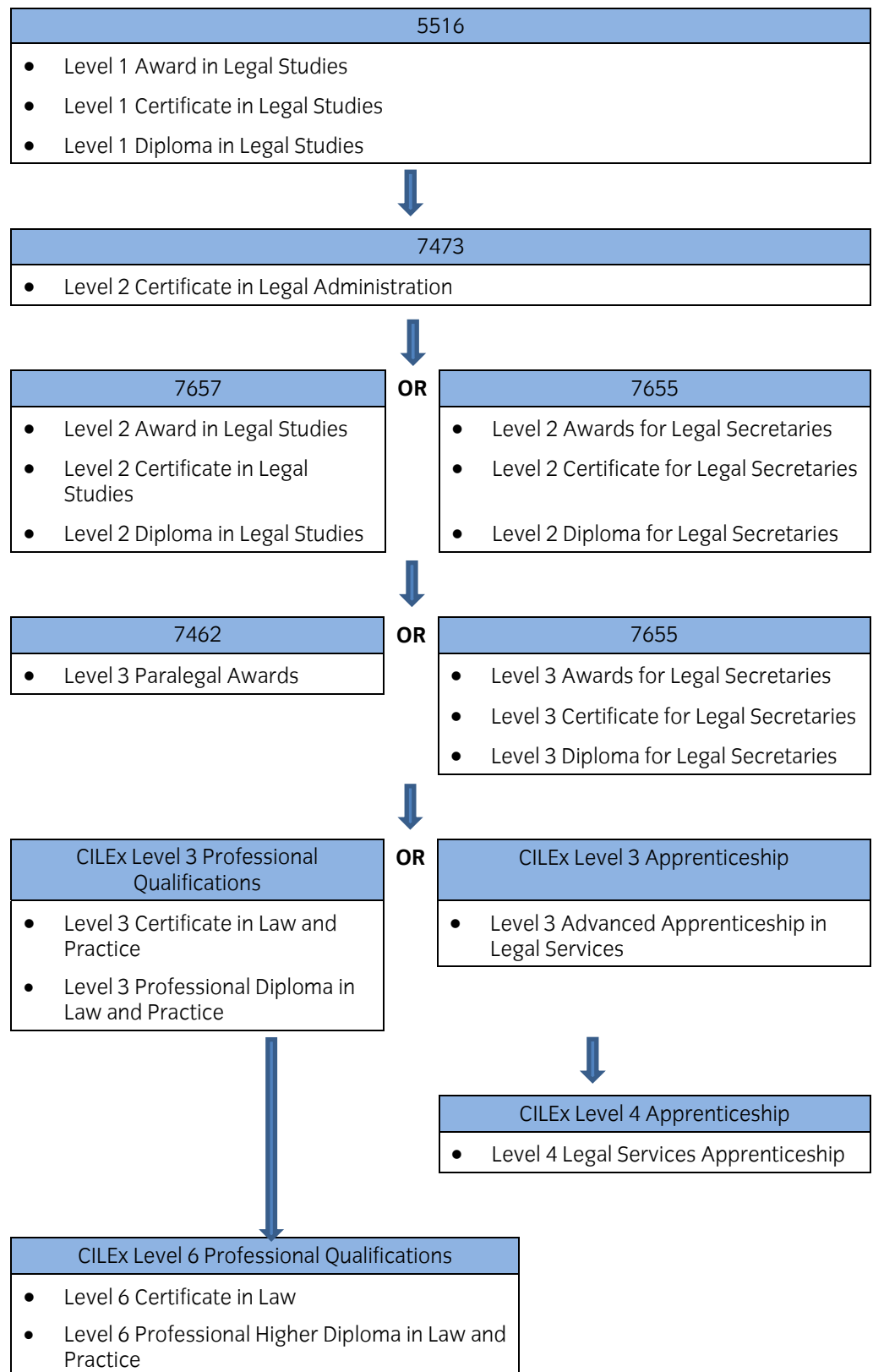
For 4.1 the learner needs to **state two** arguments for and two arguments against custodial sentences. The learner should have a basic understanding of the sort of crimes which may attract custodial sentences in order to attempt this.

For 4.2 the learner needs to **list** at least **two** alternatives sentences to custody.

Evidence for 4.1 and 4.2 may be a learner statement.

For 5.1 the learner needs to identify one support agency to investigate and **outline** the support offered to young offenders or their victims. Evidence may be a learner statement.

Appendix 1 Legal qualifications – progression map





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**.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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 such things as:

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

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Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **intcg@cityandguilds.com**

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **centresupport@cityandguilds.com**

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **singlesubjects@cityandguilds.com**

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **intops@cityandguilds.com**

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **walledgarden@cityandguilds.com**

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **business@cityandguilds.com**

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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