

Level 2 and 3 Awards in Employment and Personal Learning Skills in Health (4239-02/03)

August 2017 Version 2.1



Qualification at a glance

Subject area	Employment and Personal Learning Skills in Health
City & Guilds number	4239
Age group approved	16-18, 19+
Fast track	<p>Centres currently offering the following qualifications have fast track approval for these qualifications:</p> <ul style="list-style-type: none"> • City & Guilds Level 2 Diploma in Clinical Healthcare Support (4223-01) • City & Guilds Level 2 Certificate in Healthcare Support Services (4223-02) • City & Guilds Level 3 Diploma in Clinical Healthcare Support (4223-11) • City & Guilds Level 3 Diploma in Healthcare Support Services (4223-12) • City & Guilds Level 3 Diploma in Pathology Support (4223-13) • City & Guilds Level 3 Diploma in Allied Health Profession Support (4223-14) • City & Guilds Level 3 Diploma in Maternity and Paediatric Support (4223-15) • City & Guilds Level 3 Diploma in Perioperative Support (4223-16) • City & Guilds Level 3 Support Diploma in Dental Nursing (4234-31).
Support materials	Centre handbook Assignment for unit 200
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award in Employment and Personal Learning Skills in Health	64	70	4239-02	600/1812/4
Level 3 Award in Employment and Personal Learning Skills in Health	64	70	4239-03	600/1854/9

Version and date	Change detail	Section
2.1 August 2017	Added GLH and TQT details	Introduction
	Removed QCF	Throughout
2.0 August 2014	Evidence requirements amended for units 202, 203, 204, 302, 303, 304.	Units



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	Those working, or looking to work, in a wide range of settings in the health sector. These awards are part of the Apprenticeship Frameworks in Health
What do the qualifications cover?	These awards cover the employment and learning skills you need for a successful career in the healthcare sector including teamwork, understanding employment rights and responsibilities and problem solving.
Are the qualifications part of a framework or initiative?	They serve as technical certificates, in the Health Apprenticeship framework.
What opportunities for progression are there?	As a qualification for apprenticeships these qualifications serve as a gateway to achieving employment skills

Structure

To achieve the **Level 2 Award in Employment and Personal Learning Skills in Health**, learners must achieve **7** credits from the mandatory units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/602/2954	200	Understand employment responsibilities and rights in health, social care or children and young people's settings	3
H/602/4529	201	Preparing for an Apprenticeship	1
K/602/4547	202	Using enquiry and investigative techniques to solve problems	1
Y/602/4544	203	Manage own learning	1
H/602/4546	204	Participating in teamwork	1

To achieve the **Level 3 Award in Employment and Personal Learning Skills in Health**, learners must achieve **7** credits from the mandatory units.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
R/602/2954	200	Understand employment responsibilities and rights in health, social care or children and young people's settings	3
L/602/4525	301	Preparing for a Level 3 Apprenticeship	1
R/602/4560	302	Using research skills to solve problems	1
R/602/4557	303	Manage own learning	1
D/602/4559	304	Participating through team leading	1

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Certificate In Preparing to Work in Adult Social Care	179	200
Level 3 Certificate In Preparing to work in adult social care	190	210



2 Centre requirements

Approval

If your Centre is approved to offer one of the following qualifications, you can apply for approval using the **fast track approval form**, available from the City & Guilds website.

- City & Guilds Level 2 Diploma in Clinical Healthcare Support (4223-01)
- City & Guilds Level 2 Certificate in Healthcare Support Services (4223-02)
- City & Guilds Level 3 Diploma in Clinical Healthcare Support (4223-11)
- City & Guilds Level 3 Diploma in Healthcare Support Services (4223-12)
- City & Guilds Level 3 Diploma in Pathology Support (4223-13)
- City & Guilds Level 3 Diploma in Allied Health Profession Support (4223-14)
- City & Guilds Level 3 Diploma in Maternity and Paediatric Support (4223-15)
- City & Guilds Level 3 Diploma in Perioperative Support (4223-16)
- City & Guilds Level 3 Support Diploma in Dental Nursing (4234-31)

Centres should use the fast track form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

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

Centre staffing

Staff (tutors/assessors/internal verifiers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.
- Credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
 - A1 Assess Candidate Performance Using a Range of Methods and/or A2 Assessing Candidates' Performance through Observation
 - Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
 - Level 3 Certificate in Assessing Vocational Achievement
 - The Practice Teacher Award
 - Mentorship and Assessment in Health and Social Care Settings
 - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifiers in D32 Assess Candidate Performance/ D33 Assess Candidate Using Differing Sources of Evidence

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
 - Level 3 Award in Assessing Vocationally Related Achievement
 - Qualified Teacher Status
 - Certificate in Education in Post Compulsory Education (PCE)
 - Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
 - Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
 - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements (e.g. the City & Guilds 6317) such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in the *Centre Manual - Supporting Customer Excellence*.

Protecting identity

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.



3 Delivering the qualification

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 qualifications. 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 qualifications 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.

Recording documents

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Assessment of the qualification

Summary of assessment methods

These competence-based qualifications are designed to be assessed in the candidate's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

The majority of assessment for these competence-based qualifications will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Competence based units

There will be a combination of assessment methods for this qualification which will enable candidates to demonstrate and be assessed in meeting competence requirements. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main sources of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Knowledge based unit

Learners will undertake the knowledge based by an externally set and internally verified assignments. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

Candidates must successfully complete all parts of an assignment, to a satisfactory and appropriate standard, in order to gain a pass for that assignment. The assignments have been designed to assess the candidate's knowledge and understanding of aspects and theories underpinning Employment and personal learning skills. Consequently, it is not appropriate for parts of any assignment to be omitted, incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, candidates must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a learner authenticity statement, signed and dated, when providing word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that candidates meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to candidates about word length if they wish.

All assignments must be completed and assessed within the candidates' period of registration. It is up to centres to decide how long they give candidates to complete their assignments, and this may vary from one unit to another.

Tutors/assessors are reminded of their responsibility to provide feedback to candidates regarding their assignments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard required for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assignment. Referred candidates should not resubmit work within one week of receiving their result.

Grading and marking

Assignments are marked by the centre and are Pass/Refer/Fail only. The highest grade for any of the assignments in this qualification is **pass**.

What the results mean:

Pass: is achieved when all assignment tasks have been achieved.

Refer: when some tasks in the assignment need to be reworked.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Level 2 Award in Employment and Personal Learning Skills in Health

Unit	Unit title	Assessment method	Where to obtain assessment materials
200	Understand employment responsibilities and rights in health, social care or children and young people's settings	Assignment	www.cityandguilds.com
201	Preparing for an Apprenticeship	Portfolio	
202	Using enquiry and investigative techniques to solve problems	Portfolio	
203	Manage own learning	Portfolio	
204	Participating in teamwork	Portfolio	

Level 3 Award in Employment and Personal Learning Skills in Health

Unit	Unit title	Assessment method	Where to obtain assessment materials
200	Understand employment responsibilities and rights in health, social care or children and young people's settings	Assignment	www.cityandguilds.com
301	Preparing for a Level 3 Apprenticeship	Portfolio	
302	Using research skills to solve problems	Portfolio	
303	Manage own learning	Portfolio	
304	Participating through team leading	Portfolio	



5 Units

Availability of units

The following units can be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

Unit	Unit title	Credits	Unit number (UAN)
200	Understand employment responsibilities and rights in health, social care or children and young people's settings	3	R/602/2954
201	Preparing for an Apprenticeship	1	H/602/4529
202	Using enquiry and investigative techniques to solve problems	1	K/602/4547
203	Manage own learning	1	Y/602/4544
204	Participating in teamwork	1	H/602/4546
301	Preparing for a Level 3 Apprenticeship	1	L/602/4525
302	Using research skills to solve problems	1	R/602/4560
303	Manage own learning	1	R/602/4557
304	Participating through team leading	1	D/602/4559

Unit 200

Understand employment responsibilities and rights in health, social care or children and young people's settings

UAN:	R/602/2954
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

Learning outcome	The learner will:
1. Know the statutory responsibilities and rights of employees and employers within own area of work	
Assessment criteria	
The learner can:	
1.1 List the aspects of employment covered by law	
1.2 List the main features of current employment legislation	
1.3 Outline why legislation relating to employment exists	
1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights	

Range
Law – includes Employment law and other legislation such as: <ul style="list-style-type: none">• Disability Discrimination Act• Health & Safety• Other relevant equalities legislation Sources and types of information and advice – this should be internal and external where appropriate and should include details of Access to Work and Additional Learning Support.

Learning outcome	The learner will:
2. Understand agreed ways of working that protect own relationship with employer	
Assessment criteria	
The learner can:	
2.1 Describe the terms and conditions of own contract of employment	
2.2 Describe the information shown on own pay statement	
2.3 Describe the procedures to follow in event of a grievance	

- 2.4 Identify the personal information that must be kept up to date with own employer
- 2.5 Explain **agreed ways of working** with employer

Range

Agreed ways of working includes policies and procedures where these exist; they may be less formally documented with micro-employers. It may cover areas such as:

- data protection
- grievance procedures
- conflict management
- anti-discriminatory practice
- equality & diversity
- health and safety

Learning outcome	The learner will:
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3. Understand how own role fits within the wider context of the sector
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Assessment criteria

The learner can:

- 3.1 Explain how own role fits within the delivery of the service provided
- 3.2 Explain the **effect** of own role on service provision
- 3.3 Describe **how own role links to the wider sector**
- 3.4 Describe the main roles and responsibilities of **representative bodies** that influence the wider sector

Range

Effect – should include the effect of following good practice and consequences of non-compliance

How own role links to the wider sector – may include reference to relevant Codes of Practice, National Occupational Standards etc in own area of work

Representative bodies – may include: government departments, professional bodies, trade unions, sector skills councils, regulatory bodies, consumer groups etc.

Learning outcome	The learner will:
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4. Understand career pathways available within own and related sectors
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Assessment criteria

The learner can:

- 4.1 Explore different types of occupational opportunities
- 4.2 Identify sources of information related to a chosen career pathway
- 4.3 Identify **next steps** in own career pathway

Range

Next steps – should include training and development

Learning outcome	The learner will:
5. Understand how issues of public concern may affect the image and delivery of services in the sector	
Assessment criteria	
The learner can:	
5.1 Identify occasions where the public have raised concerns regarding issues within the sector	
5.2 Outline different viewpoints around an issue of public concern relevant to the sector	
5.3 Describe how issues of public concern have altered public views of the sector	
5.4 Describe recent changes in service delivery which have affected own area of work	
Range	
Issue of public concern - may include media stories, local or national strategies, closures, government drivers, economic issues.	

Unit 201

Preparing for an Apprenticeship

UAN:	H/602/4529
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	This aim of this unit is to enable learners to prepare for their Level 2 Apprenticeship. It supports the learner's understanding of their induction to the Apprenticeship, helps them plan targets for their learning and consider progression routes.

Learning outcome	The learner will:
	1. Know the components of the Apprenticeship
Assessment criteria	
The learner can:	
1.1 Discuss the relevance of each of the components	
1.2 Describe how each component will be assessed	
1.3 Describe the purpose of the Apprenticeship agreement	

Range
Components – include all aspects of the learner's Apprenticeship eg <ul style="list-style-type: none">• qualifications• functional skills/Essential Skills Wales/ Essential Skills (NI)/Core Skills• personal learning and thinking skills• employee rights and responsibilities Apprenticeship agreement – includes <ul style="list-style-type: none">• the contents of the formal agreement• an overview of the legislation and regulations• employee and employer obligations• time limitations

Learning outcome	The learner will:
	2. Be able to set goals for the coming year
Assessment criteria	
The learner can:	
2.1 Describe the importance of meeting deadlines	
2.2 Describe the importance of being organised	

2.3 Create **targets** for own skills development and completion of the Apprenticeship

Range
Deadlines – timescales for completion may be self imposed or imposed by others
Targets – may include short term and long term targets

Learning outcome	The learner will:
3. Understand the progression routes	
Assessment criteria	
The learner can: 3.1 Discuss the sources of information regarding progression routes 3.2 Compare possible progression routes	

Range
Sources of information – may include colleges' and training providers' prospectuses and websites, employers, careers advisers (internal and external eg Young People's Service, Jobcentre Plus)
Progression routes – may include further/higher education, Higher Apprenticeships, employment

Unit 201 **Preparing for an Apprenticeship**

Supporting information

Evidence requirements

- a portfolio of evidence including written or oral descriptions

Evidence may include

- 1 to 1 tutorial records/reviews
- candidate statements
- action plan showing targets

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit should be delivered at the start of the course and may form part of learner induction.

Unit 202

Using enquiry and investigative techniques to solve problems

UAN:	K/602/4547
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to enable learners to develop a plan of enquiry for a specific problem and assess their findings

Learning outcome	The learner will:
	1. Be able to research questions related to a specific problem
Assessment criteria	
The learner can:	
1.1 Generate ideas for enquiry which result from a specific identified problem	
1.2 Define enquiry questions relating these to the specific problem	
1.3 Identify investigative techniques to use that meet the aims of the enquiry	
1.4 Create a structured plan for the enquiry	
1.5 Conduct the enquiry following the plan	

Range
Problem – may be work or study related and may be given to the learner
Enquiry questions – the main questions for research ie objectives
Investigative techniques - may include primary and/or secondary sources; research methods eg observation, interviews, questionnaires and surveys and/or documentary evidence; qualitative and/or quantitative data
Structured plan - includes the enquiry questions/objectives, methods and timescale. The plan should be agreed with an appropriate person such as the assessor or work place supervisor prior to implementation

Learning outcome	The learner will:
	2. Be able to assess enquiry outcomes on a specific problem
Assessment criteria	
The learner can:	
2.1 Select the information that is useful and relevant from the data	
2.2 Assess the findings referring to the intentions in the enquiry plan	
2.3 Explain the factors that influenced decisions in the methodology	

- 2.4 Identify **assumptions** in methodology used
- 2.5 Discuss the impact **alternative investigation methods** could have on the outcomes

Range

Assess the findings – may include comments on how far the results of the research are able to answer the original questions/lines of enquiry

Methodology – methods chosen for research

Assumptions – may include the belief that something is true without having any proof or may involve statistical significance

Alternative investigation methods – may include a different type of research

Unit 202 Using enquiry and investigative techniques to solve problems

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- spidergram, mindmap
- structured plan for the enquiry
- questionnaires, interview questions, notes
- information obtained, results of enquiries
- candidate statements
- witness statements
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A presentation or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

Learners should be encouraged to consider the usefulness of different types of enquiry although their own research may be limited to a small sample. The problem should relate to a real situation and be relevant to the learner's work or study.

Unit 203

Manage own learning

UAN:	Y/602/4544
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of the unit is for learners to organise and manage their own learning and reflect on this process

Learning outcome	The learner will:
1. Be able to organize and manage own learning goals	
Assessment criteria	
The learner can:	
1.1 Assess own skills and learning requirements	
1.2 Describe learning goals to enable learning to be completed on time and to a high standard.	
1.3 Describe risks to learning not being completed on time	
1.4 Plan work and personal life commitments to ensure needs are met	
1.5 Maintain relationships with peers to enable success in learning	
1.6 Complete learning tasks on time and to the required standard	

Range
Skills and learning – skills and learning can be work or study related and may include practical skills, theory, study skills, qualifications and tests
Learning goals should be broken down into targets/tasks and expressed as SMART targets (Specific, Measurable, Achievable, Realistic and Time-bound). Success criteria should be stated. Targets should be agreed by an appropriate person in the workplace or place of study
Risks to learning may include skills gaps, time management, conflicting priorities, motivation
Maintain relationships includes showing respect for others, listening to others and responding in an acceptable manner

Learning outcome	The learner will:
2. Be able to reflect on own learning	
Assessment criteria	
The learner can:	
2.1 Assess learning goals against success criteria	
2.2 Assess where own learning has been successful and where learning strategies could be improved	
2.3 Devise positive and constructive actions in response to feedback from others	

2.4 Revise learning goals to respond to outcomes of reflection
2.5 Communicate outcomes of learning experiences to others

Range

Success criteria - are as described in 1.2 and include timescale and standard of work

Learning strategies - may include a different approach or an amendment to the current approach

Positive and constructive actions - involves acknowledging and accepting feedback (positive or negative) from others and using

Unit 203 Manage own learning

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- skills scan, initial assessment
- goals/action plan
- timetable/activity plan
- feedback from others
- candidate statements
- witness statements
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A reflective diary/log or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit may be delivered and assessed alongside another unit as long as all the criteria are evidenced

UAN:	H/602/4546
Level:	Level 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to complete a task as a member of a team working to an agreed code of conduct

Learning outcome	The learner will:
	1. Understand the need for a team to work to an agreed code of conduct
Assessment criteria	
The learner can:	
1.1 Contribute to discussion with others to agree a team task that contributes to the local context	
1.2 Contribute to discussion with team members to agree a code of conduct for effective team work	
1.3 Describe agreed consequences for team members who do not follow the code of conduct	

Range
<p>Team task – successful completion of the task should actively involve all members of the team. The team should agree what the task involves, the roles, the standard of work and timescales</p> <p>Code of conduct – the code of conduct is likely to be a written code and should be agreed and understood by all team members. It will include points such as listening to the views of others; valuing contributions of others; accepting feedback and criticism; consulting with others; supporting others; carrying out agreed tasks and responsibilities; following group decisions; discussing issues of concern</p> <p>Consequences of team members not following the agreed code may include team task not completed correctly, task not completed on time; not completed to the required standard. Individual team members may feel let down; confused about their own role; reluctant to work as part of the team again. Agreed consequences may include reprimands or dismissal</p>

Learning outcome	The learner will:
	2. Be able to work positively as a member of a team to complete a task
Assessment criteria	
The learner can:	
2.1 Complete a task, showing adherence to the code of conduct.	
2.2 Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs.	
2.3 Describe areas for improvement in own performance in the task	
2.4 Communicate to others, areas of improvement in their performance in a constructive manner	

Range
<p>Contrasting roles - may include following instructions/giving instructions; offering/accepting help; completing some activities alone/with another team member; taking responsibility for some tasks</p> <p>Own areas for improvement - may include taking more responsibility for own actions; asking for clarification if needed; asking for help if needed; providing help and support if needed</p> <p>Communicate areas of improvement in a constructive manner – this could be during or at the end of the activity and may include offering help and support; suggesting a different approach; stating facts and referring to actions rather than blaming the individual; discussing the way forward or for future activities; using a 'praise sandwich' by giving positive feedback as well as feedback on areas for improvement</p>

Unit 204 Participating in teamwork

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- notes from team meeting(s)
- code of conduct
- task details/plan
- candidate statements
- witness statements
- employer reviews
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A presentation or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

Learners need to take an active role as part of a team. The team task should be agreed by the assessor or supervisor prior to commencement.

Unit 301

Preparing for a Level 3 Apprenticeship

UAN:	L/602/4525
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

Learning outcome	The learner will:
1. Understand how the Apprenticeship framework relates to the learner	
Assessment criteria	
The learner can: 1.1 Explain the components of the Apprenticeship 1.2 Explain strategies for meeting the requirements of assessment 1.3 Assess the importance of the Apprenticeship agreement	

Range
Components – include all aspects of the learner's Apprenticeship eg <ul style="list-style-type: none">• qualifications• functional skills/Essential Skills Wales/ Essential Skills (NI)/Core Skills• personal learning and thinking skills• employee rights and responsibilities Apprenticeship agreement – includes <ul style="list-style-type: none">• the contents of the formal agreement• the legislation and regulations• employee and employer obligations• time limitations

Learning outcome	The learner will:
2. Be able to plan realistic goals for own learning	
Assessment criteria	
The learner can: 2.1 Assess the importance of time management to successful completion 2.2 Assess own learning and development needs	

2.3 Create **SMART targets** for successful completion of the Apprenticeship

Range

Learning and development needs – cover all components of the apprenticeship. Assessment of needs may include skills scans, initial assessment, diagnostic assessment, practical tasks, swot analysis, discussion with assessors or employer

SMART targets – are Specific, Measurable, Achievable, Realistic and Time-bound. These may be short term and/or long term targets and could include generic skills, such as time management, critical thinking, communication and study skills, as well as vocational skills. Targets should be agreed by an appropriate person in the workplace or place of study

Learning outcome

The learner will:

3. Understand the progression routes from the Apprenticeship

Assessment criteria

The learner can:

3.1 Assess the usefulness of **sources of information** about progression routes

3.2 Analyse the appropriateness of the various **progression routes**

Range

Sources of information – may include universities', colleges', training providers' prospectuses and websites, employers and employment/company websites, careers advisers, Jobcentre Plus, Connexions

Progression routes – may include further/higher education, internal and external employment opportunities

Unit 301 Preparing for a Level 3 Apprenticeship

Supporting information

Evidence requirements

- a portfolio of evidence including written or oral descriptions

Evidence may include

- 1 to 1 tutorial records/reviews
- candidate statements
- assessments such as skills scan, initial assessment
- action plan showing targets
- findings from research about progression routes

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit should be delivered at the start of the course and may form part of learner induction

Unit 302

Using research skills to solve problems

UAN:	R/602/4560
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem

Learning outcome	The learner will:
	1. Be able to research questions related to a specific problem
Assessment criteria	
The learner can:	
1.1 Generate research questions related to a specified problem	
1.2 Plan the research to meet the requirements of the research questions	
1.3 Relate research questions to the problem	
1.4 Undertake the research in accordance with the plan	

Range
Research questions – the main questions for research ie objectives Problem – may be work or study related and may be given to the learner Plan - includes creating a plan showing the research questions/objectives, methodology chosen, methods and timescale. The investigative techniques used may include primary and secondary sources; research methods eg observation, interviews, questionnaires and surveys, documentary evidence; qualitative and quantitative data. The plan should be agreed with an appropriate person such as the assessor or work place supervisor prior to implementation

Learning outcome	The learner will:
	2. Be able to assess research on a specific problem
Assessment criteria	
The learner can:	
2.1 Evaluate the usefulness and relevance of the data	
2.2 Analyse factors that influenced the decisions taken in the researching	
2.3 Assess whether research findings met the research questions	
2.4 Analyse assumptions in research methodology	
2.5 Analyse the impact alternative research methods could have on the outcomes	

Range
Assumptions – may include the belief that something is true without having any proof or may involve statistical significance
Alternative research methods –eg primary or secondary, qualitative or quantitative, case study, interview, questionnaire, action research

Unit 302 Using research skills to solve problems

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- spidergram, mindmap
- structured plan for the research
- questionnaires, interview questions, notes
- information obtained, results of research
- candidate statements
- witness statements
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A presentation or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

Learners should be encouraged to consider the usefulness of different types of research although their own research may be limited to a small sample. The problem should relate to a real situation and be relevant to the learner's work or study.

UAN:	R/602/4557
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	The aim of the unit is for learners to organise and manage their own learning and reflect on this process

Learning outcome	The learner will:
1. Be able to organize and manage own learning goals	
Assessment criteria	
The learner can:	
1.1 Analyse own skills and learning requirements	
1.2 Set SMART learning goals to enable learning to be completed on time and to a high standard.	
1.3 Plan responses to risks to learning not being completed on time	
1.4 Set goals to manage commitments in work and personal life	
1.5 Maintain relationships with peers supporting others to achieve success in learning	
1.6 Complete learning tasks on time and to the required standard	

Range
Skills and learning – skills and learning can be work or study related and may include practical skills, theory, study skills, qualifications and tests
Learning goals -should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound). Success criteria should be stated. Goals should be agreed by an appropriate person in the workplace or place of study
Risks to learning -may include skills gaps, time management, conflicting priorities, motivation
Maintain relationships - includes showing respect for others, listening to others and responding in an acceptable manner

Learning outcome	The learner will:
2. Be able to reflect on own learning	
Assessment criteria	
The learner can:	
2.1 Evaluate learning goals against success criteria	
2.2 Devise constructive actions in response to feedback from others	
2.3 Revise learning goals to respond to outcomes of reflection	
2.4 Discuss outcomes of learning experiences with others	

Range

Evaluate learning goals - includes consideration of timescale and standard of work as described in 1.2.

Constructive actions - involve acknowledging and accepting feedback (positive or negative) from others and using this to inform work towards goals.

Reflection includes what went well and what went less well, how skills could be improved, what might be done differently another time

Outcomes of learning may include new skills, positive experiences, lessons learned

Unit 303 Manage own learning

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- skills scan, initial assessment
- goals/action plan
- timetable/activity plan
- feedback from others
- candidate statements
- witness statements
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A reflective diary/log or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit may be delivered and assessed alongside another unit as long as all the criteria are evidenced

Unit 304

Participating through team leading

UAN:	D/602/4559
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome	The learner will:
	1. Be able to lead a team to complete a complex task
Assessment criteria	
The learner can:	
1.1 Negotiate with others a complex team task that has a local focus.	
1.2 Lead discussion with others to agree a work plan for completing the task	
1.3 Demonstrate the roles and responsibilities of a team leader	
1.4 Complete task to the required standard and deadline	
1.5 Reassess the agreed plan amending the plan during the task	

Range
Complex team task – successful completion of the task should actively involve all members of the team. A complex task may be well-defined but is non-routine
Work plan – task sequencing and/or prioritising depending on the tasks and their relation to each other or urgency; task scheduling; action planning (eg timetable, flow chart, Gantt charts); resource allocation (including human, financial and material); contingency planning
Roles and responsibilities of a team leader – effective communicator; ability to motivate; remain calm and work under pressure; decision making; planning and prioritising own work and work of others; managing and monitoring quality; taking action when needed; asking for external support if required

Learning outcome	The learner will:
	2. Be able to review the team task to improve work in the future
Assessment criteria	
The learner can:	
2.1 Analyse the extent to which the team was successful	
2.2 Provide constructive feedback to team members	
2.3 Assess ways of improving the team management for future tasks	

Range

Constructive feedback –may include encouraging team and individual self-reflection; highlighting positive points; being specific, stating facts and referring only to things the individual can work on or change in the future; discussing the way forward or for future activities; using a two-way conversation

Ways of improving – may include improved communication, clearer aims, in-depth planning, careful monitoring of progress and resources

Unit 304 Participating through team leading

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- notes from team meeting(s)
- work plan
- revisions to plan
- candidate statements
- witness statements
- employer reviews

Please refer to section 4 Assessment for further information on the assessment of this unit.

A presentation or written report may be used to cover several criteria

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

Learners need to be the sole leader of a team from the start to completion of a task. The team task should be agreed by the assessor or supervisor prior to commencement.



Appendix 1 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.

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 such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOL/A/e-volve assessments.

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, GOLA/e-volve, 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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City & Guilds Group

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