

# **Awards, Certificates and Diplomas in Employability Skills Level 1 Units (5546)**

**Candidate logbook**



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March 2017  
Version 7.1

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# Awards, Certificates and Diplomas in Employability Skills Level 1 Units (5546)

## Candidate logbook

March 2017  
Version 7.1

| <b>Version and date</b> | <b>Change detail</b>   | <b>Section</b> |
|-------------------------|--|----------------|
| 2.0 August 2014         | Amended assessment criteria and learning outcomes for unit 406 | <b>Units</b>   |
| 2.1 September 2014      | Amended assessment criteria for unit 434                       | <b>Units</b>   |
|                         | Amended assessment criteria for unit 435                       | <b>Units</b>   |
| 3.0 January 2015        | Added units 448-461  | <b>Units</b>   |
| 4.0 February 2015       | Unit 406 replaced with unit 462                                | <b>Units</b>   |
| 5.0 June 2015           | Candidate Declaration amended for all units                    | <b>Units</b>   |
| 5.1 September 2015      | Amended assessment criteria for unit 414                       | <b>Units</b>   |
| 6.0 May 2016            | Units 475-477, 480 and 486 added                               | <b>Units</b>   |
| 7.0 November            | Unit 488 added   | <b>Units</b>   |
| 7.1 March 2017          | Unit 458, Assessment Criteria 6.3 added                        | <b>Units</b>   |

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# 1 About your candidate logbook

## 1.1 Contact details

|  |  |
|--|--|
| <b>Candidate name</b>                              |  |
| <b>Candidate enrolment no</b>                      |  |
| <b>Centre name</b>                                 |  |
| <b>Centre number</b>                               |  |
| <b>Programme start date</b>                        |  |
| <b>Date of registration with City &amp; Guilds</b> |  |

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

|                                      |  |
|--------------------------------------|--|
| <b>Your Assessor(s)</b>              |  |
| <b>Your Internal Quality Assurer</b> |  |
| <b>Quality Assurance Contact</b>     |  |

# **1 About your candidate logbook**

## **1.2 Introduction to the logbook**

This logbook will help you complete the units in City & Guilds' Awards, Certificates and Diplomas in Employability Skills Level 1 Units (5546). It contains forms you can use to record your evidence of what you have done.

There are 61 units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for Level 1. Logbooks for Entry 2, Entry 3 and Level 2 units are available separately.

### **About City & Guilds**

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

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**[www.cityandguilds.com](http://www.cityandguilds.com)**



## 2 Units

| City & Guilds unit | Unit title  | GLH | Credit value |
|--------------------|---|-----|--------------|
| 401                | Planning for progression  | 20  | 3            |
| 402                | Managing personal finance                                       | 20  | 3            |
| 403                | Work-based experience   | 15  | 3            |
| 404                | Effective communication   | 13  | 2            |
| 405                | Career planning and making applications                         | 24  | 3            |
| 407                | Interview skills  | 18  | 3            |
| 408                | Searching for a job   | 20  | 2            |
| 409                | Career progression  | 16  | 2            |
| 410                | Keeping safe  | 26  | 3            |
| 411                | Working as part of a team                                       | 25  | 3            |
| 412                | Contribute to own healthy living                                | 20  | 2            |
| 413                | Safe learning in the workplace                                  | 23  | 4            |
| 414                | Preparing for work  | 12  | 2            |
| 415                | Building working relationships in the workplace                 | 17  | 2            |
| 416                | Rights, responsibilities and citizenship                        | 20  | 3            |
| 417                | Investigating rights and responsibilities at work               | 17  | 2            |
| 418                | Candidate project   | 20  | 3            |
| 419                | Enterprise activity – producing a product or service            | 23  | 3            |
| 420                | Undertaking work placement                                      | 14  | 3            |
| 421                | Community project   | 22  | 3            |
| 422                | Self assessment and development                                 | 25  | 3            |
| 423                | Recognise the benefits of having a work/life balance            | 9   | 2            |
| 424                | Introduction to health and safety awareness in the workplace    | 18  | 2            |
| 425                | Effective skills, qualities and attitudes for learning and work | 14  | 2            |
| 426                | Contributing to a team  | 20  | 3            |
| 427                | Recognising employment opportunities                            | 12  | 2            |
| 428                | Business and customer awareness                                 | 7   | 1            |
| 429                | Alternatives to paid work                                       | 11  | 2            |
| 430                | Dealing with problems   | 10  | 1            |
| 431                | Developing personal confidence                                  | 10  | 1            |
| 432                | Understanding assertive behaviour                               | 10  | 1            |
| 433                | Coping with change  | 20  | 2            |
| 434                | Interpersonal relationships                                     | 14  | 2            |
| 435                | Awareness of equality and diversity                             | 17  | 2            |

|     |  |    |   |
|-----|--|----|---|
| 436 | Valuing equality and diversity   | 16 | 2 |
| 437 | Understanding the language and culture of a community                              | 26 | 3 |
| 438 | Supporting others  | 22 | 3 |
| 439 | Environmental awareness  | 12 | 2 |
| 440 | Family relationships   | 10 | 1 |
| 441 | Rights and responsibilities in the workplace                                       | 20 | 3 |
| 442 | Introduction to alcohol awareness  | 30 | 3 |
| 443 | Introduction to decision-making  | 9  | 1 |
| 444 | Introduction to drug awareness   | 12 | 2 |
| 445 | Understanding crime and its effects  | 18 | 3 |
| 446 | Using materials and equipment for a practical activity                             | 10 | 1 |
| 447 | Understanding eating disorders   | 10 | 1 |
| 448 | Awareness of stress and stress management  | 30 | 3 |
| 449 | Understanding conflict at work   | 6  | 1 |
| 450 | Understanding personal finance for employment                                      | 12 | 2 |
| 451 | Assertive living   | 27 | 3 |
| 452 | Parenting awareness  | 20 | 2 |
| 453 | Developing skills in caring for young children                                     | 27 | 3 |
| 454 | Understanding child development  | 30 | 3 |
| 455 | Understanding children's social and emotional development                          | 27 | 3 |
| 456 | Introduction to understanding growth, social and emotional development in children | 27 | 3 |
| 457 | Understanding the physical and psychological needs of children                     | 27 | 3 |
| 458 | Sex and relationship education   | 27 | 3 |
| 459 | Using cooking skills in a domestic kitchen   | 27 | 3 |
| 460 | Introduction to working with vulnerable adults                                     | 9  | 1 |
| 461 | Developing performance improvisation techniques                                    | 27 | 3 |
| 462 | Applying for a job   | 16 | 2 |
| 475 | Behaviour in a business administration environment                                 | 16 | 2 |
| 476 | Create a positive impression on customers  | 15 | 2 |
| 477 | The customer service experience  | 15 | 2 |
| 480 | Introduction to working in healthcare, adult care and child care                   | 27 | 3 |
| 486 | Introduction to customer service   | 16 | 2 |
| 488 | Disclosure of information  | 12 | 1 |

### 3 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s).

#### **The Assessor/Tutor**

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

#### **The Internal Quality Assurer**

The internal quality assurer maintains the quality of assessment within the centre.

#### **The External Quality Assurer**

The external quality assurer works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

## 4 Using your logbook

### **Recording forms**

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

**Please photocopy these forms as required.**

## 5 Candidate progress record

### Awards, Certificates and Diplomas in Employability Skills Level 1 Units (5546)

|                         |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Unit no</b>          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Credits</b>          |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Credits Achieved: |  |  |  |  |  |  |  |  |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 401

## Planning for progression

3 credits

This unit is barred with the following units:

- **201** Entry 2 Planning for progression
- **301** Entry 3 Planning for progression
- **501** Level 2 Career planning and making applications.

### 1. Understand own study or training programme

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define what you aim to achieve by the end of the study or training programme                           |                     |  |
| 1.2 describe what you need to do in order to follow the programme  |                     |  |
| 1.3 identify the centre rules and regulations that affect you as a learner.                                |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

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

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 describe the facilities provided in the place of study or training                                     |                     |  |
| 2.2 outline the support available for learners.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 identify positive qualities and attitudes needed for study and work  |                     |  |  |  |  |  |
| 3.2 outline your own personal strengths  |                     |  |  |  |  |  |
| 3.3 give an example of something related to learning and work that you felt good about and something you feel confident doing. |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report                     |                     |  |  |  |  |  |

### 4. Action plan for self improvement

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 identify areas for improvement   |                     |  |  |  |  |  |
| 4.2 identify realistic targets   |                     |  |  |  |  |  |
| 4.3 prepare an action plan or contract to meet targets   |                     |  |  |  |  |  |
| 4.4 identify arrangements for reviewing progress.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 402

## Managing personal finance

3 credits

This unit is barred with the following units:

- **202** Entry 2 Personal finance
- **302** Entry 3 Personal finance
- **518** Level 2 Managing personal finance

### 1. Understand sources of income and outgoings

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 identify sources of income   |                     |  |
| 1.2 give examples of how money can be received   |                     |  |
| 1.3 identify a range of outgoings  |                     |  |
| 1.4 give examples of how payments can be made.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Know how to reduce expenditure

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify the problems which may occur if expenditure is greater than income                            |                     |  |
| 2.2 describe ways of reducing expenditure.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand how to plan a personal budget

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 3.1 list own sources of income   |                            |  |
| 3.2 list own sources of outgoings  |                            |  |
| 3.3 produce a personal budget plan   |                            |  |
| 3.4 review personal budget plan.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 4. Be able to recognise the products provided by financial institutions

| <b>Assessment criteria (Performance)</b>   | <b>Evidence date</b>       |  |  |  |  |  |
|--|----------------------------|--|--|--|--|--|
|  |                            |  |  |  |  |  |
| <b>The learner can:</b>  | <b>Portfolio reference</b> |  |  |  |  |  |
| 4.1 identify financial institutions  |                            |  |  |  |  |  |
| 4.2 identify products offered by financial institutions.   |                            |  |  |  |  |  |
| Type of evidence →   |                            |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |  |  |  |  |

### 5. Understand the advantages and disadvantages of borrowing money

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 5.1 describe the advantages of borrowing   |                            |  |
| 5.2 describe the disadvantages of borrowing.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 6. Understand how to obtain help with managing own money

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 6.1 identify organisations that can help with money problems.  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

## Unit 402

### Declaration

## Managing personal finance



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 403

## Work-based experience

3 credits

### 1. Be able to prepare for his/her work experience

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 suggest options for or agree suitable work experience  |                     |  |  |  |  |  |
| 1.2 apply or prepare for work experience   |                     |  |  |  |  |  |
| 1.3 state how this work experience relates to his/her employment and/or learning goals.                    |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Be able to plan a journey to work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 find out relevant bus or train times (or the times of another type of public transport)                |                     |  |  |  |  |  |
| 2.2 decide which bus or train (or other public transport) to catch   |                     |  |  |  |  |  |
| 2.3 work out the time he/she needs to leave home in order to arrive at a suitable time.                    |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Be able to follow requirements during the work experience

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 attend suitable work experience for a minimum of fifteen hours   |                     |  |  |  |  |  |
| 3.2 dress appropriately  |                     |  |  |  |  |  |
| 3.3 follow safe working practice   |                     |  |  |  |  |  |
| 3.4 follow instructions to complete tasks  |                     |  |  |  |  |  |
| 3.5 speak to other people in a suitable manner.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 4. Be able to complete a work experience review

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 identify what went well  |                     |  |  |  |  |  |
| 4.2 describe what he/she has learned about himself/herself   |                     |  |  |  |  |  |
| 4.3 explain how he/she is going to build on this experience.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

# Unit 404                      Effective communication

2 credits

This unit is barred with the following units:

- **304** Entry 3 Effective communication
- **315** Entry 3 Effective written communication for the workplace
- **322** Entry 3 Effective speaking for the workplace
- **504** Level 2 Communicating with others in the workplace

## 1. Understand why effective communication is important

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 state the importance of effective verbal communication   |                     |  |
| 1.2 give examples of appropriate and inappropriate verbal communication                                    |                     |  |
| 1.3 state the importance of effective non-verbal communication   |                     |  |
| 1.4 give examples of appropriate and inappropriate non-verbal communication.                               |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 2. Understand the importance of positive and appropriate behavior

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 give examples of positive and appropriate behaviour  |                     |  |
| 2.2 give examples of situations when positive and appropriate behaviour are important.                     |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 3. Understand the importance of feedback

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 give an example of using positive feedback   |                     |  |
| 3.2 give an example of using negative feedback   |                     |  |
| 3.3 state the importance of constructive feedback.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above was my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 405

## Career planning and making applications

3 credits

This unit is barred with the following units:

- **206** Entry 2 Applying for a job
- **306** Entry 3 Applying for a job
- **462** Level 1 Applying for a job
- **501** Level 2 Career planning and making applications
- **506** Level 2 Applying for a job

### 1. Be able to choose a suitable career pathway

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 list sources of careers advice and guidance  |                     |  |  |  |  |  |
| 1.2 research career options  |                     |  |  |  |  |  |
| 1.3 agree a suitable career pathway.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 list sources of information for job vacancies, training programmes or courses                          |                     |  |  |  |  |  |
| 2.2 find a suitable job vacancy, training programme or course.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Understand how to prepare a Curriculum Vitae

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 3.1 identify own skills, qualities, experience and qualifications  |                            |  |
| 3.2 draft a Curriculum Vitae.  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 4. Understand how candidates are selected for interview

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 4.1 describe how candidates are selected for an interview for a job, training programme or course.         |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

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

| <b>Assessment criteria (Performance)</b>   | <b>Evidence date</b>       |  |  |  |  |  |
|--|----------------------------|--|--|--|--|--|
|  |                            |  |  |  |  |  |
| <b>The learner can:</b>  | <b>Portfolio reference</b> |  |  |  |  |  |
| 5.1 obtain an application form and/or job details  |                            |  |  |  |  |  |
| 5.2 complete the application.  |                            |  |  |  |  |  |
| Type of evidence →   |                            |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |  |  |  |  |

### 6. Understand the interview process

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 6.1 list what needs to be considered in preparation for the interview                                      |                            |  |
| 6.2 observe or take part in a real or simulated interview  |                            |  |
| 6.3 give examples of effective and ineffective interview practice.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 407 Interview skills

3 credits

This unit is barred with the following unit:

- **307** Entry 3 Interview skills

### 1. Know how to prepare for an interview

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 research:  |                     |  |
| the company  |                     |  |
| its values   |                     |  |
| its impact on the community  |                     |  |
| the job role   |                     |  |
| 1.2 prepare answers to a given set of questions that are likely to be asked in the interview               |                     |  |
| 1.3 prepare questions to ask in the interview based on research  |                     |  |
| 1.4 describe different interview techniques  |                     |  |
| 1.5 describe how to seek clarity from the interviewer about questions asked                                |                     |  |
| 1.6 collate any documents that may be asked for at interview   |                     |  |
| 1.7 describe the route and means of transport to take to attend the interview on time.                     |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Be able to present and perform well at an interview

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 dress appropriately and display good personal hygiene for the interview   |                     |  |  |  |  |  |
| 2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview |                     |  |  |  |  |  |
| 2.3 take part in a group interview activity   |                     |  |  |  |  |  |
| 2.4 give clear, straightforward answers to the questions asked  |                     |  |  |  |  |  |
| 2.5 prepare a short presentation for use at an interview.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report              |                     |  |  |  |  |  |

### 3. Be able to review own performance at an interview

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 describe aspects of the interview that went well   |                     |  |  |  |  |  |
| 3.2 describe one aspect of the interview that did not go well  |                     |  |  |  |  |  |
| 3.3 plan actions to improve performance at future interviews.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 408 Searching for a job

2 credits

This unit is barred with the following unit:

- **308** Entry 3 Searching for a job

### 1. Be able to research job opportunities

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 describe different resources available to find out about job information                               |                     |  |  |  |  |  |
| 1.2 describe the roles and functions of organisations providing employment services                        |                     |  |  |  |  |  |
| 1.3 use resources to research job opportunities  |                     |  |  |  |  |  |
| 1.4 describe how to sign up to different organisations' job alert systems.                                 |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Be able to identify suitable job vacancies

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 list the key elements of job adverts   |                     |  |  |  |  |  |
| 2.2 extract relevant information from job adverts  |                     |  |  |  |  |  |
| 2.3 match personal skills and requirements to job vacancies.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 409 Career progression

2 credits

### 1. Understand the importance of career progression

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 explain the importance of career progression.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand information, advice and guidance available for career progression

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify sources of career progression information, advice and guidance  |                     |  |
| 2.2 identify different career, course and training options from available sources of information, advice and guidance. |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report             |                     |  |

### 3. Understand skills and qualities needed to progress a career

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 list transferable skills, qualities and experience required to develop a career                                |                     |  |
| 3.2 review own transferable skills, qualities and experience   |                     |  |
| 3.3 identify areas of work or study that might be best suited to own transferable skills, qualities or experience. |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report         |                     |  |

#### 4. Be able to plan for career progression

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 identify short-term goals that will help with career progression                                       |                     |  |  |  |  |  |
| 4.2 develop a career progression plan.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 410

## Keeping safe

3 credits

### 1. Understand different types of risk to personal safety

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 identify areas of risk in social situations  |                     |  |
| 1.2 Identify risks associated with alcohol   |                     |  |
| 1.3 identify risks associated with drugs   |                     |  |
| 1.4 identify risks associated with sexual activity   |                     |  |
| 1.5 state risks involved when using social media   |                     |  |
| 1.6 state risks involved when using the Internet.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand ways of minimising risks to personal safety

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify ways to minimise risks to different groups  |                     |  |
| 2.2 identify ways to minimise risks in social situations   |                     |  |
| 2.3 identify ways to keep identity and personal information safe.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Know sources of support

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 identify different types of support available  |                     |  |
| 3.2 identify the situations when support is needed   |                     |  |
| 3.3 identify the different ways of accessing support   |                     |  |
| 3.4 explain the benefits of seeking support.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

# Unit 411 Working as part of a team

3 credits

This unit is barred with the following units:

- **311** Entry 3 Working as part of a team
- **426** Level 1 Contributing to a team

## 1. Understand why effective teamwork is important

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 describe what makes an effective team  |                     |  |
| 1.2 describe benefits of effective teamwork.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 2. Understand team values and goals

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 list different types of team   |                     |  |
| 2.2 identify the values and goals of a team  |                     |  |
| 2.3 describe ways in which team members can work together effectively                                      |                     |  |
| 2.4 describe a method of avoiding conflict within a team   |                     |  |
| 2.5 identify methods of making team decisions.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 3. Understand the roles people may take in a team

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 give examples of different roles   |                     |  |
| 3.2 identify the impact these roles have on the way a team works   |                     |  |
| 3.3 identify the impact these roles have on members of the team.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Understand how to achieve a team goal

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 4.1 describe the overall goal of the team  |                     |  |
| 4.2 prepare a plan to achieve a team goal  |                     |  |
| 4.3 describe own role in achieving the goal  |                     |  |
| 4.4 describe others role in achieving the goal   |                     |  |
| 4.5 list activities, milestones and timelines  |                     |  |
| 4.6 identify the support and resources needed to help work towards the goal.                               |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 5. Be able to implement and review the plan

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 5.1 follow plan and review progress at regular intervals   |                     |  |  |  |  |  |
| 5.2 suggest improvements and amendments to the plan.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

#### 6. Be able to reflect on the effectiveness of the plan

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 6.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal                 |                     |  |  |  |  |  |
| 6.2 describe what went well and what did not go well.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 412

## Contribute to own healthy living

2 credits

This unit is barred with the following units:

- **312** Entry 3 Healthy living
- **514** Level 2 Healthy living

### 1. Understand the importance of leading a healthy lifestyle

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 describe the key elements of a healthy lifestyle   |                     |  |
| 1.2 explain why a healthy lifestyle is important.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Describe how they contribute to own healthy lifestyle

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 2.1 select and carry out activities which contribute to a healthy lifestyle.                               |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |               |  |  |  |  |  |

### 3. Review the activities undertaken to maintain a healthy lifestyle

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 3.1 carry out a review of their activities   |               |  |  |  |  |  |
| 3.2 describe what went well and areas for improvement  |               |  |  |  |  |  |
| 3.3 describe how the activities have improved their lifestyle  |               |  |  |  |  |  |
| 3.4 suggest further activities which could contribute to a healthy lifestyle.                              |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |               |  |  |  |  |  |

## Unit 412

### Declaration

## Contribute to own healthy living



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

# Unit 413 Safe learning in the workplace

4 credits

This unit is barred with the following unit:

- **314** Entry 3 Safe learning in the workplace

## 1. Understand health and safety legislation for the workplace

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 explain why health and safety legislation is important in the workplace                                |                     |  |
| 1.2 identify the health and safety laws that apply to different workplaces.                                |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 2. Understand risks and hazards in the workplace

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 define the term hazard in the workplace  |                     |  |
| 2.2 define the term risk in the workplace  |                     |  |
| 2.3 identify examples of hazards in different workplaces   |                     |  |
| 2.4 identify examples of risks in different workplaces.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 3. Know how to reduce risk in the workplace

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 describe how aspects of personal behaviour can reduce risk in the workplace                            |                     |  |
| 3.2 describe aspects of different workplace environments which could cause harm                            |                     |  |
| 3.3 state the importance of using personal protective equipment (PPE) in the workplace                     |                     |  |
| 3.4 state why risk assessment is important in reducing risk in the workplace.                              |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Be able to carry out a risk assessment

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 list possible risks and hazards in a specific workplace  |                     |  |  |  |  |  |
| 4.2 carry out a risk assessment  |                     |  |  |  |  |  |
| 4.3 describe the procedures for reporting risks and hazards in the workplace.                              |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

#### 5. Know what responsibilities people have for safety in the workplace

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 5.1 describe the responsibilities of a health and safety representative in the workplace                   |                     |  |
| 5.2 identify the benefits of having nominated first aiders in the workplace                                |                     |  |
| 5.3 describe inappropriate and unsafe behaviour in the workplace   |                     |  |
| 5.4 detail the steps to be followed in the case of:  |                     |  |
| fire   |                     |  |
| accident   |                     |  |
| emergency.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 414 Preparing for work

2 credits

### 1. Be able to recognise personal skills and qualities needed for work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 describe personal skills, qualities and achievements   |                     |  |  |  |  |  |
| 1.2 describe personal skills and qualities which employers may look for.                                   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Know how to find out about a range of jobs

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 identify where to look for potential jobs  |                     |  |
| 2.2 select a potential job.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the need to develop own skills

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 identify personal skills and qualities to be developed in preparation for a potential job.             |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Know the information required by potential employers

| Assessment criteria (Knowledge)<br>The learner can:  |  | Portfolio reference |  |
|--|--|---------------------|--|
| 4.1 identify information needed for work.  |  |                     |  |
| Type of evidence →   |  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |  |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
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| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 415

## Building working relationships in the workplace

2 credits

### 1. Understand why it is important to interact positively with people in the workplace

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 1.1 give examples of different people an employee needs to interact positively with in the workplace       |                            |  |
| 1.2 explain why an employee needs to interact positively with colleagues                                   |                            |  |
| 1.3 explain why an employee needs to interact positively with visitors to the workplace.                   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 2. Understand the meaning of the term diversity

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 2.1 state what is meant by the term diversity  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 3. Be able to interact productively with people in the workplace

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 use appropriate language and tone when communicating with people in the workplace                      |                     |  |  |  |  |  |
| 3.2 perform own role to agreed expectations  |                     |  |  |  |  |  |
| 3.3 seek help and guidance when appropriate  |                     |  |  |  |  |  |
| 3.4 seek feedback  |                     |  |  |  |  |  |
| 3.5 develop a plan for improvement based on feedback received  |                     |  |  |  |  |  |
| 3.6 implement improvement plan   |                     |  |  |  |  |  |
| 3.7 review improvement plan.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 416

## Rights, responsibilities and citizenship

3 credits

This unit is barred with the following units:

- **317** Entry 3 Rights, responsibilities and citizenship
- **318** Entry 3 Investigating rights and responsibilities at work
- **417** Level 1 Investigating rights and responsibilities at work
- **441** Level 1 Rights and responsibilities in the workplace

### 1. Understand individual rights and responsibilities

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 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.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand rights and responsibilities of a citizen

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 describe a citizen's rights and responsibilities as a:   |                     |  |
| consumer   |                     |  |
| member of a local community  |                     |  |
| member of society  |                     |  |
| 2.2 explain how a citizen's rights are protected.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand aspects of rules and laws

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 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.  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 4. Know different types of elections

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 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.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Signature:</b> |  |
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| <b>Date:</b>           |  |

## Unit 417

## Investigating rights and responsibilities at work

2 credits

This unit is barred with the following units:

- **317** Entry 3 Rights, responsibilities and citizenship
- **318** Entry 3 Investigating rights and responsibilities at work
- **416** Level 1 Rights, responsibilities and citizenship
- **441** Level 1 Rights and responsibilities in the workplace

### 1. Understand rights and responsibilities in the workplace

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 explain the difference between rights and responsibilities   |                     |  |
| 1.2 give examples of employee rights in the workplace  |                     |  |
| 1.3 give examples of employee responsibilities in the workplace  |                     |  |
| 1.4 give examples of employer responsibilities in the workplace  |                     |  |
| 1.5 explain why the rights of others should be respected   |                     |  |
| 1.6 describe how to access sources of help within the workplace.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Know laws that can protect the rights of employees

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify laws that can protect employees   |                     |  |
| 2.2 identify laws that can protect employers   |                     |  |
| 2.3 describe employer responsibilities with reference to   |                     |  |
| fulfilling employment law  |                     |  |
| health and safety  |                     |  |
| human rights   |                     |  |
| equal opportunities.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Date:</b>           |  |



# Unit 418 Candidate project

3 credits

This unit is barred with the following units:

- **319** Entry 3 Candidate project
- **505** Level 2 Candidate project for learning and work

## 1. Plan a project (activity or piece of research)

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 agree a suitable project   |                     |  |  |  |  |  |
| 1.2 list the stages involved in the project  |                     |  |  |  |  |  |
| 1.3 suggest a timescale for the activities   |                     |  |  |  |  |  |
| 1.4 agree the plan with a suitable person.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## 2. Carry out a project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 follow the project plan  |                     |  |  |  |  |  |
| 2.2 review progress with a suitable person   |                     |  |  |  |  |  |
| 2.3 amend the project plan if necessary  |                     |  |  |  |  |  |
| 2.4 complete the project.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Evaluate the project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 explain what went well   |                     |  |  |  |  |  |
| 3.2 explain what did not go well   |                     |  |  |  |  |  |
| 3.3 describe what he/she has learned from planning and completing the project.                             |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
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| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 419

## Enterprise activity – producing a product or service

3 credits

This unit is barred with the following unit:

- **320** Entry 3 Enterprise activity
- **321** Entry 3 Community project
- **421** Level 1 Community project

### 1. Be able to plan to produce a product or provide a service

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 select a product or service to sell  |                     |  |  |  |  |  |
| 1.2 identify who the product or service is for   |                     |  |  |  |  |  |
| 1.3 identify when and where to sell the product or service   |                     |  |  |  |  |  |
| 1.4 identify what needs to be done to produce the product or provide the service                           |                     |  |  |  |  |  |
| 1.5 list the equipment and materials needed to produce the product or provide the service                  |                     |  |  |  |  |  |
| 1.6 give examples of the possible health and safety hazards of the chosen activity                         |                     |  |  |  |  |  |
| 1.7 state the cost of producing the product or providing the service                                       |                     |  |  |  |  |  |
| 1.8 decide the price and profit  |                     |  |  |  |  |  |
| 1.9 identify where to get the resources to produce the product or provide the service.                     |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## 2. Be able to produce a product or provide a service

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 collect the materials needed to produce the product or provide the service                             |                     |  |  |  |  |  |
| 2.2 produce the product or provide the service safely  |                     |  |  |  |  |  |
| 2.3 make sure the product or service is safe.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## 3. Be able to advertise a product or service

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 identify methods of advertising a product or service   |                     |  |  |  |  |  |
| 3.2 advertise the product or service.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## 4. Be able to review an enterprise activity

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 state aspects of the activity that went well   |                     |  |  |  |  |  |
| 4.2 state one aspect of the enterprise activity that did not go well                                       |                     |  |  |  |  |  |
| 4.3 identify an improvement that could be made to the enterprise activity.                                 |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## Declaration

I confirm that the evidence listed above is my own words and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>Date:</b>           |  |

## Unit 420

## Undertaking work placement

3 credits

This unit is barred with the following unit:

- **316** Entry 3 Undertaking work placement

### 1. Be able to identify potential work placement opportunities

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 identify own skills and interests  |                     |  |  |  |  |  |
| 1.2 describe own skills and interests that match work placement opportunities                              |                     |  |  |  |  |  |
| 1.3 research the work-placement company or organisation.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Know what is expected during the work placement

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 describe different responsibilities of the role  |                     |  |
| 2.2 describe how the role fits within the work placement company or organisation                           |                     |  |
| 2.3 describe appropriate behaviours and attitudes expected in the role                                     |                     |  |
| 2.4 identify the route and means of transport to take to attend the work placement on time                 |                     |  |
| 2.5 describe how to use sources of support during the work placement                                       |                     |  |
| 2.6 describe skills and experiences likely to be achieved from work placement.                             |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Be able to reflect on the experience of the work placement

| Assessment criteria (Performance)  |  | Evidence date       |  |  |  |  |  |
|--|--|---------------------|--|--|--|--|--|
|  |  |                     |  |  |  |  |  |
| The learner can:   |  | Portfolio reference |  |  |  |  |  |
| 3.1  | produce evidence of tasks undertaken during work placement                 |                     |  |  |  |  |  |
| 3.2  | describe positive experiences during the work placement                    |                     |  |  |  |  |  |
| 3.3  | describe negative experiences during the work placement                    |                     |  |  |  |  |  |
| 3.4  | describe new skills and experiences gained from the work placement         |                     |  |  |  |  |  |
| 3.5  | reflect on how the work placement experience can inform career progression |                     |  |  |  |  |  |
| 3.6  | set goals to build on the work placement experience.                       |                     |  |  |  |  |  |
| Type of evidence →   |  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |  |                     |  |  |  |  |  |



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| <b>Date:</b>                |  |

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| <b>Date:</b>               |  |

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| <b>Date:</b>           |  |

# Unit 421 Community project

3 credits

This unit is barred with the following unit:

- **320** Entry 3 Enterprise activity
- **321** Entry 3 Community project
- **419** Level 1 Enterprise activity: producing a product or service

## 1. Be able to agree a suitable community project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 list options for a community project   |                     |  |  |  |  |  |
| 1.2 choose a project and give reasons for choice   |                     |  |  |  |  |  |
| 1.3 agree a suitable community project.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## 2. Be able to plan a suitable community project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 produce a list of tasks that need to be done   |                     |  |  |  |  |  |
| 2.2 list who will do what  |                     |  |  |  |  |  |
| 2.3 decide a suitable time frame   |                     |  |  |  |  |  |
| 2.4 identify any equipment and materials needed  |                     |  |  |  |  |  |
| 2.5 identify any help needed   |                     |  |  |  |  |  |
| 2.6 agree a suitable plan (with team members if working in a team).  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Be able to contribute to a risk assessment for the project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 list possible risks and hazards  |                     |  |  |  |  |  |
| 3.2 plan how to reduce any risks or hazards  |                     |  |  |  |  |  |
| 3.3 agree a risk assessment with his/her tutor or supervisor.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 4. Be able to follow the project plan

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 take responsibility for completing his/her tasks identified in the plan                                |                     |  |  |  |  |  |
| 4.2 review progress (with team members if working in a team)   |                     |  |  |  |  |  |
| 4.3 revise plan as necessary   |                     |  |  |  |  |  |
| 4.4 work safely.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 5. Be able to review the project

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 5.1 describe what went well  |                     |  |  |  |  |  |
| 5.2 describe what could be improved  |                     |  |  |  |  |  |
| 5.3 describe what he/she has learned about himself/herself and the local community.                        |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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| <b>Date:</b>                |  |

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| <b>Date:</b>           |  |

## Unit 422

## Self assessment and development

3 credits

### 1. Be able to take an active role in self-assessment and self-development

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 review personal achievements   |                     |  |  |  |  |  |
| 1.2 describe personal strengths or abilities   |                     |  |  |  |  |  |
| 1.3 identify an area for self-development  |                     |  |  |  |  |  |
| 1.4 explain why this area is important for self-development  |                     |  |  |  |  |  |
| 1.5 agree a self-development goal.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Be able to develop a plan for self-development

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 prepare a plan for identified area of self-development   |                     |  |  |  |  |  |
| 2.2 list activities, milestones and timelines for self-development plan                                    |                     |  |  |  |  |  |
| 2.3 identify the support and resources needed to help work towards the agreed goal                         |                     |  |  |  |  |  |
| 2.4 plan how to review progress towards achieving the agreed goal.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Be able to implement and review a plan for self-development

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 follow plan and review progress at regular intervals   |                     |  |  |  |  |  |
| 3.2 suggest improvements and amendments to the plan.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 4. Be able to reflect on the effectiveness of the self-development plan

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 reflect on the overall effectiveness of the plan in helping to achieve the agreed goal                 |                     |  |  |  |  |  |
| 4.2 describe what went well and what did not go well   |                     |  |  |  |  |  |
| 4.3 explain how self-development will continue in the future.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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| <b>Date:</b>           |  |

## Unit 423

## Recognise the benefits of having a work/life balance

2 credits

### 1. Be able to recognise the importance of having a work/life balance

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 define the meaning of work/life balance  |                     |  |  |  |  |  |
| 1.2 outline the benefits of a work/life balance.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Know how the effective use of leisure time helps with work/life balance

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 outline positive use of leisure time   |                     |  |
| 2.2 state the benefits of positive use of leisure time.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Know how to make the most of leisure time

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 identify how to make the most of own leisure time  |                     |  |
| 3.2 outline how own leisure activities may contribute to work.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Date:</b>           |  |

## Unit 424

## Introduction to health and safety awareness in the workplace

2 credits

### 1. Understand the importance of health and safety in the workplace

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 state what is meant by health and safety in the workplace and why it is important                      |                     |  |
| 1.2 describe the legal responsibilities of employers, employees and the self-employed                      |                     |  |
| 1.3 describe how health and safety law is enforced   |                     |  |
| 1.4 identify sources of health and safety information within his/her organisation                          |                     |  |
| 1.5 identify other sources of health and safety information.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand the need for risk assessment

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 define the terms 'hazard' and 'risk'   |                     |  |
| 2.2 describe risk assessment   |                     |  |
| 2.3 give examples of work related accidents and ill health.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Be aware of the requirements for health and safety in his/her place of work or learning

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  |  | <b>Portfolio reference</b> |  |
|--|--|----------------------------|--|
| 3.1  | list the health and safety information that should be provided for an employee or learner  |                            |  |
| 3.2  | describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning                      |                            |  |
| 3.3  | describe the provision for first aid in his/her place of work or learning  |                            |  |
| 3.4  | for a chosen occupational sector describe the appropriate Personal Protective Equipment (PPE) and the hazards against which the PPE offers protection. |                            |  |
| Type of evidence →   |  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |  |                            |  |

## Declaration

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## Unit 425

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

2 credits

This unit is barred with the following units:

- **323** Entry 3 Attitudes and values for personal development
- **502** Level 2 Effective skills, qualities and attitudes for learning and work

### 1. Be able to recognise a range of positive qualities, attitudes and behaviours for learning and work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 state the importance of positive and appropriate behaviour for learning and work                       |                     |  |  |  |  |  |
| 1.2 give examples of positive and appropriate behaviour for learning and work                              |                     |  |  |  |  |  |
| 1.3 state the importance of positive qualities and attitudes for learning and work                         |                     |  |  |  |  |  |
| 1.4 give examples of positive qualities and attitudes for learning and work.                               |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand personal development needs

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify personal strengths  |                     |  |
| 2.2 identify personal weaknesses   |                     |  |
| 2.3 produce an action plan to address personal weaknesses  |                     |  |
| 2.4 review personal development action plan.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

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| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>Date:</b>           |  |

## Unit 426

## Contributing to a team

3 credits

This unit is barred with the following units:

- **311** Entry 3 Working as part of a team
- **411** Level 1 Working as part of a team

### 1. Be able to give reasons why effective teamwork is important

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 list some benefits of effective teamwork.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand how team values and procedures can vary

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 list different types of teams  |                     |  |
| 2.2 describe ways in which team members can make sure they work together effectively                       |                     |  |
| 2.3 outline different ways of making decisions.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the roles people may take in a teamwork situation

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 give examples of formally allocated roles  |                     |  |
| 3.2 give examples of less formal roles   |                     |  |
| 3.3 identify the impact these roles could have on the way a team works and on members of the team.         |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Understand what needs to be done to achieve a team goal

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 4.1 explain the overall goal of the team   |                     |  |
| 4.2 describe his/her own role as part of the team in a well-defined situation.                             |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 5. Be able to work with others towards achieving shared objectives in a well-defined situation

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 5.1 agree an action plan of individual and group activities needed to achieve the objectives               |                     |  |  |  |  |  |
| 5.2 clarify action plan if necessary   |                     |  |  |  |  |  |
| 5.3 identify who to ask for help if she/he needs it  |                     |  |  |  |  |  |
| 5.4 work co-operatively  |                     |  |  |  |  |  |
| 5.5 receive and act on constructive criticism  |                     |  |  |  |  |  |
| 5.6 carry out well-defined individual and group activities as identified                                   |                     |  |  |  |  |  |
| 5.7 work safely.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

#### 6. Be aware of own contribution to team progress

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 6.1 share own views on progress with other members of the team   |                     |  |
| 6.2 identify how effective his/her contribution was to the team's progress                                 |                     |  |
| 6.3 identify what went well and what went less well in working with others                                 |                     |  |
| 6.4 suggest ways of improving own working with others in the future.                                       |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



I confirmed that the evidence above is my own words and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 427

## Recognising employment opportunities

2 credits

### 1. Understand the different types of employment opportunities

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 1.1 outline the different types of employment opportunities.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 2. Understand the meaning of the term labour market

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 2.1 outline the meaning of the term labour market  |                            |  |
| 2.2 identify the different components of the labour market.  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 3. Know local labour market sources of employment opportunities

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 3.1 list sources of where employment opportunities can be found.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 4. Understand what is meant by the term 'hidden' labour market

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 4.1 outline the meaning of the term hidden labour market   |                            |  |
| 4.2 outline how you can access the hidden labour market.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

## Declaration

I confirm that the evidence listed above is my own words and was carried out under the conditions and context specified in the standards.

|                             |  |
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| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Date:</b>               |  |

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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 428

## Business and customer awareness

1 credit

### 1. Be able to recognise different types of employers

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 outline different types of local employers   |                     |  |  |  |  |  |
| 1.2 outline different types of national employers.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand employer needs in the workplace

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 describe a range of transferrable skills   |                     |  |
| 2.2 identify own transferrable skills  |                     |  |
| 2.3 give examples of how transferrable skills could be used in the workplace.                              |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Date:</b>           |  |

## Unit 429

## Alternatives to paid work

2 credits

### 1. Be able to recognise the different types of alternatives to paid work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 identify alternatives to paid work.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Know how to access information about alternatives to paid work

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 list sources of information about alternatives to paid work  |                     |  |
| 2.2 give examples of national organisations associated with alternatives to paid work                      |                     |  |
| 2.3 give examples of groups and services that are alternatives to paid work in the local area.             |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand that skills and qualities gained from alternatives to paid work may be used in other areas of life

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 3.1 outline the skills and qualities that could be gained from alternatives to paid work                    |                     |  |
| 3.2 state how skills and qualities gained from alternatives to paid work could help in other areas of life. |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report  |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standard.

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| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 430

## Dealing with problems

1 credit

This unit is barred with the following units:

- **220**-Entry 2 Dealing with problems
- **337** Entry 3 Dealing with problems in daily life
- **519** Level 2 Dealing with challenges

### 1. Know how to recognise a problem

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 identify a problem   |                     |  |
| 1.2 outline the effects of a problem.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Be able to plan a solution to a problem

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 2.1 identify a possible solution to solve a problem  |               |  |  |  |  |  |
| 2.2 identify resources and actions required  |               |  |  |  |  |  |
| 2.3 outline a plan for solving a problem.  |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |               |  |  |  |  |  |

### 3. Be able to review a planned solution to a problem

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 3.1 state the effectiveness of the plan.   |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |               |  |  |  |  |  |



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Date:</b>           |  |

## Unit 431

## Developing personal confidence

1 credit

### 1. Understand the meaning of personal confidence and self-awareness

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define the meaning of personal confidence  |                     |  |
| 1.2 define the meaning of self-awareness.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Know current levels of personal/self confidence

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 outline own levels of personal/self confidence in different situations                                 |                     |  |
| 2.2 give examples of own personal/self confidence in different situations.                                 |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Be able to develop personal confidence and self-awareness

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 identify a range of ways to develop personal confidence  |                     |  |  |  |  |  |
| 3.2 state the benefits of improved self-confidence.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

I confirm that in the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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## Unit 432

## Understanding assertive behaviour

1 credit

### 1. Understand the meaning of assertiveness

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define the meaning of assertiveness  |                     |  |
| 1.2 give examples of assertive behaviour.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand the effects of assertive behavior

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 give examples of when assertive behaviour is appropriate   |                     |  |
| 2.2 state the positive effects of assertive behaviour  |                     |  |
| 2.3 state the negative effects of assertive behaviour.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 433

## Coping with change

2 credits

### 1. Be able to identify types of change

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 describe what is meant by planned change   |                     |  |  |  |  |  |
| 1.2 describe what is meant by unplanned change   |                     |  |  |  |  |  |
| 1.3 describe what is meant by progressive change   |                     |  |  |  |  |  |
| 1.4 identify the different stages within a change process.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand the impact of change

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 describe the impact of change on an individual   |                     |  |
| 2.2 describe the impact of change on an organisation   |                     |  |
| 2.3 describe the impact of change on a community.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand ways of coping with change

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 state ways in which an individual can adapt to change  |                     |  |
| 3.2 identify the resources available to help an individual cope with change.                               |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that in the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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## Unit 434 Interpersonal relationships

2 credits

### 1. Understand interpersonal relationships

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 describe what is meant by the term interpersonal relationships   |                     |  |
| 1.2 explain the importance of developing positive interpersonal relationships                              |                     |  |
| 1.3 describe the differences between interacting with individuals and interacting as part of a group       |                     |  |
| 1.4 describe qualities important in developing interpersonal relationships                                 |                     |  |
| 1.5 describe qualities important in developing group relationships.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand how to interact positively with others

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 describe the reasons for having boundaries when interacting with others                                |                     |  |
| 2.2 give examples of boundaries in interpersonal relationships   |                     |  |
| 2.3 outline different ways of making decisions.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 435

## Awareness of equality and diversity

2 credits

This unit is barred with the following units:

- **515** Level 2 Exploring equality and diversity

### 1. Understand the meaning of the term equality

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define the term equality   |                     |  |
| 1.2 define the term prejudice  |                     |  |
| 1.3 define the term discrimination   |                     |  |
| 1.4 list the key legislation that promotes equality and diversity  |                     |  |
| 1.5 give examples of discrimination that can happen in the workplace.                                      |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand the meaning of diversity

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 state the meaning of diversity.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand why it is important to have knowledge of diversity

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 define the term culture  |                     |  |
| 3.2 define inclusiveness   |                     |  |
| 3.3 list individual differences  |                     |  |
| 3.4 give examples of diversity in the workplace.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Understand why it is important to have knowledge about different faiths

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  |   | <b>Portfolio reference</b> |  |
|--|---|----------------------------|--|
| 4.1  | list a range of different faiths  |                            |  |
| 4.2  | state why it is important to have knowledge of different faiths in the workplace  |                            |  |
| 4.3  | give examples of how employers accommodate different faiths within the workplace. |                            |  |
| Type of evidence →   |   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |   |                            |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 436

## Valuing equality and diversity

2 credits

This unit is barred with the following units:

- **515** Level 2 Exploring equality and diversity

### 1. Understand aspects of equality

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 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.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand aspects of diversity

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 define the term diversity  |                     |  |
| 2.2 list the key legislation   |                     |  |
| 2.3 give examples of positive and negative stereotyping  |                     |  |
| 2.4 give examples of how diversity can benefit society.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand aspects of discrimination

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 state the difference between discrimination and prejudice  |                     |  |
| 3.2 list the areas of discrimination covered by legislation  |                     |  |
| 3.3 give an example of direct discrimination   |                     |  |
| 3.4 give an example of indirect discrimination.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Date:</b>           |  |

## Unit 437

## Understanding the language and culture of a community

3 credits

This unit is barred with the following units:

- **515** Level 2 Exploring equality and diversity

### 1. Understand how the cultures of communities vary

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 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.      |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report   |                     |  |

### 2. Understand the culture of a community

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 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.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



### 3. Be able to use another language

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 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.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 438

## Supporting others

3 credits

### 1. Identify others who need support

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 list the person(s) who need support in different ways  |                     |  |
| 1.2 describe the support needs of the person(s) he/she has decided to support.                             |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

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

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 state two ways he/she could support the person(s)  |                     |  |
| 2.2 agree how to support the person(s).  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

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

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 explain what he/she cannot do to help or support   |                     |  |
| 3.2 explain why he/she cannot help or support in this way.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Be aware of relevant health and safety issues

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 list relevant health and safety issues   |                     |  |  |  |  |  |
| 4.2 work safely.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

#### 5. Support others

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 5.1 support the person or persons.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

#### 6. Review the effectiveness of the support given

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 6.1 identify what went well and what did not go well   |                     |  |  |  |  |  |
| 6.2 identify the changes he/she would make if he/she provides the support again.                           |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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## Unit 439

## Environmental awareness

2 credits

This is barred with the following units:

- **219** Entry 2 Environmental awareness
- **335** Entry 3 Environmental awareness.

### 1. Understand the meaning of environmental awareness

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define the meaning of environment  |                     |  |
| 1.2 define the meaning of environmental awareness.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Know the issues that affect the environment

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 list issues that affect the local environment  |                     |  |
| 2.2 list issues that affect the wider environment.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Be able to recognise ways to improve the environment

| Assessment criteria (Performance)<br>The learner can:  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
|  |                     |  |  |  |  |  |
| 3.1 outline ways to address environmental issues   |                     |  |  |  |  |  |
| 3.2 identify ways to raise awareness of environmental issues.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 440

## Family relationships

1 credit

### 1. Understand the changing roles of the family

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define the different types of family groups  |                     |  |
| 1.2 list the different members of a family group   |                     |  |
| 1.3 list roles within a family group.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand the causes and effects of problems in family relationships

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 identify causes of problems in family relationships  |                     |  |
| 2.2 give examples of possible effects of problems in family relationships.                                 |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand personal responsibilities within the family

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 outline personal responsibilities within a family group.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



#### 4. Be able to recognise the changing needs of family members

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 state how needs may change as circumstances alter.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

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| <b>Date:</b>           |  |

This unit is barred with the following units:

- **317** Entry 3 Rights, responsibilities and citizenship
- **318** Entry 3 Investigating rights and responsibilities at work

### 1. Understand that employees have rights

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 1.1 list a range of employee rights  |                            |  |
| 1.2 state how employee rights are protected by law.  |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 2. Understand that employees have responsibilities

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 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.                                     |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

### 3. Understand why health and safety rules are important

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>  | <b>Portfolio reference</b> |  |
|--|----------------------------|--|
| 3.1 recognise and respond to hazards in his/her place of learning or work                                  |                            |  |
| 3.2 list requirements for personal health and safety in his/her place of learning or work                  |                            |  |
| 3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy                 |                            |  |
| 3.4 contribute to a risk assessment  |                            |  |
| 3.5 work safely following guidelines   |                            |  |
| 3.6 explain and follow emergency procedures.   |                            |  |
| Type of evidence →   |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                            |  |

## Unit 441

## Rights and responsibilities in the workplace

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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## Unit 442

## Introduction to alcohol awareness

3 credits

This unit is barred with the following units:

- **336** Entry 2 introduction to drug and alcohol awareness
- **526** Level 2 Alcohol awareness.

### 1. Know the difference between soft drinks and alcoholic drinks

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 outline the difference between soft and alcoholic drinks.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand current guidelines regarding alcohol

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 give examples of current laws governing alcohol  |                     |  |
| 2.2 state the recommended units for men  |                     |  |
| 2.3 state the recommended units for women.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the effects of alcohol

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 give examples of the effects of alcohol on the human body  |                     |  |
| 3.2 list the signs of alcohol poisoning  |                     |  |
| 3.3 give examples of the psychological effects of alcohol  |                     |  |
| 3.4 give examples of responsible drinking.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Understand the impact alcohol misuse can have on others

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 4.1 give examples of the impact of alcohol misuse.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 5. Know where to get help, advice and information to combat alcohol misuse

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 5.1 give examples of where you can get support, advice and treatment to help overcome alcohol misuse.      |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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## Unit 443

## Introduction to decision-making

1 credit

### 1. Understand the importance of decision-making

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 state reasons for decision-making  |                     |  |
| 1.2 give examples of situations which require a decision.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Know how to recognise effective decision-making

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 give examples of effective decision-making   |                     |  |
| 2.2 give examples of ineffective decision making.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the need to review the decision-making process

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 outline the importance of reviewing the decision-making process.                                       |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |



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## Unit 444 Introduction to drug awareness

2 credits

This is barred with the following units:

- **336** Entry 3 Introduction to drug and alcohol awareness
- **525** Level 2 Drug awareness

### 1. Know the difference between legal and illegal drugs

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 define what a drug is  |                     |  |
| 1.2 give examples of legal drugs   |                     |  |
| 1.3 give examples of illegal drugs.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand current drug classification and the law

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 outline the differences between the classifications of drugs   |                     |  |
| 2.2 give an example of a drug from each classification.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand effects of drug misuse

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 give examples of the effects of drug misuse.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 4. Understand the impact of drug misuse

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 4.1 give examples of the impact of drug misuse.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

#### 5. Know where to get help, advice and information to combat drug misuse

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 5.1 give examples of where you can obtain information for treatment and support to help overcome drug misuse. |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report    |                     |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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## Unit 445

## Understanding crime and its effects

3 credits

### 1. Understand why people can be at risk of being involved in crime

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 give examples of what may lead people to offend.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Understand the effects of crime

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 2.1 describe the effects of crime for the victim(s)  |                     |  |
| 2.2 describe the effects of crime for the offender.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the support available for victims and offenders

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 3.1 identify the support offered to offenders or those at risk of offending                                |                     |  |
| 3.2 identify the support offered to victims of crime.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

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## Unit 446

## Using materials and equipment for a practical activity

1 credit

### 1. Know how to use materials and equipment for an activity

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 identify a practical activity  |                     |  |
| 1.2 identify what materials and equipment are needed for an activity                                       |                     |  |
| 1.3 state how the materials and equipment will be used in an activity.                                     |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Be able to review the use of materials and equipment

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 2.1 use materials and equipment in an activity   |               |  |  |  |  |  |
| 2.2 outline how materials and equipment were used  |               |  |  |  |  |  |
| 2.3 identify alternative materials, equipment and/or techniques that could have been used to improve the activity. |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report         |               |  |  |  |  |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |



## Unit 447

## Understanding eating disorders

1 credit

### 1. Be able to recognise different types of eating disorders

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 identify different types of eating disorders   |                     |  |  |  |  |  |
| 1.2 identify the characteristics of different types of eating disorders.                                   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand the physical effects of eating disorders

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 outline health risks associated with eating disorders.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand the emotional effects of eating disorders

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 give examples of the emotional effects of an eating disorder.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 4. Recognise problems that can lead to an eating disorder

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 4.1 list a range of factors that can lead to an eating disorder.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## 5. Know the sources of help available to combat eating disorders

| Assessment criteria (Knowledge)<br>The learner can:  |  | Portfolio reference |  |
|--|--|---------------------|--|
| 5.1 list sources of help and advice to overcome eating disorders.  |  |                     |  |
| Type of evidence →   |  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |  |                     |  |

I confirmed that the evidences listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
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I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

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| <b>Date:</b>           |  |

**1. Understand and recognise the symptoms of stress**

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 State what is meant by stress  |                     |  |  |  |  |  |
| 1.2 List the symptoms of stress.   |                     |  |  |  |  |  |
| 1.3 Give examples of how stress changes <b>behavior</b>  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

**2. Understand the impact of stress on an individual.**

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 Outline short-term effects of stress   |                     |  |
| 2.2 Outline long-term effects of stress  |                     |  |
| 2.3 Describe how causes of stress can vary between people.   |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

**3. Be able to recognise different stress management techniques.**

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 3.1 Outline a range of stress management techniques  |                     |  |
| 3.2 Identify support services available to help with stress management.                                    |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

## Unit 448

## Awareness of stress and stress management of stress and stress management

### Declaration

I confirm that in the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
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| <b>Assessor Name:</b>      |  |
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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 449

## Understanding conflict at work

1 credit

This Unit is barred with the following units:

- **524** Level 2 Understanding conflict at work

### 1. Understand the cause and effect of conflict in the place of work

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 define common causes of conflict between individuals   |                     |  |  |  |  |  |
| 1.2 define common causes of conflict between groups/teams  |                     |  |  |  |  |  |
| 1.3 state the effects of conflict on individuals   |                     |  |  |  |  |  |
| 1.4 state the effects of conflict on a group/team.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Recognise types of behaviour that are unacceptable in a work situation

| Assessment criteria (Knowledge)  | Portfolio reference |  |
|--|---------------------|--|
| The learner can:   |                     |  |
| 2.1 identify what is acceptable behaviour in the work place  |                     |  |
| 2.2 identify types of behaviour that are unacceptable in a work situation.                                 |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 3. Understand how conflict in a work situation can be prevented

| Assessment criteria (Knowledge)<br>The learner can:  |  | Portfolio reference |  |
|--|--|---------------------|--|
| 3.1  | explain methods that can be used in a work situation to prevent conflict         |                     |  |
| 3.2  | describe employer responsibilities with reference to conflict in the work place. |                     |  |
| Type of evidence →   |  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |  |                     |  |

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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



## Unit 450

## Understanding personal finance for employment

2 credits

### 1. Understand salary expressed in different ways

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 identify money related terms used in job advertisements   |                     |  |  |  |  |  |
| 1.2 work out weekly wage from an annual salary  |                     |  |  |  |  |  |
| 1.3 work out hourly rate from a weekly wage   |                     |  |  |  |  |  |
| 1.4 estimate annual salary from an hourly rate.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 6. Understand a payslip

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 identify the total gross amount to be paid  |                     |  |
| 2.2 identify the deductions made from a payslip   |                     |  |
| 2.3 outline what these deductions are for   |                     |  |
| 2.4 identify the net amount of pay  |                     |  |
| 2.5 check the payslip calculations for accuracy.  |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

6. **Know how to create a budget to cover work related expenses**

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>   | <b>Portfolio reference</b> |  |
|---|----------------------------|--|
| 3.1 compare different expenditure for travel  |                            |  |
| 3.2 draw up a budget plan to manage work-related expenses over a five day period                              |                            |  |
| 3.3 check the calculations for accuracy   |                            |  |
| Type of evidence ➔  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                            |  |

## Declaration

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| <b>Date:</b>           |  |

## Unit 451

## Assertive living

3 Credits

### 1. Understand different types of behaviour

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 list the main characteristics of different types of behaviour.  |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand what is meant by the term 'self-esteem' and how it can be improved

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 define the term self esteem   |                     |  |
| 2.2 describe factors which influence a person's self esteem   |                     |  |
| 2.3 identify how self esteem can be improved.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 3. Know about stress and ways it can be reduced

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 describe what stress is   |                     |  |
| 3.2 outline causes of stress  |                     |  |
| 3.3 identify ways in which stress could be reduced.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

#### 4. Understand the benefits of being assertive

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio<br>reference |  |
|---|------------------------|--|
| 4.1 state the benefits of being assertive.  |                        |  |
| Type of evidence →  |                        |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                        |  |

## Unit 451     Assertive living

### Declaration



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
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| <b>Candidate Name:</b>      |  |
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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 452

## Parenting awareness

2 Credits

### 1. Understand the demands of looking after a baby

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 identify how having a new baby can be emotionally and physically demanding                                |                     |  |  |  |  |  |
| 1.2 identify the signs of stress that new parents may show  |                     |  |  |  |  |  |
| 1.3 describe the impact of a new baby on the family   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand the sources of help and support available for parents

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 give examples of sources of help available for new parents  |                     |  |
| 2.2 describe facilities in the local area which supports parents with young children                          |                     |  |
| 2.3 describe of the benefits to new parents of a range of help and support                                    |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 3. Understand how to protect a baby

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 3.1 describe a range of ways to ensure the safety and health of a baby  |                     |  |
| 3.2 describe situations when a parent should seek medical advice about a baby's health.                       |                     |  |
|   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Unit 452

### Declaration

## Parenting Awareness



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
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| <b>Date:</b>           |  |



## Unit 453

## Developing skills in caring for young children

3 credits

### 6. Be able to support the personal care needs of babies and young children

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 explain how to support the personal care of children and babies   |                     |  |  |  |  |  |
| 1.2 identify products available for personal care of children   |                     |  |  |  |  |  |
| 1.3 explain the importance of personal care of children and babies  |                     |  |  |  |  |  |
| 1.4 demonstrate the correct procedure when washing/bathing a baby or young child.                             |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Know the correct procedures when feeding babies and young children

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 use a correct method for sterilizing feeding equipment  |                     |  |
| 2.2 prepare a formula feed safely   |                     |  |
| 2.3 use appropriate hygiene and safety procedures when feeding young children.                                |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 6. Know how to dress children appropriately

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 3.1 identify suitable clothing for children   |                     |  |
| 3.2 illustrate how to care for these clothes appropriately.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## 6. Know how to respond to a baby/child's need for sleep and rest

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 4.1 identify the signs when a child/baby requires sleep   |                     |  |
| 4.2 describe the correct and safe methods for putting a child/baby to bed                                     |                     |  |
| 4.3 explain techniques available for aiding rest and sleep.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Declaration

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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 454

## Understanding child development

3 credits

### 6. Understand the development of children.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 illustrate the development of a child 0 – 1 years   |                     |  |  |  |  |  |
| 1.2 explain how children's development is influenced by a range of factors                                    |                     |  |  |  |  |  |
| 1.3 give an example of how one aspect of a child's development can affect another                             |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand the nature and importance of play in the development of children.

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 explain the importance of play in the development of children   |                     |  |
| 2.2 give examples of play activities that supports a child's 0 – 1 year holistic development                  |                     |  |
| 2.3 give examples of play activities that will encourage the development of a child 1 – 3 years.              |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 6. Understand how to create a safe environment for children

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 3.1 explain why a safe but challenging environment is important for children  |                     |  |
| 3.2 identify a variety of safety products for children 0-3 years  |                     |  |
| 3.3 state how safety products contribute to developing a safe environment   |                     |  |
| 3.4 list routine safety checks that should be carried out in a childcare setting to ensure a safe environment for children. |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report               |                     |  |

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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 455 Understanding children's social and emotional development

3 credits

### 6. Understand the social and emotional needs of children

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 outline the main stages of children's social and emotional development                                    |                     |  |  |  |  |  |
| 1.2 give examples of social and emotional needs   |                     |  |  |  |  |  |
| 1.3 identify ways to meet the social and emotional needs of young children.                                   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand the nature and importance of play in the development of children

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 give examples of how and why children learn to behave in particular ways.                                 |                     |  |
| 2.2 give examples of ways of encouraging children to feel positive about themselves                           |                     |  |
| 2.3 identify some of the benefits of encouraging children to feel positive about themselves                   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

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| <b>Assessor Name:</b>      |  |
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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 456

## Introduction to understanding growth, social and emotional development in children

3 credits

### 6. Understand the sequence of growth and development from birth to adolescence

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 outline the main stages of children's physical development  |                     |  |  |  |  |  |
| 1.2 outline the main stages of children's social and emotional development.                                   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand factors that affect development

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 identify how diet and exercise may affect growth and development  |                     |  |
| 2.2 identify how environment may affect growth and development  |                     |  |
| 2.3 identify how diet and exercise may affect growth and development  |                     |  |
| 2.4 outline ways in which social and emotional needs may be affected by experience.                           |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 6. Understand ways to develop children's communication skills

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 outline different types of communication  |                     |  |
| 3.2 give examples of ways children communicate from birth to adolescence                                      |                     |  |
| 3.3 give examples of ways to encourage communication skills in children of different ages.                    |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |



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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 457

## Understanding the physical and psychological needs of children

3 credits

### 6. Understand the physical needs of children

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 give examples of the physical needs of children   |                     |  |  |  |  |  |
| 1.2 state how to provide physical care for children of different ages   |                     |  |  |  |  |  |
| 1.3 state the importance of exercise and rest in children's healthy development                               |                     |  |  |  |  |  |
| 1.4 identify activities to promote exercise in children of different ages.                                    |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand the psychological needs of children

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 2.1 give examples of the psychological needs of children  |                     |  |
| 2.2 state how to provide support for psychological needs.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 6. Know what support is available to help meet the needs of children

| Assessment criteria (Knowledge)   | Portfolio reference |  |
|---|---------------------|--|
| The learner can:  |                     |  |
| 3.1 give examples of difficulties a carer may have in meeting the needs of a child                            |                     |  |
| 3.2 outline the role of agencies and organisations that can offer support.                                    |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Declaration

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| <b>Date:</b>           |  |

## Unit 458

## Sex and relationship education

3 credits

### 6. Understand a range of relationships, sexuality and recognise the impact of cultural differences

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| 1.1 identify different types of relationships that can be established with different types of people and sexuality | Portfolio reference |  |  |  |  |  |
| 1.2 describe how different types of relationships vary   |                     |  |  |  |  |  |
| 1.3 describe how cultural differences may impact upon relationships.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report      |                     |  |  |  |  |  |

### 2. Understand the qualities and attributes which help individuals form positive consensual relationships

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 describe different qualities and attributes which help people form positive consensual relationships.     |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 6. Understand rights and responsibilities within a relationship

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 identify different rights and responsibilities within a relationship                                      |                     |  |
| 3.2 describe how jointly respecting rights and responsibilities can lead to a healthy relationship.           |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## 6. Understand elements of the law in relation to sex and sexuality

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>   | <b>Portfolio reference</b> |  |
|---|----------------------------|--|
| 4.1 describe the legal issues in relation to sex and sexuality  |                            |  |
| 4.2 identify the consequences if these laws are broken.   |                            |  |
| Type of evidence →  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                            |  |

## 6. Understand how the body works in relation to sexual activity

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>   | <b>Portfolio reference</b> |  |
|---|----------------------------|--|
| 5.1 identify given body parts   |                            |  |
| 5.2 describe how the body functions during sexual activity.   |                            |  |
| Type of evidence →  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                            |  |

## 6. Understand the range and purpose of male and female contraception methods

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>   | <b>Portfolio reference</b> |  |
|---|----------------------------|--|
| 6.1 describe different types of contraception and their purpose   |                            |  |
| 6.2 identify which methods of contraception protect against sexually transmitted diseases                     |                            |  |
| 6.3 demonstrate how to put a condom on a dummy  |                            |  |
| Type of evidence →  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                            |  |

## 7. Be aware of the agencies able to give help, advice and treatment on contraceptive and sexual health.

| <b>Assessment criteria (Knowledge)</b><br><b>The learner can:</b>   | <b>Portfolio reference</b> |  |
|---|----------------------------|--|
| 7.1 identify a range of agencies able to give help and advice on contraception and sexual health              |                            |  |
| 7.2 identify the help each agency provides.   |                            |  |
| Type of evidence →  |                            |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                            |  |

## Unit 458

### Declaration

## Sex and Relationship education



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
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| <b>IQAs Name:</b>      |  |
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| <b>Date:</b>           |  |

## Unit 459

## Using cooking skills in a domestic kitchen

3 credits

### 1. Understand the importance of health and safety in a domestic kitchen

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| 1.1 identify the main health and safety risks in a domestic kitchen   | Portfolio reference |  |  |  |  |  |
| 1.2 outline how to respond to health and safety risks in a domestic kitchen.                                  |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Understand how to plan and cost nutritionally balanced meals

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 plan a two-course meal in line with requirements.   |                     |  |
| 2.2 give reasons for the choice of meal.  |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 3. Be able to use a range of domestic equipment and cooking methods to cook a two course meal

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 identify examples of domestic kitchen equipment and their appropriate uses                                |                     |  |
| 3.2 describe different food preparation methods   |                     |  |
| 3.3 cook a two course meal using a range of food preparation methods  |                     |  |
| 3.4 clean and store the equipment used.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Unit 459

## Using cooking skills in a domestic kitchen



### Declaration

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|                             |  |
|-----------------------------|--|
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| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



**1. Understand what is meant by the term 'vulnerable adult'**

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| 1.1 state the meaning of the term 'vulnerable adult'  | Portfolio reference |  |  |  |  |  |
| 1.2 give examples of adults who may be vulnerable.  |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

**2. Understand what is meant by abuse**

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 state the meaning of the term 'abuse'   |                     |  |
| 2.2 list the main categories of abuse   |                     |  |
| 2.3 give examples of how abuse can be recognised  |                     |  |
| 2.4 give examples of people who may be abusers.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

**3. Understand how to minimise abuse**

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 give examples of how to prevent abuse   |                     |  |
| 3.2 give examples of how to minimise abuse.   |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Unit 460

## Introduction to working with vulnerable adults

### Declaration

I confirm that the evidence listed above is my own and was carried out under the conditions and context specified in the standards.

|                             |  |
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| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 461

## Developing performance improvisation techniques

3 Credits

### 1. Understand health and safety measures relating to performance

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| 1.1 give examples of health and safety risks related to performance   | Portfolio reference |  |  |  |  |  |
| 1.2 agree health and safety rules for a performance environment.  |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |  |  |  |  |

### 2. Be able to use improvisation

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 2.1 demonstrate structured improvisation  |                     |  |
| 2.2 demonstrate spontaneity   |                     |  |
| 2.3 respond to given stimuli  |                     |  |
| 2.4 use improvisation to explore a given aspect   |                     |  |
| 2.5 use improvisation to explore material.  |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

### 3. Be able to reflect on performance.

| Assessment criteria (Knowledge)<br>The learner can:   | Portfolio reference |  |
|---|---------------------|--|
| 3.1 a describe what went well and what did not go well with own performance                                   |                     |  |
| 3.2 receive feedback from others  |                     |  |
| 3.3 give feedback to others.  |                     |  |
| Type of evidence →  |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion<br>R = Report |                     |  |

## Declaration

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## Unit 462

## Applying for a job

2 credits

This unit is barred with the following units:

- **206** Entry 2 Applying for a job
- **306** Entry 3 Applying for a job
- **405** Level 1 Career planning and making applications
- **501** Level 2 Career planning and making applications
- **506** Level 2 Applying for a job

### 1. Understand different methods of applying for jobs

| Assessment criteria (Knowledge)<br>The learner can:  | Portfolio reference |  |
|--|---------------------|--|
| 1.1 describe different methods of applying for a job   |                     |  |
| 1.2 describe when different methods of applying for a job are used   |                     |  |
| 1.3 describe how to apply for a job online.  |                     |  |
| Type of evidence →   |                     |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |

### 2. Be able to complete a job application

| Assessment criteria (Performance)<br>The learner can:  | Evidence date |  |  |  |  |  |
|--|---------------|--|--|--|--|--|
|  |               |  |  |  |  |  |
| Portfolio reference  |               |  |  |  |  |  |
| 2.1 identify the information needed to prepare a job application   |               |  |  |  |  |  |
| 2.2 describe formats and styles of presenting information in a job application                             |               |  |  |  |  |  |
| 2.3 assemble the relevant information for a job application  |               |  |  |  |  |  |
| 2.4 prepare a curriculum vitae   |               |  |  |  |  |  |
| 2.5 present the information for a job application in different formats.                                    |               |  |  |  |  |  |
| Type of evidence →   |               |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |               |  |  |  |  |  |

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| <b>Date:</b>           |  |

## Unit 475

## Behaviour in a business administration environment

2 credits

This unit is barred with the following unit:

- **375** Entry 3 Behaviour in a business administration environment

### 1. Understand how to communicate effectively in a business administration environment.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 state the importance of effective communication in a business administration environment              |                     |  |  |  |  |  |
| 1.2 state the advantages of using appropriate language in a business administration environment           |                     |  |  |  |  |  |
| 1.3 state the disadvantages of using inappropriate language in a business administration environment.     |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 2. Be able to communicate effectively in a business administration environment.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 demonstrate effective communication within a business administration environment                      |                     |  |  |  |  |  |
| 2.2 demonstrate the use of appropriate language for a business administration environment.                |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 3. Understand professional behaviour in a business administration environment.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 3.1 outline the importance of workplace values  |                     |  |  |  |  |  |
| 3.2 state the advantages of appropriate behaviour in a business administration environment                |                     |  |  |  |  |  |
| 3.3 state the disadvantages of inappropriate behaviour in a business administration environment.          |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 4. Be able to display professional behaviour for a business administration environment.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 4.1 demonstrate professional behaviour for a business administration environment.                         |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 5. Understand how policies and procedures impact employees' behaviour within an organisation.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 5.1 give examples of policies and procedures that impact on employee behaviour.                           |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |



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| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 476

## Create a positive impression on customers

2 credits

This unit is barred with the following unit:

- **376** Entry 3 Create a good impression on customers

### 1. Understand a range of dress codes for different job roles.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 describe appropriate dress codes for different job roles  |                     |  |  |  |  |  |
| 1.2 describe inappropriate dress for different job roles  |                     |  |  |  |  |  |
| 1.3 identify different dress codes in different industries.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 2. Understand the importance of creating a positive impression on customers.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 describe the importance of making a positive impression on customers                                  |                     |  |  |  |  |  |
| 2.2 state reasons why personal appearance may cause different reactions from customers                    |                     |  |  |  |  |  |
| 2.3 describe ways to present self to make a positive impression on customers.                             |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 3. Understand how to meet customer expectations.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 3.1 describe methods of communicating with customers to establish expectations                            |                     |  |  |  |  |  |
| 3.2 describe appropriate methods of communication when dealing with customers                             |                     |  |  |  |  |  |
| 3.3 describe what types of language should be avoided when dealing with customers                         |                     |  |  |  |  |  |
| 3.4 describe ways to confirm customer expectations have been met.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

## Unit 476

## Create a positive impression on customers

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 477

## The customer service experience

2 credits

This unit is barred with the following unit:

- **377** Entry 3 The customer service experience

### 1. Know about the customer service experience.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 describe a range of customer service situations   |                     |  |  |  |  |  |
| 1.2 describe steps in a customer service process.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 2. Know how customer satisfaction is achieved.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 describe the link between customer expectations and customer satisfaction                             |                     |  |  |  |  |  |
| 2.2 describe customer service delivery that provides customer satisfaction.                               |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 3. Be able to build a rapport with customers.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 3.1 recognise customer feelings to build a rapport with them  |                     |  |  |  |  |  |
| 3.2 speak clearly to customers to put them at their ease.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |



## Unit 477

## The customer service experience

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 480

## Introduction to working in healthcare, adult care and child care

3 credits

### 1. Know the range of service provision available in health care, adult care and child care.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 1.1 identify different services available within:   |                     |  |  |  |  |  |
| health care   |                     |  |  |  |  |  |
| adult care  |                     |  |  |  |  |  |
| child care  |                     |  |  |  |  |  |
| 1.2 give examples of individuals who might access adult care services                                     |                     |  |  |  |  |  |
| 1.3 give examples of why individuals might access health care services                                    |                     |  |  |  |  |  |
| 1.4 outline the difference between statutory, private and third sector services                           |                     |  |  |  |  |  |
| 1.5 outline how <b>informal care</b> contributes to service provision.                                    |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 2. Know the range of job roles within health care, adult care and child care.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 identify job roles within:  |                     |  |  |  |  |  |
| health care   |                     |  |  |  |  |  |
| adult care  |                     |  |  |  |  |  |
| child care.   |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |



**3. Know the range of skills and attitudes essential to work within health care, adult care and child care.**

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 3.1 list <b>skills</b> and <b>attitudes</b> essential to work within health care, adult care and child care  |                     |  |  |  |  |  |
| 3.2 identify own <b>skills</b> and <b>attitudes</b> that require further development to gain employment within health care, adult care and child care. |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report  |                     |  |  |  |  |  |

**4. Know legislation, principles and values that underpin health care, adult care and child care.**

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 4.1 identify legislation, standards and guidance that underpin the principles and values of health care, adult care and child care |                     |  |  |  |  |  |
| 4.2 outline what is meant by 'person centred practice' or 'child centred practice'   |                     |  |  |  |  |  |
| 4.3 outline what is meant by 'confidentiality' in the context of health care, adult care and child care                            |                     |  |  |  |  |  |
| 4.4 outline what is meant by 'duty of care' in health care, adult care and child care  |                     |  |  |  |  |  |
| 4.5 outline what is mean by 'equality' and 'inclusion' within health care, adult care and child care                               |                     |  |  |  |  |  |
| 4.6 outline the importance of equality and inclusion within health care, adult care and child care.                                |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report                          |                     |  |  |  |  |  |

## Unit 480

## Introduction to working in healthcare, adult care and child care

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 486

## Introduction to customer service

2 credits

This unit is barred with the following unit:

- **371** Entry 3 Introduction to customer service

### 1. Understand why personal appearance is important in the workplace.

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 give examples of how personal appearance can create a positive impression                              |                     |  |  |  |  |  |
| 1.2 give reasons why following a dress code is important for work  |                     |  |  |  |  |  |
| 1.3 state why good personal hygiene is important for work.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 2. Understand the difference between internal and external customers.

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 2.1 outline the differences between an internal customer and an external customer                          |                     |  |  |  |  |  |
| 2.2 give examples of the needs of an internal customer   |                     |  |  |  |  |  |
| 2.3 give examples of the needs of an external customer.  |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report |                     |  |  |  |  |  |

### 3. Understand the difference between formal and informal communication.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 3.1 outline the differences between formal and informal communication                                     |                     |  |  |  |  |  |
| 3.2 give examples of formal communication   |                     |  |  |  |  |  |
| 3.3 give examples of informal communication.  |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 4. Be able to communicate with customers.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 4.1 state how to greet customers in a positive way  |                     |  |  |  |  |  |
| 4.2 demonstrate the importance of speaking clearly when communicating with customers                      |                     |  |  |  |  |  |
| 4.3 demonstrate the importance of positive body language when communicating with customers.               |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

## Unit 486

## Introduction to customer service

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |

## Unit 488

## Disclosure of information

1 credit

### 1. Understand what is meant by the term 'disclosure'.

| Assessment criteria (Performance)  | Evidence date       |  |  |  |  |  |
|--|---------------------|--|--|--|--|--|
|  |                     |  |  |  |  |  |
| The learner can:   | Portfolio reference |  |  |  |  |  |
| 1.1 state what is meant by the term 'disclosure'   |                     |  |  |  |  |  |
| 1.2 identify where disclosure is <ul style="list-style-type: none"><li>needed</li><li>not needed</li></ul> |                     |  |  |  |  |  |
| 1.3 give examples of the impact of non-disclosure.   |                     |  |  |  |  |  |
| Type of evidence →   |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report  |                     |  |  |  |  |  |

### 2. Know about the current law around disclosure.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 2.1 identify the current law around disclosure  |                     |  |  |  |  |  |
| 2.2 state what is meant by the term rehabilitation period   |                     |  |  |  |  |  |
| 2.3 identify when a conviction is <ul style="list-style-type: none"><li>spent</li><li>unspent</li></ul>   |                     |  |  |  |  |  |
| 2.4 list sources of support to help with identifying own rehabilitation period.                           |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 3. Understand when disclosure is needed.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 3.1 demonstrate different formats of disclosure   |                     |  |  |  |  |  |
| 3.2 demonstrate how to structure a disclosure statement   |                     |  |  |  |  |  |
| 3.3 identify when in the recruitment process disclosure may be needed.                                    |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

### 4. Understand the need to maintain own disclosure information.

| Assessment criteria (Performance)   | Evidence date       |  |  |  |  |  |
|---|---------------------|--|--|--|--|--|
|   |                     |  |  |  |  |  |
| The learner can:  | Portfolio reference |  |  |  |  |  |
| 4.1 give examples of positive experiences that can be added to own disclosure information.                |                     |  |  |  |  |  |
| Type of evidence →  |                     |  |  |  |  |  |
| O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report |                     |  |  |  |  |  |

## Unit 488

## Disclosure of information

### Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

|                             |  |
|-----------------------------|--|
| <b>Candidate Name:</b>      |  |
| <b>Candidate Signature:</b> |  |
| <b>Date:</b>                |  |

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

|                            |  |
|----------------------------|--|
| <b>Assessor Name:</b>      |  |
| <b>Assessor Signature:</b> |  |
| <b>Date:</b>               |  |

|                        |  |
|------------------------|--|
| <b>IQAs Name:</b>      |  |
| <b>IQAs Signature:</b> |  |
| <b>Date:</b>           |  |



# Appendix 1 Summary of City & Guilds assessment policies

## Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

## Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **[www.cityandguilds.com](http://www.cityandguilds.com)**, City & Guilds Customer Relations Team or your centre.

## Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document Access to assessment and qualifications is available on the City & Guilds website **[www.cityandguilds.com](http://www.cityandguilds.com)**, from the City & Guilds Customer Relations Team or your centre.

## Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **[www.cityandguilds.com](http://www.cityandguilds.com)** or is available from the City & Guilds Customer Relations Team or your centre.



City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

|  |   |
|--|---|
| <b>UK learners</b><br><b>General qualification information</b>   | E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a> |
| <b>International learners</b><br>General qualification information   | E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>                   |
| <b>Centres</b><br>Exam entries, Certificates,<br>Registrations/enrolment, Invoices, Missing or<br>late exam materials, Nominal roll reports,<br>Results  | E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>   |
| <b>Single subject qualifications</b><br>Exam entries, Results, Certification, Missing<br>or late exam materials, Incorrect exam<br>papers, Forms request (BB, results entry),<br>Exam date and time change | E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a> |
| <b>International awards</b><br>Results, Entries, Enrolments, Invoices,<br>Missing or late exam materials, Nominal roll<br>reports  | E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>                 |
| <b>Walled Garden</b><br>Re-issue of password or username, Technical<br>problems, Entries, Results, e-assessment,<br>Navigation, User/menu option, Problems   | E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>     |
| <b>Employer</b><br>Employer solutions, Mapping, Accreditation,<br>Development Skills, Consultancy  | E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>             |
| <b>Publications</b><br>Logbooks, Centre documents, Forms, Free<br>literature   |   |

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

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