Certificates in Employability and Personal Development at SCQF Levels 3/4 (7586-01)

October 2015 Version 2.0

**City&
Guilds**

Qualification at a glance

Subject area	**Employability and personal development**
City & Guilds number	7586
Age group approved	All
Entry requirements	None
Assessment	By learner portfolio
Fast track	Available
Support materials	Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Certificate in Employability and Personal Development at SCQF Level 3	7586-01
Certificate in Employability and Personal Development at SCQF Level 4	7586-01

Version and date	Change detail	Section
2.0 October 2015	Notional Learning Hours (NLH) changed to GLH.	**3. Delivering the qualification** – List of units **4. Units**

Contents

1   Introduction

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

Area	Description
Who is the qualification for?	This suite of qualifications has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs. They recognise the personal skills, qualities and attitudes required by employers across different sectors. These qualifications are also suitable for those learners who intend to progress to further learning. There are no pre-conditions for entry and there is no minimum level of reading, writing, speaking and listening or numeracy required. Qualification providers can deliver these qualifications alongside a language, reading, writing, speaking and listening or numeracy qualifications.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression. The units were designed with the following subject areas in mind: - Behaviours and Attitudes - Career Planning Management Skills - Enterprise - Personal Presentation - Health and Safety - Personality and Difference - Rights and Responsibilities - Self Evaluation - Team Work - Work Experience
What are the aims of these qualifications?	The aims of these qualifications are to - meet the needs of learners who wish to seek, gain and retain employment or progress to further learning - allow learners to learn, develop and practise the skills required for employment - provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence.
Are the qualifications part of a framework or initiative?	Yes, the qualifications sit on the SCQF and have been developed with the strategic skills pipeline stages specifically in mind.

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Who did we develop the qualification with?	They were developed in association with a range of colleges, employers and Skills Development Scotland (SDS).
What opportunities for progression are there?	These qualifications provide a solid grounding in generic employability and personal development skills, which will enable progression to employment and/or to further learning including many vocational qualifications.

Structure

To achieve the **Certificate in Employability and Personal Development at SCQF Level 3** Learners must achieve a minimum of 18 credits from (301-308, 310-314, 316-319, 321, 323, 406-410, 412, 414-424).

A minimum of 14 credits must come from (301-308, 310-314, 316-319, 321, 323).

Note: units with the same title at different levels are barred. If chosen only the unit with the highest credit value will count towards the qualification.

To achieve the **Certificate in Employability and Personal Development at SCQF Level 4** Learners must achieve a minimum of 18 credits from (301-308, 310-314, 316-319, 321, 323, 406-410, 412, 414-424).

A minimum of 14 credits must come from (406-410, 412, 414-424).

Note: units with the same title at different levels are barred. If chosen only the unit with the highest credit value will count towards the qualification.

2 Centre requirements

Approval

If your Centre is approved to offer the qualification Employability and Personal Development (7546-11/12/13) you can apply for the new Employability and Personal Development (7586-01) approval using the **fast track approval form**, available from the City & Guilds website.

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

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

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

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

Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications the centre must ensure that the following internal roles are undertaken:
- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal Quality Assurer (this can be the same person as the quality assurance co-ordinator)

Teachers in Scotland should be guided by current government policy around the requirements for delivering publicly funded qualifications in the learning and skills sector.

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

Trainer/tutors must be competent and confident to a level above that which they are assessing.

Assessors and Internal Quality Assurer

The assessor will be responsible for making assessment judgements including for units where evidence relies extensively on expert witness testimony. The assessor will make use of appropriate expert witness testimony as part of the overall assessment of the learner. In addition the assessor must ensure that witness testimony clearly matches the level and breadth of performance described in the unit, and this may be done, for example, by the assessor questioning the witness against the knowledge and skills specified in the unit. In addition to the requirements of the regulatory authorities, assessors must:

- have carried out continued professional development to familiarise themselves with current standards for assessment; and
- have relevant experience and occupational competence to enable them to make a valid judgement about demonstration of competence in the area they will be assessing.

Internal Quality Assurer

The Internal Quality Assurer will be appointed by approved centres to ensure the quality and consistency of assessments within the centre.

In addition to the requirements of the regulatory authorities, the Internal Quality Assurer must have the relevant experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying.

Continuing professional development (CPD)

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

Learner entry requirements

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

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

Age restrictions

These qualifications are suitable for the 14-16, 16-18, 18+ and 19+ age ranges ie for both young people and adults.

3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of his/her programme to ensure he/she is entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance he/she may require when working towards his/her qualifications. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit he/she has accumulated which is relevant to the qualifications he/she is about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications he/she will work towards, his/her responsibilities as a learner and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Recommended delivery strategies

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

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

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

Centres may deliver this qualification on a full-time or part-time basis.

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

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

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Support materials

The following resources are available for these qualifications:

Description	How to access
Candidate logbook	**www.cityandguilds.com**

Recording documents

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

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

Recording forms are included in the candidate logbook for these qualifications and can be used but are not mandatory.

List of units

This is a list of all the units in 7586-01/91 showing the City & Guilds unit numbers, unit title, credit value, Guided Learning Hours (GLH) and barred combinations. :

SCQF Level 3 Units

Unit No	Title	Credit Value	GLH	Barred Units
7586-301	Level 3 Attitudes and values for personal development	1	10	
7586-302	Level 3 Conduct at work	1	10	
7586-303	Level 3 Effective communication	1	11	
7586-304	Level 3 Effective speaking for the workplace	2	16	
7586-305	Level 3 Effective written communication for the workplace	2	14	
7586-306	Level 3 Applying for a job	2	20	406
7586-307	Level 3 Interview skills	3	27	407
7586-308	Level 3 Searching for a job	2	20	408
7586-310	Level 3 Enterprise activity	3	28	410
7586-311	Level 3 Prioritising and completing tasks	2	18	
7586-312	Level 3 Healthy living	2	16	412
7586-313	Level 3 Personal presentation and hygiene	2	15	
7586-314	Level 3 Safe learning in the workplace	3	25	414
7586-316	Level 3 Building working relationships with colleagues	2	17	416

Unit No	Title	Credit Value	GLH	Barred Units
7586-317	Level 3 Rights, responsibilities and citizenship	3	25	417
7586-318	Level 3 Investigating rights and responsibilities at work	1	10	418
7586-319	Level 3 Self assessment and development	2	18	419
7586-321	Level 3 Working as part of team	3	24	421
7586-323	Level 3 Undertaking work placement	3	30	423

SCQF Level 4 Units

Unit No	Title	Credit Value	GLH	Barred Units
7586-406	Level 4 Applying for a job	2	20	306
7586-407	Level 4 Interview skills	3	27	307
7586-408	Level 4 Searching for a job	2	20	308
7586-409	Level 4 Career progression	2	21	
7586-410	Level 4 Enterprise activity - producing a product or service	3	33	310
7586-412	Level 4 Healthy living	2	19	312
7586-414	Level 4 Safe learning in the workplace	4	34	314
7586-415	Level 4 Keeping safe	3	26	
7586-416	Level 4 Building working relationships in the workplace	2	17	316
7586-417	Level 4 Rights, responsibilities and citizenship	3	28	317
7586-418	Level 4 Investigating rights and responsibilities at work	2	17	318
7586-419	Level 4 Self assessment and development	3	25	319
7586-420	Level 4 Coping with change	2	20	
7586-421	Level 4 Working as part of a team	3	25	321
7586-422	Level 4 Interpersonal relationships	2	14	
7586-423	Level 4 Undertaking work placement	3	30	323
7586-424	Level 4 Managing time in the workplace	2	14	

Barred combinations

Units with the same title at different levels should not be taken together. If chosen only the unit with the highest credit value will count towards the qualification. If the units have the same credit value only the unit that is claimed first will count.

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Assessment

Assessment method

Candidates must have a completed portfolio of evidence for each unit they have chosen.

Time constraints

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

4   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- title
- level
- credit value
- guided learning hours
- unit aim
- unit range
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- supporting information to include:

    o   evidence requirements
    o   notes for guidance

Unit 301   Attitudes and values for personal development

Level:	SCQF Level 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to help the learner understand the importance of personal attitudes and values. The learner will be assisted to recognise and build on personal strengths.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand the importance of personal attitudes and values.
Assessment criteria
The learner can:
1.1 state what an attitude is
1.2 state what a value is
1.3 state the importance of own and others values
1.4 identify own values and attitudes
1.5 state how values and attitudes can influence personal success.

Learning outcome
The learner will:
2. Understand how to develop personal strengths.
Assessment criteria
The learner can:
2.1 state the importance of adaptability and flexibility
2.2 state the importance of motivation
2.3 state the importance of commitment
2.4 state the importance of resilience
2.5 review own personal strengths
2.6 create an action plan to develop **personal strengths**.

Range
Personal strengths – adaptability, flexibility, motivation, commitment, resilience.

Unit 301　　　Attitudes and values for personal development

Supporting information

Evidence requirements

Evidence for 1.3 to 1.5 could be a candidate statement. This may be given orally or in writing.

Guidance

For criterion 1.1 the learner needs to state what an attitude is. They can define or explain this orally or in writing.

For 1.2 the learner needs to state what a value is. They can define or explain this orally or in writing.

For 1.3 the learner needs to state the importance of own and others' values. The learner should recognise that people may have different values and that values are important to people.

For 1.4 the learner needs to identify some of their own values and attitudes. Attitudes can be positive and negative.

For 1.5 the learner needs to state how values and attitudes can influence personal success. The learner may benefit from considering their own values and attitudes, as identified in 1.4, and how these can influence their own personal success.

For criterion 2.1 the learner needs to state the importance of adaptability and flexibility. They could give an example, eg be able to respond appropriately to changing circumstance, and say why this is important for learning or work.

For 2.2 the learner needs to state the importance of motivation in relation to learning or work. They could give an example and say why this is important for learning or work.

For 2.3 the learner needs to state the importance of commitment for learning or work. They could give an example and say why this is important for learning or work.

For 2.4 the learner needs to state the importance of resilience. They could give an example and say why this is important for learning or work.

For 2.5 the learner needs to review their own personal strengths with an appropriate person. Although this should be a positive exercise, the learner should identify at least two areas for improvement.

For 2.6 the learner needs to create an action plan to develop their personal strengths identified in 2.5. The plan should be achievable and be agreed with an appropriate person.

Unit 302   Conduct at work

Level:	SCQF Level 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Know about appropriate conduct for the workplace.
Assessment criteria
The learner can:
1.1 identify different kinds of **appropriate** conduct in the workplace
1.2 identify **inappropriate** conduct in the workplace.

Range
Appropriate – polite, respectful, reliable, demonstration of compliance with organisational policies.
Inappropriate – impolite, disrespectful, unreliable, non-compliance with organisational policies.

Learning outcome
The learner will:
2.   Be able to demonstrate good conduct.
Assessment criteria
The learner can:
2.1   interact appropriately with colleagues
2.2   dress appropriately for work
2.3   demonstrate conduct suitable for job role
2.4   demonstrate good timekeeping and attendance.

Learning outcome
The learner will:
3.   Be able to carry out a review of own conduct.
Assessment criteria
The learner can:
3.1   identify an aspect of own conduct that went well
3.2   identify an aspect of own conduct that did not go so well
3.3   suggest an action point for improvement in own conduct.

Unit 302   Conduct at work

Supporting information

Evidence requirements

Evidence for 2.1 to 2.4 is likely to be a witness or assessor statement.

Guidance

For criterion 1.1 the learner needs to identify at least two different kinds of **appropriate** conduct in the workplace. Evidence can be given orally or in writing.

For 1.2 the learner needs to identify at least two different kinds of **inappropriate** conduct in the workplace. Evidence can be given orally or in writing.

For criterion 2.1 the learner needs to interact appropriately with colleagues.

For 2.2 the learner needs to dress appropriately for a particular work situation

For 2.3 the learner needs to demonstrate conduct suitable for the job role

For 2.4 the learner needs to demonstrate good timekeeping and attendance. This is likely to be over at least one month but may be over a shorter period of time depending on the placement.

Unit 303 Effective communication

Level:	SCQF Level 3
Credit value:	1
GLH:	13
Aim:	The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand why effective communication is important.
Assessment criteria
The learner can:
1.1 state why effective communication is important
1.2 give examples of positive communication and body language
1.3 give examples of **appropriate** and **inappropriate verbal communication**
1.4 give examples of **appropriate** and **inappropriate non-verbal communication**.

Range
Appropriate verbal communication – speaking calmly and clearly appropriate and positive language, active listening.
Inappropriate verbal communication – shouting, swearing, negative language, abusive, derogatory.
Appropriate non-verbal communication – positive facial expressions, shaking hands, open body language.
Inappropriate non-verbal communication – negative facial expressions, not shaking hands, closed body language.

Learning outcome
The learner will: 2. Understand the difference between confident, aggressive, passive and assertive behavior.
Assessment criteria
The learner can: 2.1   list examples of confident behaviour 2.2   list examples of aggressive behaviour 2.3   list examples of passive behaviour 2.4   list examples of assertive behaviour 2.5   state the difference between confident, aggressive, passive and assertive behaviour.

Learning outcome
The learner will: 3. Know the difference between positive and negative feedback.
Assessment criteria
The learner can: 3.1   give an example of positive feedback 3.2   give an example of negative feedback.

Unit 303   Effective communication
Supporting information

Evidence requirements

For outcome 1.1 evidence may be a learner statement or assessor record.

For 1.2 Evidence may be a learner statement, pictures chosen from a range (eg newspapaper) or assessor record. The learner needs to give at least two examples of positive communication and body language.

For 1.3 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate verbal communication** Evidence may be a learner statement or assessor record.

For 1.4 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate non-verbal communication.** Evidence may be a learner statement, pictures chosen from a range (eg newspapaper) or assessor record.

For criterion 2.1 the learner needs to list at three examples of confident behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.2 the learner needs to list at three examples of aggressive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.3 the learner needs to list at three examples of passive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.4 the learner needs to list at three examples of assertive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

Evidence for 2.1 to 2.5 could be a learner statement.

For criterion 3.1 the learner needs to give an example of positive feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

For 3.2 the learner needs to give an example of negative feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

Evidence for 3.1 and 3.2 could be a learner statement.

Guidance

For criterion 1.1 the learner needs to state why effective communication is important. Communication refers to spoken and non-spoken communication such as body language.

Unit 304   Effective speaking for the workplace

Level:	SCQF Level 3
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Know why it is important to speak effectively at work.
Assessment criteria
The learner can:
1.1   describe why it is important to speak effectively in the workplace
1.2   describe why confidence is important to speaking effectively in workplace.

Learning outcome
The learner will:
2. Be able to use language appropriate to a face to face situation in the workplace.
Assessment criteria
The learner can:
2.1   describe the difference between **formal** and **informal language**
2.2   speak formally or informally as appropriate to the situation
2.3   identify ways to show politeness when speaking to others in the workplace
2.4   state the importance of positive body language in a face to face situation.

Range
Formal language – structured, addressing people correctly.
Informal language – using slang.

Learning outcome
The learner will:
3. Be able to make and receive a telephone call in the workplace.
Assessment criteria
The learner can:
3.1 identify the differences between a face to face and telephone conversation
3.2 suggest ways to address some of the differences
3.3 make a formal telephone call
3.4 answer a telephone call in the workplace.

Learning outcome
The learner will:
4. Be able to contribute to conversations and discussions in the workplace.
Assessment criteria
The learner can:
4.1 make relevant comments and suggestions
4.2 ask and answer straightforward questions
4.3 volunteer positive ideas or opinions.

Unit 304   Effective speaking for the workplace

Supporting information

Evidence requirements

For 2.2 Evidence could be a witness statement.

For 3.1 Evidence can be given orally or in writing.

For 3.3 and 3.4 Evidence is likely to be an assessor or witness statement and may include an audio recording.

For criterion 4.1 the learner needs to take part in at least one conversation or discussion in the workplace and make at least one relevant comment and at least one suggestion.
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For 4.2 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to ask at least one straightforward question and answer at least one straightforward question.

For 4.3 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to volunteer at least one positive idea or opinion.

Evidence for 4.1 to 4.3 is likely to be a witness or assessor statement.

Guidance

For criterion 1.1 the learner needs to describe why it is important to speak effectively in the workplace. This description can be given orally or in writing.

For 1.2 the learner needs to describe why confidence is important to speaking effectively in workplace. This description can be given orally or in writing.

For criterion 2.1 the learner needs to describe the difference between **formal** and **informal language.** This description can be given orally or in writing.

For 2.2 the learner needs to speak formally or informally as appropriate to the situation. The learner needs to use language appropriate for a face to face situation.

For 2.3 the learner needs to identify ways to show politeness when speaking to others in the workplace. The learner can refer to their own performance in 2.2 or give other examples.

For 2.4 the learner needs to state the importance of positive body language in a face to face situation. The learner can refer to their own performance in 2.2 in their statement or give other examples.

For criterion 3.1 the learner needs to identify at least two differences between a face to face and telephone conversation.

For 3.2 the learner needs to suggest ways to address at least two of the differences identified in 3.1

For 3.3 the learner needs to make a formal telephone call suitable for a workplace setting.

For 3.4 the learner needs to answer a telephone call in a workplace setting.

Unit 305   Effective written communication for the workplace

Level:	SCQF Level 3
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand why effective written communication is important and when different types of written communication could be used. The learner will prepare a range of written communications.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Understand different types of written communication.
Assessment criteria
The learner can:
1.1   identify different types of written communication
1.2   state the different situations where formal and informal written communication could be used.

Learning outcome
The learner will:
2.   Understand why effective written communication is important.
Assessment criteria
The learner can:
2.1   state why effective written communication is important
2.2   give examples of **appropriate** and **inappropriate written language**.

Range
Appropriate written language – suitable format, structured, addressing people correctly.
Inappropriate written language – using slang, too informal for the situation.

Learning outcome
The learner will: 3.   Be able to send a written communication for the workplace.
Assessment criteria
The learner can: 3.1   send a formal written communication 3.2   send an informal written communication 3.3   answer a written communication.

Unit 305 Effective written communication for the workplace

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to identify at least three different types of written communication. Evidence could be a list or examples of the different types.

For 1.2 the learner needs to state at least two situations where formal communication could be used and two situations where informal written communication could be used. Evidence could be a list or examples of the different types.

For 2.2 the learner needs to give examples of **appropriate** and **inappropriate written language**. This could be a list or examples of the different types.

Guidance

For criterion 2.1 the learner needs to state why effective written communication is important. This can be orally or in writing.

For criterion 3.1 the learner needs to prepare a formal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a written letter of application or an email to a company to complain about late delivery.

For 3.2 the learner needs to prepare an informal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a note or email for a colleague.

For 3.3 the learner needs to prepare an answer to a written communication for the workplace. This can be in handwriting or using ICT. This could be a reply to a formal or informal communication.

For outcome 3 the written communication should be appropriate to the situation and learners should check their spelling, punctuation and grammar. One or two mistakes are acceptable as long as the meaning is clear.

Unit 306   Applying for a job

Note: This unit is barred with unit 406 Level 4 Applying for a job

Level:	SCQF Level 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Know different methods of applying for jobs.
Assessment criteria
The learner can:
1.1   identify the different **types** of job applications
1.2   identify the different **methods** for job applications.

Range
Types – CVs, personal statement, application forms, covering letters.
Methods – online, paper based, agency, telephone, in person, video.

Learning outcome
The learner will:
2.   Be able to apply for a job.
Assessment criteria
The learner can:
2.1   identify information needed to apply for a job
2.2   present the information for a job application in **different formats**
2.3   draft a CV
2.4   describe how to apply for a job online.

Range
Different formats – online, paper based.

Unit 306 Applying for job
Supporting information

Guidance

Jobs could be local, national, global.

For criterion 1.1 and 1.2 the learner needs to identify the different types and methods of applying for jobs.

For criterion 2.1 the learner needs to identify and gather all the required information needed to apply for a job.

For 2.2 the leaner needs to complete an online **and** paper based application form.

For 2.3 the learner needs to draft a CV.

For 2.4 the learner needs to describe how to apply for a job online ie they need to have an email address and Internet access.

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Unit 307 Interview skills

Note: This unit is barred with unit 407 Level 4 Interview skills

Level:	SCQF Level 3
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to help the learner equip with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Know how to prepare for an interview.
Assessment criteria
The learner can:
1.1   research the company and the job role
1.2   prepare brief answers to a given set of questions that are likely to be asked at the interview
1.3   prepare questions to ask in an interview
1.4   identify how to seek clarity from the interviewer about questions asked
1.5   identify any documents that may be asked for at interview
1.6   identify the route and means of transport to take to attend the interview on time.

Learning outcome
The learner will:
2. Be able to present and perform well at an interview.
Assessment criteria
The learner can:
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   give clear, straightforward answers to the questions asked.

Learning outcome
The learner will: 3. Be able to review own performance at an interview.
Assessment criteria
The learner can: 3.1   identify one aspect of the interview that went well 3.2   identify one aspect of the interview that did not go well 3.3   identify actions to improve performance at future interviews.

Unit 307　　　　Interview skills

Supporting information

Guidance

For criteria 1.1 to 1.5 the learner needs to prepare for a real or simulated job interview.

For 1.6 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For outcome 3 the leaner needs to review their performance during a real or simulated interview.

Unit 308   Searching for a job

Note: This unit is barred with unit 408 Level 4 Searching for a job

Level:	SCQF Level 3
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to find out about opportunities for work.
Assessment criteria
The learner can:
1.1   identify different sources of information to find out about jobs
1.2   use sources of information to find key facts about different jobs
1.3   identify different types of **employment and training opportunities**.

Range
Employment and training opportunities – Apprenticeships, training for work, volunteering, internships, jobs.

Learning outcome
The learner will:
2. Be able to search for job vacancies.
Assessment criteria
The learner can:
2.1   describe the key features of a job advert
2.2   identify own requirements and skills
2.3   identify job vacancies that meet own requirement and skills
2.4   identify how to sign up to different organisations' job alert systems.

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Unit 308　　Searching for a job

Supporting information

Guidance

For criterion 1.1 the learner needs to identify different sources of information to find out about jobs.

For 1.2 the learner needs to use sources of information to find key facts about different jobs.

For 1.3 the learner needs to identify different types of employment and training opportunities.

Jobs could be local, national, global.
For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

For 2.4 the learner is expected to identify some job boards and company websites which require users to create an account when they apply for jobs.

Unit 310 Enterprise activity

Note: This unit is barred with unit 410 Level 4 Enterprise activity

Level:	SCQF Level 3
Credit value:	3
GLH:	28
Aim:	The aim of this unit is to help the learner develop his/her enterprise skills by planning, carrying out and review producing a product or service.
Assessment	Learner portfolio.

Learning outcome
The learner will: 1. Be able to plan to an enterprise activity.
Assessment criteria
The learner can: 1.1 choose an enterprise activity 1.2 identify when and where to have the enterprise activity 1.3 identify what needs to be done 1.4 list the equipment and materials needed 1.5 advertise the enterprise activity.

Learning outcome
The learner will: 2. Be able to carry out an enterprise activity.
Assessment criteria
The learner can: 2.1 undertake the enterprise activity safely.

Learning outcome
The learner will: 3. Be able to review an enterprise activity.
Assessment criteria
The learner can: 3.1 identify an aspect of the activity that went well 3.2 identify an aspect of the activity that did not go well 3.3 identify an improvement that could be made to the activity.

Unit 310   Enterprise activity

Supporting information

Evidence requirements

Evidence for 1.1 to 1.4 could be a plan for the activity.

Evidence for 1.5 could be a poster, leaflet or audio recording.

Evidence for 2.1 is likely to be an assessor or witness statement. This may be supported by a candidate statement, peer statements and photographic evidence.

Evidence for 3.1 to 3.3 could be gathered during a review with an assessor or could be a learner statement.

Guidance

For criterion 1.1 the learner needs to choose an enterprise activity.

The activity can be a group or solo activity and can be chosen from a range of activities suggested by their assessor or group. If this is a group activity the learner should choose an enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group. The choice of activity should be agreed with the assessor.

For 1.2 the learner needs to identify when and where to have the enterprise activity. If this is a group activity the learner should identify when and where to have the enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group.

For 1.3 the learner needs to identify what needs to be done for the agreed activity.

For 1.4 the learner needs to list the equipment and materials needed for the agreed activity.

For 1.5 the learner needs to advertise the enterprise activity.

For criterion 2.1 the learner needs to undertake the enterprise activity safely.

For criterion 3.1 the learner needs to identify at least one aspect of the activity that went well.

For 3.2 the learner needs to identify at least one aspect of the activity that did not go well.

For 3.3 the learner needs to identify at least one improvement that could be made to the activity.

Unit 311   Prioritising and completing tasks

Level:	SCQF Level 3
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner to prioritise and complete straightforward tasks and review own progress.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Be able to prioritise tasks at work.
Assessment criteria
The learner can:
1.1   identify tasks which need to be prioritised
1.2   give a reason why these tasks are important to complete
1.3   use an appropriate method to prioritise identified tasks
1.4   list the tasks in order of priority
1.5   give a reason for the order of priority.

Learning outcome
The learner will:
2.   Be able to complete straightforward work related tasks.
Assessment criteria
The learner can:
2.1   use the priority list to carry out the tasks
2.2   identify whether the tasks have been completed successfully.

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Unit 311   Prioritising and completing tasks

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to identify at least three tasks which need to be prioritised in a work situation.

For 1.2 the learner needs to give a reason why these tasks in 1.1 are important to complete.

For 1.5 the learner needs to give a reason for their chosen order of priority in 1.4.

Evidence for 1.1 to 1.5 could be a candidate statement. This may be given orally or in writing.

Guidance

For 1.3 the learner needs to use an appropriate method to prioritise the tasks identified in 1.1.

For 1.4 the learner needs to list the tasks from 1.1 in order of priority.

Unit 312   Healthy living

Note: This unit is barred with unit 412 Level 4 Healthy living

Level:	SCQF Level 3
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help learners to identify ways in which a healthy lifestyle can be achieved and encourage them to demonstrate activities which will improve their own lifestyle.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand what is needed for a healthy lifestyle.
Assessment criteria
The learner can:
1.1   list **factors** that contribute to a healthy lifestyle
1.2   list **barriers** that prevent a healthy lifestyle
1.3   identify ways in which a healthy lifestyle can be achieved.

Range
Factors – diet, exercise, sleep, safe sex.
Barriers – money, access to facilities, time pressures.

Learning outcome
The learner will:
2. Be able to maintain a healthy lifestyle.
Assessment criteria
The learner can:
2.1   carry out activities to contribute to a healthy lifestyle
2.2   review how activities have contributed to a healthier lifestyle.

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Unit 312   Healthy living
Supporting information

Evidence requirements

Guidance

For outcome 1 a healthy lifestyle might include: balanced diet eg food groups, risks of over/under eating; sufficient sleep eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

For criterion 2.1 the candidate needs to carry out activities to contribute to a healthy lifestyle eg eat five portions of fruit/vegetables, cycle to work/college.

For 2.2 the learner needs to review how activities have contributed to a healthier lifestyle.

Unit 313   Personal presentation and hygiene

Level:	SCQF Level 3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand the importance of personal hygiene.
Assessment criteria
The learner can:
1.1   identify what makes up a good **personal hygiene** routine
1.2   state why good personal hygiene is important
1.3   state the negative social effects of poor personal hygiene
1.4   identify the health risks associated with poor personal hygiene.

Range
Personal hygiene – bathing, using deodorants, brushing teeth, hand washing.

Learning outcome
The learner will:
2. Understand the importance of personal presentation.
Assessment criteria
The learner can:
2.1   identify what is meant by good personal presentation
2.2   state why good personal presentation is important
2.3   state the negative effects of poor personal presentation.

Range
Personal presentation – clean clothes, clean shoes.

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Unit 313 Personal presentation and hygiene

Supporting information

Guidance

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For criterion 1.1 the learner needs to identify what makes up a good personal hygiene routine.

For 1.2 the learner needs to state why good personal hygiene is important.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene.

For criterion 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important.

For 2.3 the learner needs to state the negative effects of poor personal presentation.

Unit 314   Safe learning in the workplace

Note: This unit is barred with unit 414 Level 4 Safe learning in the workplace

Level:	SCQF Level 3
Credit value:	3
GLH:	25
Aim:	The aim of this unit is to introduce the learner to safety legislation and working safely at work.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand health and safety legislation for the workplace.
Assessment criteria
The learner can:
1.1   give a reason why health and safety legislation is important in the workplace
1.2   identify the health and safety **laws** that apply to all workplaces.

Range
Laws – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act.

Learning outcome
The learner will:
2. Know about risks and hazards in the workplace.
Assessment criteria
The learner can:
2.1   list the **main hazards** in a workplace
2.2   list the **main risks** in the workplace
2.3   contribute to a risk assessment.

Range
Main hazards – trailing cables, blocked fire exits, electrical equipment.
Main risks – slips, trips and falls, no escape route, electric shock, injury or death.

Learning outcome
The learner will:
3. **Know what responsibilities people have for safety in the workplace**
Assessment criteria

The learner can:
3.1 identify the person responsible for health and safety in the workplace
3.2 identify own behaviour for safe practice in the workplace
3.3 identify own responsibility for reporting hazards in the workplace.
3.4 identify steps to be followed in the case of:
      a) Fire
      b) Accident
      c) Emergency.

Unit 314　　Safe learning in the workplace
Supporting information

Evidence requirements

For criterion 1.1 the leaner needs to give one reason health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify 2 health and safety laws that apply to all workplaces.

Guidance

For criterion 2.1 the learner needs to list the main hazards in a workplace.

For 2.2 the learner needs to list the main risks in a workplace.

For 2.3 the learner needs to plan how to reduce any risks and/or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc. Learners should not be asked to carry out risk assessments.

For criterion 3.1 the learner should be specific as the workplace means either the learner's place of work/work experience placement or their potential work environment.

For 3.2 the learner needs to identify their own behaviour for safe practices in the workplace and carry out safe practices.

For criterion 3.3 the learner needs to understand that everyone has a responsibility for health and safety and they should be able to clearly identify their own responsibilities to themselves and to others.

For 3.4 the learner needs detail the steps to be followed in the case of:

  a) Fire
  b) Accident
  c) Emergency.

The learner should consider hoax calls and the dangers/impacts these may have.

Unit 316   Building working relationships in the workplace

Note: This unit is barred with unit 416 Level 4 Building working relationships in the workplace

Level:	SCQF Level 3
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to help the learner recognise diversity and understand the importance of interacting positively with people in the workplace. The learner will be able to interact productively and seek feedback .
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand why it is important to interact positively with people in the workplace.
Assessment criteria
The learner can:
1.1   identify different people an employee needs to interact positively within the workplace
1.2   give a reason why an employee needs to interact positively with colleagues
1.3   give a reason why an employee needs to interact positively with visitors to the workplace.

Learning outcome
The learner will:
2. Understand the meaning of the term diversity.
Assessment criteria
The learner can:
2.1   state what is meant by the term diversity.

Learning outcome
The learner will: 3. Be able to interact productively with people in the workplace.
Assessment criteria
The learner can: 3.1 use appropriate language and tone when communicating with people in the workplace   3.2 perform own role to agreed instructions   3.3 state why it is important to check instructions   3.4 seek help and guidance when appropriate   3.5 seek feedback   3.6 respond to feedback.

Unit 316 Building working relationships with colleagues

Supporting information

Guidance

For criterion 1.1 the learner needs to identify different people an employee needs to interact positively within the workplace.

For 1.2 the learner needs to give a reason why an employee needs to interact positively with colleagues.

For 1.2 the learner needs to give a reason why an employee needs to interact positively with visitors to the workplace.

For criterion 2.1 the learner needs to state the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means – something or someone that is different from them. The assessor can expand on this depending on the learner.

For outcome 3 the evidence may be an assessor observation or witness statement.

For 3.1 the learner needs to use appropriate language and tone when communicating with people in the workplace.

For 3.2 the learner needs to perform own role to agreed instructions.

For 3.3 the learner needs to state why it is important to check instructions.

For 3.4 the learner needs to seek help and guidance when appropriate.

For 3.5 the learner needs to seek feedback.

For 3.6 the learner needs to respond to feedback.

Unit 317　　Rights, responsibilities and citizenship

Note: This unit is barred with unit 417 Level 4 Rights, responsibilities and citizenship

Level:	SCQF Level 3
Credit value:	3
GLH:	25
Aim:	The aim of this unit is to help the learner gain a basic understanding of individuals' rights and responsibilities, aspects of the law and the democratic and electoral process.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand individual rights and responsibilities.
Assessment criteria
The learner can:
1.1　give an example of a right
1.2　give an example of a responsibility
1.3　identify a **relevant** individual right
1.4　identify sources of support or information about rights and responsibilities
1.5　describe a personal responsibility
1.6　describe a responsibility that an individual has to others.

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

Range
how a citizen's rights are protected – laws, enforcement agencies.

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Learning outcome
The learner will:
3. Understand aspects of rules and laws.
Assessment criteria
The learner can:
3.1   give a reason why society needs rules
3.2   give an example of a law and how it is enforced.

Learning outcome
The learner will:
4. Know different types of elections.
Assessment criteria
The learner can:
4.1   list different **types of elections** that an individual can vote in
4.2   identify who can vote in a general election.

Range
Types of elections – general, local, trade union, committee, referendum, council.
How a citizen's rights are protected – human rights, laws, rules.

Unit 317 Rights, responsibilities and citizenship

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to give at least one example of a right
Evidence can be given orally or in writing.

For 1.2 the learner needs to give at least one example of a responsibility
Evidence can be given orally or in writing.

For 1.3 the learner needs to give at least one example of a right that is relevant to them in their situation. The learner should say why this is relevant to them. Evidence can be given orally or in writing.

For 1.4 the learner needs to identify at least two sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For criterion 2.1 the learner needs to give at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:

- a consumer
- a member of a local community
- a member of society

Evidence can be given orally or in writing.

For criterion 3.1 the learner needs to give at least one reason why society needs rules. Evidence can be given orally or in writing.

For 3.2 the learner needs to give at least one example of a law and how it is enforced

For 3.1 and 3.2 evidence can be given orally or in writing.

For criterion 4.1 the learner needs to list at least three different types of elections that an individual can vote in

Evidence for 4.1 and 4.2 can be given orally or in writing.

Guidance

For 1.5 the learner needs to describe a personal responsibility they have. Evidence can be given orally or in writing.

For 1.6 the learner needs to describe a responsibility that an individual has to others. This may be their own responsibility. Evidence can be given orally or in writing.

For 4.2 the learner needs to identify who can vote in a general election

Unit 318   Investigating rights and responsibilities at work

Note: This unit is barred with unit 418 Level 4 Investigating rights and responsibilities at work

Level:	SCQF Level 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand rights and responsiblities in the workplace.
Assessment criteria
The learner can:
1.1 identify employee rights in the workplace
1.2 identify employee responsibilities in the workplace
1.3 identify employer responsibilities in the workplace
1.4 state why the rights of others should be respected
1.5 identify sources of help within the workplace.

Unit 318 Investigating rights and responsibilities at work

Supporting information

Evidence requirements

For criterion 1.1 the learner needs to give at least two examples of employee rights in the workplace.

For 1.2 the learner needs to give at least two examples of employee responsibilities in the workplace.

For 1.3 the learner needs to give at least two examples of employer responsibilities in the workplace.

For 1.5 the learner needs to identify at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

Guidance

For 1.4 the learner needs to state why the rights of others should be respected.

Unit 319   Self assessment and development

Note: This unit is barred with unit 419 Level 4 Self assessment and development

Level:	SCQF Level 3
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner recognise positive and negative aspects of their current situation and identify their own strengths and aspirations.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to recognise current situation.
Assessment criteria
The learner can:
1.1   state positive aspects of current situation
1.2   state negative aspects of current situation
1.3   identify aspects of current situation are outside of own control
1.4   identify aspects of current situation that can be changed.

Learning outcome
The learner will:
2. Be able to identify own strengths.
Assessment criteria
The learner can:
2.1   identify own skills and qualities
2.2   identify situations where confidence is high
2.3   give an example of a personal achievement
2.4   give examples of hobbies and interests.

Learning outcome
The learner will:
3. Be able to identify own aspirations.
Assessment criteria
The learner can:
3.1 state the meaning of aspiration
3.2 give an example of an aspiration for personal life
3.3 give an example of an aspiration for work life
3.4 reflect on how realistic aspirations are
3.5 identify an action that needs to be taken to realise an aspiration.

Unit 319   Self assessment and development
Supporting information

Guidance

For criterion 1.1 the learner needs to state positive aspects of current situation that they are in at present.

For 1.2 the learner needs to state negative aspects of current situation that they are in at present.

For 1.3 the learner needs to identify aspects of current situation are outside of own control.

For 1.4 the learner needs to identify aspects of current situation that can be changed.

For criterion 2.1 the learner needs to identify own skills and qualities.

For 2.2 the learner needs to identify situations where confidence is high.

For 2.3 the learner needs to give an example of a personal achievement.

For 2.4 the learner needs to give examples of hobbies and interests.

For criterion 3.1 the learner needs to state the meaning of aspiration.

For 3.2 the learner needs to give an example of an aspiration for personal life.

For 3.3 the learner needs to give an example of an aspiration for work life.

For 3.4 the learner needs to reflect on how realistic their aspirations are.

For 3.4 the learner needs to identify an action that needs to be taken to realise an aspiration.

Unit 321   Working as part of a team

Note: This unit is barred with unit 421 Level 4 Working as part of a team

Level:	SCQF Level 3
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to help the learner to develop team working skills by understanding the roles and procedures of teams and being able to work with others to achieve a shared goal.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Working as part of a team.
Assessment criteria
The learner can:
1.1   state what is meant by the term team
1.2   list different types of team
1.3   give an example of a successful team
1.4   list **different roles** in a team.

Range
Different roles – leader, manager etc.

Learning outcome
The learner will:
2.   Understand the benefits of team working.
Assessment criteria
The learner can:
2.1   list the factors that make an effective team
2.2   list benefits of effective teamwork.

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Learning outcome
The learner will: 3.   Understand how to work towards a team task.
Assessment criteria
The learner can: 3.1   identify the task of the team 3.2   plan the team task 3.3   identify own role in achieving the team task 3.4   identify others role in achieving the team task 3.5   list the support and resources needed to help work towards the team task.

Learning outcome
The learner will: 4.   Be able to follow the plan.
Assessment criteria
The learner can: 4.1   follow plan 4.2   suggest an improvement to the plan.

Unit 321   Working as part of a team
Supporting information

Guidance

For criterion 1.1 the learner needs to state what is meant by the term team.

For 1.2 the learner needs to list different types of team.

For 1.3 the learner needs to give an example of a successful team.

For 1.4 the learner needs to list different roles in a team.

For criterion 2.1 the learner needs to list the factors that make an effective team.

For 2.2 the learner needs to list benefits of effective teamwork.

For criterion 3.1 the learner needs to identify the task of the team.

For 3.2 the learner needs to plan the team task.

For 3.3 the learner needs to identify own role in achieving the team task.

For 3.4 the learner needs to identify others role in achieving the team task.

For 3.5 the learner needs to list the support and resources needed to help work towards the team task.

For criterion 4.1 the learner needs to follow plan to achieve the task.

For 4.2 the learner needs to suggest an improvement to the plan.

Unit 323   Undertaking work placement

Note: This unit is barred with unit 423 Level 4 Undertaking work placement

Level:	SCQF Level 3
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to identify potential work placement opportunities.
Assessment criteria
The learner can:
1.1   identify own skills and interests
1.2   identify work placement opportunities which match own skills and interests.

Learning outcome
The learner will:
2. Know what is expected during the work placement.
Assessment criteria
The learner can:
2.1   identify appropriate behaviours and attitudes for the work placement
2.2   identify the route and means of transport to take to attend the work placement on time
2.3   identify different tasks to be performed during the work placement
2.4   identify appropriate sources of support during the work placement
2.5   identify a desired outcome of the work placement.

Learning outcome
The learner will:
3.   Be able to reflect on the experience of the work placement.
Assessment criteria
The learner can:
3.1   identify what went well during the work placement
3.2   identify what did not go well during the work placement
3.3   identify what was learned about the job role and their work placement
3.4   identify what was learned about personal qualities during the work placement
3.5   identify how to build on the work placement experience.

Unit 323　　　Undertaking work placement
Supporting information

Guidance
For criterion 1.1 the learner needs to identify own skills and interests when considering a work placement.

For 1.2 the learner needs to identify work placement opportunities which match own skills and interests.

For criterion 2.1 the learner needs to identify appropriate behaviours and attitudes for the work placement

For 2.2 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.3 the learner needs to identify different tasks to be performed during the work placement.

For 2.4 the learner needs to identify appropriate sources of support during the work placement.

For 2.5 the learner needs to identify a desired outcome of the work placement.

For criterion 3.1 the learner needs to identify what went well during the work placement.

For 3.2 the learner needs to identify what did not go well during the work placement.

For 3.3 the learner needs to identify what was learned about the job role and their work placement.

For 3.4 the learner needs to identify what was learned about personal qualities during the work placement.

For 3.5 the learner needs to identify how to build on the work placement experience.

Unit 406   Applying for a job

Note: This unit is barred with unit 306 Level 3 Applying for a job

Level:	SCQF Level 4
Credit value:	2
GLH:	20
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.
Assessment	Learner portfolio.

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

Range
Methods – online, paper based, agency, telephone, in person, video.

Learning outcome
The learner will:
2.   Be able to complete a job application.
Assessment criteria
The learner can:
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**.

Range
Relevant information – National Insurance number, application form, covering letter, appropriate certificates, record of achievement.
Different formats – online, paper based, video, CV.

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Unit 406   Applying for a job
Supporting information

Guidance
For criterion 1.1 the learner needs to describe different methods of applying for a job.

For 1.2 the learner needs to describe when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For criterion 2.1 the learner needs to identify the information needed to prepare a job application

For 2.2 the learner needs to describe formats and styles of presenting information in a job application.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.4 the learner needs to prepare a curriculum vitae.

For 2.5 the learner needs to present the information for a job application in different formats.

Unit 407   Interview skills

Note: This unit is barred with unit 307 Level 3 Interview skills

Level:	SCQF Level 4
Credit value:	3
GLH:	27
Aim:	The aim of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Know how to prepare for an interview.
Assessment criteria
The learner can:

1.1   research
        a. the company
        b. its values
        c. its impact on the community
        d. 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.

Range
Interview techniques – individual, group, psychometric testing, presentations, skills test.

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Learning outcome
The learner will: 2.   Be able to present and perform well at an interview.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3.   Be able to review own performance at an interview.
Assessment criteria
The learner can: 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.

Unit 407 Interview skills

Supporting information

Evidence requirements

Guidance

For criteria 1.1 the learner needs to prepare for a real or simulated job interview by researching the company.

For 1.2 the learner needs to prepare answers to a given set of questions that are likely to be asked in the interview.

For 1.3 the learner needs to prepare questions to ask in the interview based on research.

For 1.4 the learner needs to describe different interview techniques.

For 1.5 the learner needs to describe how to seek clarity from the interviewer about questions asked.

For 1.6 the learner needs to collate any documents that may be asked for interview.

For 1.7 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For criteria 2.1 to 2.4 the learner needs to take part in a real or simulated interview.
For criterion 2.5 this learner must prepare a short presentation 3-5 minutes and could be based on achievements, likes or based on what the employer has asked for.

For criteria 3.1 and 3.2 the leaner needs to review their performance during a real or simulated interview by considering what went well and what did not go well.

For 3.3 the learner needs to plan actions to improve performance at future interviews.

Unit 408 Searching for a job

Note: This unit is barred with unit 308 Level 4 Searching for a job

Level:	SCQF Level 4
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to research job opportunities.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Be able identify suitable job vacancies.
Assessment criteria
The learner can:
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.

Unit 408   Searching for a job

Supporting information

Evidence requirements

Guidance

For criterion 1.1 the learner needs to describe different resources available to them to find out about job information this could include: recruitment agencies, job centres, company websites, direct contact with a company.

For 1.2 the learner needs to describe the roles and functions of organisations providing employment services.

For 1.3 the learner needs to use resources to research job opportunities.

For 1.4 the learner needs to describe how to sign up to different organisations' job alert systems.

Jobs could be local, national, global.
For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

Unit 409   Career progression

Level:	SCQF Level 4
Credit value:	2
GLH:	21
Aim:	The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Understand the importance of career progression.
Assessment criteria
The learner can:
1.1   explain the importance of career progression.

Learning outcome
The learner will:
2.   Understand information, advice and guidance available for career progression.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
3.   Understand skills and qualities needed to progress a career.
Assessment criteria
The learner can:
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.

Range
Transferrable skills – are the skills that can be used across a range of different jobs and industries eg communications, numeracy, ICT, good time management.
Learning outcome
The learner will: 4. Be able to plan for career progression.
Assessment criteria
The learner can: 4.1 identify short-term goals that will help with career progression   4.2 develop a career progression plan.

Unit 409   Career progression
Supporting information

Guidance

For criterion 1.1 the learner needs to explain the importance of career progression.

For criterion 2.1 the learner needs to identify where to find information, advice and guidance about career progression.

For 2.2 the learner needs to identify different career, course and training options from available sources of information, advice and guidance.

For criterion 3.1 the learner needs to list transferable skills, qualities and experience required to develop a career.

For 3.2 the learner needs to Review own transferable skills, qualities and experience.

For 3.3 the learner needs to identify areas of work or study that might be best suited to own transferable skills, qualities or experience.

For criteria 4.1 and 4.2 the learner must identify the activities needed to work towards short term goals and identify timescales and deadlines for the achievement of the goal.

Unit 410 Enterprise activity - producing a product or service

Note: This unit is barred with unit 310 Level 3 Enterprise activity

Level:	SCQF Level 4
Credit value:	3
GLH:	33
Aim:	The aim of this unit is to help the learner develop his/her enterprise skills by planning, costing, producing, promoting and selling a product or service.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to plan to produce a product or provide a service.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Be able to produce a product or provide a service.
Assessment criteria
The learner can:
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.

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Learning outcome
The learner will:
3. Be able to advertise a product or service.
Assessment criteria
The learner can:
3.1   identify methods of advertising a product or service
3.2   advertise the product or service.

Learning outcome
The learner will:
4. Be able to review an enterprise activity.
Assessment criteria
The learner can:
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.

Unit 410 Enterprise activity - producing a product or service

Supporting information

Evidence requirements

For criterion 4.1 the learner needs to state at least two aspects of the activity that went well.

For 4.2 the learner needs to state one aspect of the activity that did not go well.

For 4.3 the learner needs to identify at least one improvement that could be made to the activity.

Guidance

For criterion 1.1 the learner needs to select a product or service to sell
Their choice of product or service should be agreed with the assessor.
For 1.2 the learner needs to identify who the product or service is for.

For 1.3 the learner needs to identify when and where to sell the product or service.

For 1.4 the learner needs to identify what needs to be done to produce the product or provide the service. This should be a detailed list of what steps/activities are needed to produce the product or service.

For 1.5 the learner needs to list the equipment and materials needed to produce the product or provide the service
For 1.6 the learner needs to give examples of the possible health and safety hazards of the chosen activity.

For 1.7 the learner needs to state the cost of producing the product or providing the service.

For 1.8 the learner needs to decide the price to charge and the profit from an item, batch of items or a service.

For 1.9 the learner needs to identify where to get the resources to produce the product or provide the service. Resources include labour and finance.

Evidence for 1.1 to 1.9 may be a product proposal.

For criterion 2.1 the learner needs to collect the materials needed to produce the product or provide the service.
.
For 2.2 the learner needs to work safely to produce the product or provide the service safely.

For 2.3 the learner needs to make sure the product or service is safe.

Evidence for 2.1 to 2.3 is likely to be a witness or assessor statement.

For criterion 3.1 the learner needs to identify at least three methods of advertising a product or service. Evidence could be a learner statement.
.
For 3.2 the learner needs to advertise a product or service. This is likely to be the product or service they produced in Outcome 2.
Evidence for 3.2 could be a poster, leaflet or audio recording.

Evidence for 4.1 to 4.3 could be gathered during a review with an assessor or could be a learner statement.

Unit 412 Healthy living

Note: This unit is barred with unit 312 Level 3 Healthy living

Level:	SCQF Level 4
Credit value:	2
GLH:	19
Aim:	The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to plan and carry out activities which will improve their own lifestyle.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand the importance of leading a healthy lifestyle.
Assessment criteria
The learner can:
1.1   describe the **key elements** of a healthy lifestyle
1.2   explain why a healthy lifestyle is important.

Range
Key elements – balanced diet, maintain healthy weight, regular exercise, regular sleep, work life balance.

Learning outcome
The learner will:
2. Be able to contribute to own healthy lifestyle.
Assessment criteria
The learner can:
2.1   review own lifestyle to identify areas of improvement
2.2   set realistic goals for healthy lifestyle improvement
2.3   plan activities to contribute towards own healthy lifestyle
2.4   carry out activities which contribute to own healthy lifestyle.

Learning outcome
The learner will: 3. Review the activities undertaken to maintain a healthy lifestyle.
Assessment criteria
The learner can: 3.1 review how activities have contributed to a healthier lifestyle 3.2 state what went well 3.3 state what did not go well 3.4 identify how the activities have improved own lifestyle 3.5 identify activities which could further improve a healthy lifestyle.

Unit 412 Healthy living
Supporting information

Guidance

A healthy lifestyle might include: balanced diet eg food groups, risks of over/under eating; sufficient sleep eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

For criterion 1.1 the learner needs to describe the key elements of a healthy lifestyle.

For 1.2 the learner needs to explain why a healthy lifestyle is important.

The unit will be of maximum benefit to the learner if this involves taking forward areas of improvement identified in 2.1.

For criterion 2.1 the learner needs to review own lifestyle to identify areas of improvement.

For 2.2 the learner needs to set realistic goals for healthy lifestyle improvement.

For 2.2 the learner needs to plan activities to contribute towards own healthy lifestyle.

For 2.2 the learner needs to carry out activities which contribute to own healthy lifestyle.

For criteria 3.1 to 3.2 the candidate needs to review the activities they have carried out. The review need not be lengthy but it must include a description of what went well and what did not go well.

For 3.4 the learner needs to identify how the activities have improved their lifestyle. It is important to appreciate that the assessment is concerned with the candidate's self-awareness rather than how much impact the activity had. In some cases the impact might be minimal and this is acceptable as long as the candidate identifies and acknowledges this.

For 3.5 the learner needs to suggest further activities they could carry out which could contribute to a healthy lifestyle.

Unit 414　　　　Safe learning in the workplace

Note: This unit is barred with unit 314 Level 3 Safe learning in the workplace

Level:	SCQF Level 4
Credit value:	4
GLH:	34
Aim:	The aim of this unit is to introduce the learner to safety legislation and working safely at work.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.　Understand health and safety legislation for the workplace.
Assessment criteria
The learner can:
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.

Range
Laws – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act.

Learning outcome
The learner will:
2.　Understand risks and hazards in the workplace.
Assessment criteria
The learner can:
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.

Range
Examples of hazards – trailing cables, blocked fire exits, electrical equipment.
Examples of risks – slips, trips and falls, no escape route, electric shock, injury or death.

Learning outcome
The learner will:
3. Know how to reduce risk in the workplace.
Assessment criteria
The learner can:
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.

Range
Personal behaviour – following established safe work procedures, keeping the workplace neat and orderly, avoiding horseplay and other distractions. **Workplace environments** – room temperature, noise, rubbish, fumes.

Learning outcome
The learner will:
4. Be able to carry out a risk assessment.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
5. Know what responsibilities people have for safety in the workplace.
Assessment criteria
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:
    a. Fire
    b. Accident
    c. Emergency.

Unit 414   Safe learning in the workplace
Supporting information

Evidence requirements

For criterion 4.1 the learner needs to list three possible risks and hazards in a specific workplace.

Guidance

For criterion 1.1 the learner needs to explain why health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify the health and safety laws that apply to different workplaces.

For criterion 2.1 the learner needs to define the term hazard in the workplace.

For 2.2 the learner needs to define the terms hazard and risk.

For criterion 3.1 the learner needs to describe how aspects of personal behaviour can reduce risk in the workplace.
For 3.2 the learner needs to describe aspects of different workplace environments which could cause harm.

For 3.3 the learner needs to state the importance of using personal protective equipment (PPE) in the workplace.

For 3.4 the learner needs to state why risk assessment is important in reducing risk in the workplace.

For 4.2 the learner needs to carry out a risk assessment within their own area of work/placement.

For criterion 5.1 the learner needs to describe the responsibilities of a health and safety representative in the workplace.

For 5.2 the learner needs to identify the benefits of having nominated first aiders in the workplace.

For 5.3 the learner needs to describe inappropriate and unsafe behaviour in the workplace.

For 5.4 the learner needs detail the steps to be followed in the case of:
a) Fire
b) Accident
c) Emergency.

The learner should consider hoax calls and the dangers/impacts.

Unit 415 Keeping safe

Level:	SCQF Level 4
Credit value:	3
GLH:	26
Aim:	The aim of this unit is to introduce the learner to different risks to personal safety.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand different types of risk to personal safety.
Assessment criteria
The learner can:
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.

Range
Social media – Facebook, Twitter, YouTube, chat rooms, forums, dating sites.

Learning outcome
The learner will:
2. Understand ways of minimising risks to personal safety.
Assessment criteria
The learner can:
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.

Range
Different groups – children, young adults, older people, vulnerable adults.

Learning outcome
The learner will:
3. Know sources of support.
Assessment criteria
The learner can:
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.

Range
Support – charities, teachers, counsellors, parents, peers, support groups.

Unit 415   Keeping safe

Supporting information

Guidance

For criterion 1.1 the learner needs to identify areas of risk in social situations.

For 1.2 the learner needs to identify risks associated with alcohol.

For 1.3 the learner needs to identify risks associated with drugs.

For 1.4 the learner needs to identify risks associated with sexual activity.

For 1.5 the learner needs to state risks involved when using social media.

For 1.6 the learner needs to state risks involved when using the Internet.

For criteria 1.5 and 1.6 the leaner needs to consider grooming, misinformation, cyber bullying, stalking, scamming, phishing.

For criterion 2.1 the learner needs to identify ways to minimise risks to different groups.

For 2.2 the learner needs to identify ways to minimise risks in social situations.

For 2.3 the learner needs to identify ways to keep identity and personal information safe.

For criterion 3.1 the learner needs to identify different types of support available.

For 3.2 the learner needs to identify the situations when support is needed.

For 3.3 the learner needs to identify the different ways of accessing support.

For 3.4 the learner needs to explain the benefits of seeking support.

Unit 416 Building working relationships in the workplace

Note: This unit is barred with unit 316 Level 3 Building working relationships in the workplace

Level:	SCQF Level 4
Credit value:	2
GLH:	17
Aim:	The aim of this unit is to help the learner recognise diversity and understand the importance of interacting positively with people in the workplace. The learner will be able to interact productively, seek feedback and implement an improvement plan.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand why it is important to interact positively with people in the workplace.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Understand the meaning of the term diversity.
Assessment criteria
The learner can:
2.1 state what is meant by the term diversity.

Learning outcome
The learner will:
3.   Be able to interact productively with people in the workplace.
Assessment criteria
The learner can:
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.

Unit 416   Building working relationships in the workplace

Supporting information

Evidence requirements

For criterion 1.1 the leaner needs to give three examples of different people an employee needs to interact positively within the workplace.

Guidance

For 1.2 the learner needs to explain why an employee needs to interact positively with colleagues.

For 1.2 the learner needs to explain why an employee needs to interact positively with visitors to the workplace.

For criterion 2.1 the learner needs to state the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means – something or someone that is different from them. The assessor can expand on this depending on the learner.

For criterion 3.1 the leaner should contribute ideas and opinions whilst respecting diversity.

For 3.2 the learner needs to perform own role to agreed expectations.

For 3.3 the learner needs to seek help and guidance when appropriate.

For 3.4 the learner needs to seek feedback.

For criterion 3.5 the learner must develop an improvement plan based on constructive feedback.

For 3.6 and 3.7 the learner must carry out the plan and review the activities they have carried out.

Unit 417　　　Rights, responsibilities and citizenship

Note: This unit is barred with unit 317 Level 3 Rights, responsibilities and citizenship

Level:	SCQF Level 4
Credit value:	3
GLH:	28
Aim:	The aim of this unit is to help the learner to be able to understand all aspects of citizenship and to demonstrate an understanding of basic human rights, the reasons for laws, the democratic and electoral processes and the rights and responsibilities of individuals within society.
Assessment	Learner portfolio.

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

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

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

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

Range
Electoral systems – first past the post, proportional representation, preferential vote, single transferable vote (STV), additional member system (AMS).
How a citizen's rights are protected – human rights, laws, rules.

Unit 417   Rights, responsibilities and citizenship

Supporting information

Evidence requirements

For 1.2 the learner needs to give at least three examples of barriers which may prevent the exercise of individual rights. Evidence can be given orally or in writing.

For 1.3 the learner needs to identify at least three sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For 1.4 the learner needs to state how at least two of the sources identified in 1.3 can help with understanding rights and responsibilities. Evidence can be given orally or in writing.

For criterion 2.1 the learner needs to describe at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:
- a consumer
- a member of a local community
- a member of society

Evidence can be given orally or in writing.

Guidance

For criterion 1.1 the learner needs to state the differences between an individual's rights and responsibilities. Evidence can be given orally or in writing.

For 1.5 the learner needs to state why an individual has a responsibility to others. Evidence can be given orally or in writing.

For 2.2 the learner needs to explain **how a citizen's rights are protected**. Evidence can be given orally or in writing.

Unit 418   Investigating rights and responsibilities at work

Note: This unit is barred with unit 318 Level 3 Investigating rights and responsibilities at work

Level:	SCQF Level 4
Credit value:	2
GLH:	17
Aim:	This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand rights and responsiblities in the workplace.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Know laws that can protect the rights of employees.
Assessment criteria
The learner can:
2.1   identify laws that can protect employees
2.2   identify laws that can protect employers
2.3   describe employer responsibilities with reference to
a. fulfilling employment law
b. health and safety
c. human rights
d. equal opportunities.

Unit 418 Investigating rights and responsibilities at work

Supporting information

Evidence requirements

For 1.2 the learner needs to give at least three examples of employee rights in the workplace.

For 1.3 the learner needs to give at least three examples of employee responsibilities in the workplace.

For 1.4 the learner needs to give at least three examples of employer responsibilities in the workplace.

For criterion 2.1 the learner needs to identify at least two laws that can protect employees.

For 2.2 the learner needs to identify at least two laws that can protect employers.

Guidance

For criterion 1.1 the learner needs to explain the difference between rights and responsibilities.

For 1.4 the learner needs to explain why the rights of others should be respected.

For 1.5 the learner needs to describe how to access at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 2.3 the learner needs to describe employer responsibilities with reference to each of the following:
- fulfilling employment law
- health and safety
- human rights
- equal opportunities.

Evidence for 2.1 to 2.3 can be given orally or in writing.

Unit 419　　Self-assessment and development

Note: This unit is barred with unit 319 Level 3 Self-assessment and development

Level:	SCQF Level 4
Credit value:	3
GLH:	25
Aim:	The aim of this unit is to help the learner take an active part in planning, implementing and reviewing their own self development.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to take an active role in self-assessment and self-development.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Be able to develop a plan for self-development.
Assessment criteria
The learner can:
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.

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Learning outcome
The learner will:
3.   Be able to implement and review a plan for self-development.
Assessment criteria
The learner can:
3.1   follow plan and review progress at regular intervals 3.2   suggest improvements and amendments to the plan.

Learning outcome
The learner will:
4.   Be able to reflect on the effectiveness of the self-development plan.
Assessment criteria
The learner can:
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.

Unit 419   Self-assessment and development
Supporting information

Guidance

For criterion 1.1 the learner needs to review personal achievements.

For 1.2 the learner needs to describe personal strengths or abilities.

For 1.3 the learner needs to identify an area for self-development.

For 1.4 the learner needs to explain why this area is important for self-development.

For 1.5 the learner needs to agree a self-development goal.

For criterion 2.1 the learner needs to prepare a plan for identified area of self-development.

For 2.2 the learner needs to list activities, milestones and timelines for self-development plan.

For 2.3 the learner needs to identify the support and resources needed to help work towards the agreed goal.

For 2.4 the learner needs to plan how to review progress towards achieving the agreed goal.

For criterion 3.1 the learner needs to follow plan and review progress at regular intervals.

For 3.2 the learner needs to suggest improvements and amendments to the plan.

For criterion 4.1 the learner needs to reflect on the overall effectiveness of the plan in helping to achieve the agreed goal.

For 4.2 the learner needs to describe what went well and what did not go well.

For 4.3 the learner needs to explain how self-development will continue in the future.

Unit 420 Coping with change

Level:	SCQF Level 4
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help learners to identify types of change and the impact change can have. Learners will consider ways of coping with change and the resources available to assist with this.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Be able to identify types of change.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2. Understand the impact of change.
Assessment criteria
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.

Learning outcome
The learner will:
3. Understand ways of coping with change.
Assessment criteria
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.

Supporting information

Guidance

For criterion 1.1 the learner needs to describe what is meant by planned change.

For 1.2 the learner needs to describe what is meant by unplanned change.

For 1.3 the learner needs to describe what is meant by progressive change.

For 1.4 the learner needs to identify the different stages within a change process.

For criterion 2.1 the learner needs to describe the impact of change on an individual.

For 2.2 the learner needs to describe the impact of change on an organisation.

For 2.3 the learner needs to describe the impact of change on a community.

For criterion 3.1 the learner needs to state ways in which an individual can adapt to change.

For 3.2 the learner needs to identify the resources available to help an individual cope with change.

Unit 421   Working as part of a team

Note: This unit is barred with unit 321 Level 3 Working as part of a team

Level:	SCQF Level 4
Credit value:	3
GLH:	25
Aim:	The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others to achieve shared objectives.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand why effective teamwork is important.
Assessment criteria
The learner can:
1.1   describe what makes an effective team
1.2   describe benefits of effective teamwork.

Learning outcome
The learner will:
2. Understand team values and goals.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
3. Understand the roles people may take in a team.
Assessment criteria
The learner can:
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.

Range
Different roles – formal, informal.

Learning outcome
The learner will:
4. Understand how to achieve a team goal.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
5. Be able to implement and review the plan.
Assessment criteria
The learner can:
5.1   follow plan and review progress at regular intervals
5.2   suggest improvements and amendments to the plan.

Learning outcome
The learner will:
6. Be able to reflect on the effectiveness of the plan.
Assessment criteria
The learner can:
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.

Unit 421 Working as part of a team
Supporting information

Guidance
For criterion 1.1 the learner needs to describe what makes an effective team.

For 1.2 the learner needs to describe benefits of effective teamwork

For criterion 2.1 the learner needs to list different types of team.

For 2.2 the learner needs to identify the values and goals of a team.

For 2.3 the learner needs to describe ways in which team members can work together effectively.

For 2.4 the learner needs to describe a method of avoiding conflict within a team.

For 2.5 the learner needs to identify methods of making team decisions.

For criterion 3.1 the learner needs to give examples of different roles.

For 3.2 the learner needs to identify the impact these roles have on the way a team works

For 3.3 the learner needs to identify the impact these roles have on members of the team.

For criterion 4.1 the learner needs to describe the overall goal of the team.

For 4.2 the learner needs to prepare a plan to achieve a team goal.

For 4.3 the learner needs to describe own role in achieving the goal.

For 4.4 the learner needs to describe others role in achieving the goal.

For 4.5 the learner needs to list activities, milestones and timelines.

For 4.6 the learner needs to identify the support and resources needed to help work towards the goal.

For criterion 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.
For criterion 5.1 the learner needs to follow plan and review progress at regular intervals.

For 5.2 the learner needs to suggest improvements and amendments to the plan.

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Unit 422   Interpersonal relationships

Level:	SCQF Level 4
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner understand interpersonal relationships and to explore ways of developing relationships and interacting positively.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand interpersonal relationships.
Assessment criteria
The learner can:
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.

Range
Qualities – being sensitive to the needs of others, listening, using appropriate language, leadership skills, understanding emotions, be respectful.

Learning outcome
The learner will:
2. Understand how to interact positively with others.
Assessment criteria
The learner can:
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.

Unit 422   Interpersonal relationships
Supporting information

Guidance

For criterion 1.1 the learner needs to describe what is meant by the term interpersonal relationships.

For 1.2 the learner needs to explain the importance of developing positive interpersonal relationships.

For 1.3 the learner needs to describe the differences between interacting with individuals and interacting as part of a group.

For 1.4 the learner needs to describe qualities important in developing interpersonal relationships.

For 1.5 the learner needs to describe qualities important in developing group relationships.

For criterion 2.1 the learner needs to describe the reasons for having boundaries when interacting with others.

For 2.2 the learner needs to give examples of boundaries in interpersonal relationships.

For 2.3 the learner needs to outline different ways of making decisions.

Unit 423   Undertaking work placement

Note: This unit is barred with unit 323 Level 3 Undertaking work placement

Level:	SCQF Level 4
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1.   Be able to identify potential work placement opportunities.
Assessment criteria
The learner can:
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.

Learning outcome
The learner will:
2.   Know what is expected during the work placement.
Assessment criteria
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.

Learning outcome
The learner will:
3. Be able to reflect on the experience of the work placement.
Assessment criteria
The learner can:
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.

Unit 423   Undertaking work placement
Supporting information

Guidance

For criterion 1.1 the learner needs to identify own skills and interests.

For 1.2 the learner needs to describe own skills and interests that match work placement opportunities.

For 1.3 the learner needs to research the work placement, company or organisation.

For criterion 2.1 the learner needs to describe different responsibilities of the role.

For 2.2 the learner needs to describe how the role fits within the work placement company or organisation.

For 2.3 the learner needs to describe appropriate behaviours and attitudes expected in the role.

For 2.4 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.5 the learner needs to describe how to use sources of support during the work placement.

For 2.6 the learner needs to describe skills and experiences likely to be achieved from work placement.

For criterion 3.1 the learner needs to produce evidence of tasks undertaken during work placement.

For 3.2 the learner needs to describe positive experiences during the work placement.

For 3.3 the learner needs to describe negative experiences during the work placement.

For 3.4 the learner needs to describe new skills and experiences gained from the work placement.

For 3.5 the learner needs to reflect on how the work placement experience can inform career progression.

For 3.6 the learner needs to set goals to build on the work placement experience.

Unit 424　　　　Managing time in the workplace

Level:	SCQF Level 4
Credit value:	2
GLH:	14
Aim:	The aim of this unit is to help the learner identify ways to manage time and to plan and review own time management.
Assessment	Learner portfolio.

Learning outcome
The learner will:
1. Understand time management.
Assessment criteria
The learner can:
1.1　give a definition of time management
1.2　describe the benefits of time management
1.3　identify ways to effectively manage time
1.4　identify how other people manage their time
1.5　identify factors that can impact time management.

Learning outcome
The learner will:
2. Be able to manage time effectively.
Assessment criteria
The learner can:
2.1　plan and prioritise own workload to manage time effectively
2.2　identify the benefits of taking appropriate breaks during the working day
2.3　notify an appropriate person if tasks/objectives cannot be achieved.

Learning outcome
The learner will:
3. Review own time management skills.
Assessment criteria
The learner can:
3.1　carry out a review of own performance.

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Unit 423 Managing time in the workplace
Supporting information

Evidence requirements

For 1.2 the learner needs to describe at least two of the benefits of time management.

For 1.3 the learner needs to identify at least two ways to effectively manage time.

For 1.4 the learner needs to identify at least two ways how other people manage their time.

For 1.5 the learner needs to identify at least two factors that can impact time management.

Evidence for 1.1 to 1.5 could be a candidate statement. This may be given orally or in writing.

Evidence for 2.1 is likely to be a time plan or schedule.

Evidence for 2.2 could be a candidate statement. This may be given orally or in writing.

Evidence for 2.3 could be a witness statement. If tasks/objectives from 2.1 are achieved, the learner could include evidence from another occasion or use alternative evidence such as a case study.

Evidence for 3.1 could be gathered during a review with an assessor or could be a learner statement.

Guidance

For criterion 1.1 the learner needs to give a definition of time management.

For criterion 2.1 the learner needs to plan and prioritise own workload to manage time effectively.

For 2.2 the learner needs to identify the benefits of taking appropriate breaks during the working day

For 2.3 the learner needs to notify an appropriate person if tasks/objectives cannot be achieved.

For criterion 3.1 the learner needs to carry out a review of own performance in relation to own time management skills.

Appendix 1 Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

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

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

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

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

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

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

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

www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group
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