SFEDI®AWARDS

Level 1 Certificate in Enterprising Skills and Employability

Regulator	Ofqual
Qualification Reference Number	600/5427/X
Qualification Start Date	1 May 2012
Last Date for Registration	31 December 2027
Available Age Ranges	Pre-16 ✓
	16-18 ✓
	19+ ✓
Total Qualification Time	130 hours
Guided Learning	70 hours

SFEDI Enterprises Ltd t/a SFEDI Awards

19 Victoria Road

Darlington

County Durham

DL1 5SF

www.sfedigroup.com

Every effort has been made to ensure that the information contained in this publication is true and accurate at the time of publication. However, SFEDI Enterprises t/a SFEDI Awards strives to continually develop and improve our qualifications and, as such, there may be occasions where changes are required. SFEDI Enterprises t/a SFEDI Awards does not accept liability for any loss or damage arising from the use of the information contained within this publication.

Contents

About This Qualification

This qualification is for those who wish to gain the opportunity to explore the skills required within enterprise and by an entrepreneur and further explore these through developing important employability skills.

There are no formal entry requirements however, in order to benefit from undertaking the qualification, learners should possess communication skills sufficient to allow them to address the assessment requirements.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably qualified Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

Those who complete this qualification may wish to undertake other SFEDI Awards qualifications further details of which can be found on our website.

SFEDI Awards offers a range of qualifications within our Enterprise Skills Development series that support the development of transferable employability and enterprise skills.

Qualification Overview

Qualification Structure	1 mandatory unit and minimum of 12 credits from optional units
Assessor Qualification Required (please check details of appropriate Assessor qualifications later within this document)	No
IQA Qualification Required (please check details of appropriate IQA qualifications later within this document)	No

Unit Title	Reference Number	Mandatory/ Optional	Unit Level	Credit Value	Guided Learning (hours)
Enterprise Skills	A/504/5151	M	1	1	8
Working as Part of a Group	R/502/0465	O	1	2	20
Problem Solving at Work	A/502/3585	O	1	2	12
Understanding Your Customers	J/502/3590	O	1	1	6
Understanding Motivation	L/502/3591	O	1	1	6
How to Keep Improving	R/502/3592	O	1	1	6
Presenting Information	Y/502/3593	O	1	2	12
Presenting Yourself for Work	D/502/3594	O	1	2	12
Setting Yourself Targets	H/502/3595	O	1	1	6
Managing Your Time	K/502/3596	O	1	2	12
Handling Information at Work	M/502/3597	O	1	1	6
Coping with Change	T/502/3598	O	1	1	6
Creative Thinking	A/502/3599	O	1	1	6
Identifying Processes and Procedures at Work	A/502/3604	O	1	1	6
Understanding Conflict at Work	Y/502/3609	O	1	1	6
Being Safe and Healthy at Work	M/502/3616	O	1	2	12
ICT for Employment	M/502/3602	O	1	2	12
Personal Money Management	T/507/0775	O	1	3	16
Introduction to Artificial Intelligence (AI)	M/651/2045	O	1	2	12
Setting Up and Using an AI Account	R/651/2046	O	1	2	12
Writing Effective AI Prompts	T/651/2047	O	1	2	12
Ethics and Responsible Use of AI	Y/651/2048	O	1	2	12
Practical Applications of AI in a Business Setting	A/651/2049	O	1	2	12
Evaluating AI Outputs	H/651/2050	O	1	2	12

About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at customerservices@sfedi.co.uk and indicate in the header field, 'Customer Feedback'.

The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- ✓ The level of the qualification (from entry level to Level 8)
- ✓ The size of the qualification (Award/Certificate/Diploma)
- ✓ Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

- ✓ **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
- ✓ **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

TQT is a new system used by the Regulator and will be phased in up to 31 December 2017.

SFEDI Directory

The SFEDI Directory is central to the drive towards a more competitive enterprise landscape with increased employment opportunities, improved productivity and, ultimately, greater prosperity regionally and nationally.

It is designed and maintained to guarantee that advisers, coaches, consultants, mentors and trainers can share their up-to-date, relevant qualifications and valuable experience with the businesses that need them.

You may be one of those businesses once you've completed this qualification, continuing your entrepreneurial journey through to starting your business and the SFEDI Directory could help you in the following ways:

- ✓ A national register of experienced business and enterprise support professionals
- ✓ A Directory with the core belief of engaging the views of micro and small businesses as part of the professional's initial and ongoing verification and accreditation process
- ✓ Compiled to support those who help micro, small and medium sized enterprises verify the professional's credentials and experience
- ✓ Ideal for those supporting businesses at every stage of the business life cycle
- ✓ An easy-to-use and comprehensive search function allowing you to easily and quickly verify the credentials and experience of business and enterprise support professionals
- ✓ A credible source of nationally verified support that's proven trusted, delivers real results and is simple and free to use

Further details about the SFEDI Directory can be found at www.sfedidirectory.co.uk

Institute of Enterprise and Entrepreneurs (IOEE)

The Institute of Enterprise and Entrepreneurs (IOEE) is the UK's only Institute dedicated to 'learning by doing' for anyone thinking about starting or running their own business and those who support them. By joining the IOEE it enables likeminded entrepreneurs to come together to share knowledge, experience and skills.

By undertaking this qualification an individual is eligible to receive one year's study membership* of the Institute enabling them to take advantage of the following benefits:

- ✓ Regular information on what's happening through the IOEE Enterprise and Mentoring Monthly including case studies of people just like them who are becoming more enterprising
- ✓ Opportunity to access the national government Start Up Loan initiative through the IOEE and Start Up Loan strategic partnership
- ✓ Opportunities to meet other business owners in the online communities who are happy to share how they have been there, done it, got the t-shirt and continue to wear it!
- ✓ Enterprise resources including videos and articles to enhance their understanding of enterprise and enterprise support
- ✓ The chance to meet other members through Meet a Mentor and networking events
- ✓ A chance to compare notes with other entrepreneurs and business support professional through the online groups and forums
- ✓ A chance to promote themselves to other IOEE members through the IOEE profile page

*One year's free study membership of the IOEE for SFEDI Awards learners aged 18 years and over and undertaking an eligible qualification

Further details of the Institute can be found at www.ioee.uk

What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by clicking here.

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

- ✓ Appeals
- ✓ Complaints
- ✓ Continuous Professional Development (CPD)
- ✓ Customer Service Policy
- ✓ Direct Claims Status
- ✓ Equal Opportunities
- ✓ Invoicing
- ✓ Qualification Titling in Marketing and Logo Usage
- ✓ Malpractice and Maladministration
- ✓ Privacy
- ✓ Quality Bulletins
- ✓ Reasonable Adjustments
- ✓ Recognised Prior Learning
- ✓ Registration and Certification
- ✓ Retention of Records
- ✓ Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by clicking here.

Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the Learner Records Service, and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation's activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on customerservices@sfediawards.com or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation's current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

- ✓ Customer Satisfaction Surveys
- ✓ Mystery Shopping
- ✓ Qualification Consultations and Reviews
- ✓ Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

Delivery/Assessment/Quality Assurance Staff Requirements

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place. A template for the collection of a witness testimony has been provided later within this document.

Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice. A template for the collection of an observation has been provided later within this document.

Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy. A template for the collection of product evidence has been provided later within this document.

Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner. A template for the collection of a professional discussion has been provided later within this document.

Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met.

The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the SFEDI Awards website.

Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

✓ The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

✓ Is based on business enterprise activities, events, challenges and markets
✓ Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
✓ Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
✓ Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
✓ Is organised and managed as would a real business enterprise situation
✓ Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio. A template to record this statement has been provided later within this document.

Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- ✓ Whether the planned assessment has been completed
- ✓ The quality of the assessment completed
- ✓ What has been covered within the standards
- ✓ What is required to be completed to move the qualification forward

Templates to support the planning and feedback functions have been provided later within this document.

Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

- ✓ The requirement to obtain the permission from the minor's parent or guardian prior to collecting the evidence
- ✓ The purpose of the restrictions that are in place when making use of video and/or photographic evidence
- ✓ The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
- ✓ The requirement to store video and/or photographic evidence securely
- ✓ The associated child protection legislation

Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

Unit Reference Number	**Unit Title**
Unit Status	This will show whether the unit is mandatory or optional
Unit Level	Level allocated to the unit on the RQF unit databank
Credit Value	Credit value assigned to the unit
Guided Learning	Learning hours required to complete the unit under the guidance of a lecturer, supervisor or tutor whether through physical presence or electronic means

Unit Overview and Main Outcomes

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

Assessment and Grading of This Unit

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and provide evidence against in order to complete the unit

Qualification Unit Details

This page is left intentionally blank

The following pages contain the units that are contained within this qualification

A/504/5151   Enterprise Skills

Unit Status	Mandatory
Unit Level	1
Credit Value	1
Unit Learning hours	8

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Understand the characteristics of successful entrepreneurs and how these are important in business situations
- ✓ Understand own strengths as an enterprising person and ways to develop own enterprising characteristics

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the characteristics of successful entrepreneurs and how these are important in business situations	1.1	Describe what is meant by the term entrepreneur
		1.2	Identify the skills that are needed to be a successful entrepreneur
		1.3	Identify attitudes and qualities that are needed to be a successful entrepreneur
		1.4	Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success
2	Understand own strengths as an enterprising person and ways to develop own enterprising characteristics	2.1	Describe how an enterprising person behaves
		2.2	Identify own strengths in terms of enterprising skills, attitudes and qualities
		2.3	State how enterprising skills, attitudes and qualities can help achieve own work related goals
		2.4	Agree activities to develop own enterprising skills and attitudes

R/502/0465   Working as Part of a Group

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	20

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

✓ Understand how to contribute to working as part of a group in appropriate ways
✓ Demonstrate how to work as an effective group member
✓ Review the group's progress and their contribution to it

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand how to contribute to working as part of a group in appropriate ways	1.1	Suggest appropriate ground rules for working with others
		1.2	Contribute to the planning of group and individual activities
2	Demonstrate how to work as an effective group member	2.1	Work with others in a positive way to carry out individual and group activities
		2.2	Make suggestions appropriately
		2.3	Deal with instructions appropriately
		2.4	Deal with feedback appropriately
		2.5	Support others and ask for support when required
3	Review the group's progress and their contribution to it	3.1	Review the progress the group has made in working together
		3.2	Describe how they contributed to the work of the group
		3.3	Describe what went well and what went less well
		3.4	Suggest how they could improve their skills in working with others

A/502/3585   Problem Solving at Work

Unit Status   Optional

Unit Level   1

Credit Value   2

Unit Learning hours 12

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

✓ Understand the different types of problems they might encounter in a place of work
✓ Understand how problems can be solved
✓ Know how to recognise possible solutions to a specific problem

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

A/502/3585   Problem Solving at Work

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the different types of problems they might encounter in a place or work	1.1	Identify the different types of problem they could encounter in a place of work relating to: a) People b) Tasks c) Resources
2	Understand how problems can be solved	2.1	Identify appropriate ways to come up with solutions for a straightforward problem
3	Know how to recognise possible solutions to a specific problem	3.1	Demonstrate use of appropriate methods to create solutions for a straightforward problem
		3.2	Decide what solution represents the best option, giving one reason why this is the case

J/502/3590   Understanding Your Customers

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Identify customer needs
- ✓ Understand and demonstrate appropriate customer care

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify customer needs	1.1	Identify own needs as a customer
		1.2	Give 3 examples of customer needs within a straightforward context
2	Understand and demonstrate appropriate customer care	2.1	Give 3 examples of appropriate customer care
		2.2	Use appropriate customer care within a familiar setting based on identified customer needs

L/502/3591   Understanding Motivation

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Recognise key motivators and de-motivators that impact on work situations
- ✓ Understand how motivated and de-motivated people can influence a place of work

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Recognise key motivators and de-motivators that impact on work situations	1.1	Identify what motivates or de-motivates themselves within a work situation
		1.2	Identify what impact this might have on their work situation
2	Understand how motivated and de-motivated people can influence a place of work	2.1	Give 2 examples of how motivated people can have a positive impact on the place of work
		2.2	Give 2 examples of how de-motivated people can have a negative impact on the place of work

R/502/3592   How to Keep Improving

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

- ✓ Know how to do a basic appraisal of own learning and development needs for a work role
- ✓ Recognise the link between their development and improvement at work
- ✓ Recognise how their own improvement can prepare them for new demands at work

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to do a basic appraisal of own learning and development needs for a work role	1.1	Identify the type of basic criteria that are relevant when measuring their own learning and development needs
		1.2	Use straightforward criteria to identify their own learning and development needs for a current or potential role
2	Recognise the link between their development and improvement at work	2.1	Give examples of how their own development links to business improvement in two of the following three areas: a) Improved customer service b) Improved products c) Cutting costs
3	Recognise how their own improvement can prepare them for new demands at work	3.1	Give examples of how their own improvement can prepare them for new opportunities and challenges at work in two of the following three areas: a) Increased responsibility b) Change in role c) Working with new people

Y/502/3593   Presenting Information

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Recognise the intended audience and the purpose of information presented at work
- ✓ Know how to collect and present work-related data

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Y/502/3593   Presenting Information

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Recognise the intended audience and the purpose of information presented at work	1.1	Give 2 examples of the type of information that can circulate in a place of work
		1.2	Describe how each piece of information is presented in a way that suits its audience
		1.3	Describe how each piece of information is presented in a way that suits its purpose
2	Know how to collect and present work-related data	2.1	Collect straightforward data from two work-related sources
		2.2	Present the data in a format suitable for the audience and purpose, which includes the use of ICT

D/502/3594   Presenting Yourself for Work

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

- ✓ Know how to create a CV
- ✓ Understand and demonstrate how technology can be used for presenting themselves online
- ✓ Know how to present themselves in person

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to create a CV	1.1	Identify the main types of information shown in a curriculum vitae (CV)
		1.2	Generate content to use in creating a CV that covers the type of information needed in a straightforward CV
		1.3	Create a straightforward CV for themselves and present it in a suitable format
2	Understand and demonstrate how technology can be used for presenting themselves online	2.1	Give 2 examples of using technology for presenting themselves online and when they might use them
		2.2	Create the content about themselves needed to present themselves on line, presenting it in a suitable format
3	Know how to present themselves in person	3.1	Describe 3 important things to consider when presenting themselves in person
		3.2	Present themselves appropriately in person in a work related situation each day for 3 consecutive days

H/502/3595   Setting Yourself Targets

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Understand why target setting is important in a place of work
✓ Know how to set and review realistic targets

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand why target setting is important in a place of work	1.1	Describe how targets are used by people who manage them
		1.2	Give an example of the use of target setting as part of an informal process
		1.3	Give an example of the use of target setting as part of a formal process like a personal review
2	Know how to set and review realistic targets	2.1	Set personal targets with support from an appropriate person e.g. supervisor, which are a) Challenging b) Realistic c) Achievable
		2.2	Work towards and review personal targets, with support from an appropriate person e.g. supervisor

K/502/3596   Managing Your Time

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

✓ Understand and demonstrate how time can be managed and plan own work activity
✓ Know how to access support when experiencing time management problems
✓ Understand why punctuality and reliability are important in the place of work

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand and demonstrate how time can be managed and plan own work activity	1.1	Give 2 examples of how time can be managed in a place of work
		1.2	Review own time management and identify areas where they could improve
		1.3	Plan own work activity, with appropriate support from others
		1.4	Carry out a work activity within planned time scale
2	Know how to access support when experiencing time management problems	2.1	Describe 2 different time related problems that can lead to disruption in a place of work
		2.2	Identify where they can access support when they run into difficulties with time management
3	Understand why punctuality and reliability are important in the place of work	3.1	Give 2 examples of why punctuality is important in the place of work, identifying the consequences of not being punctual
		3.2	Identify what is meant by reliability in each of the following work related contexts: a) Production b) Customer service

M/502/3597   Handling Information at Work

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Know the key issues when handling data in the place of work
- ✓ Know how to adhere to work-based information handling procedures

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the key issues when handling data in the place of work	1.1	Provide a basic description of 2 of the following in relation to data handling: a) Data protection b) Confidentiality c) Security
		1.2	Give an example of why failing to consider one of these can cause a problem
2	Know how to adhere to work-based information handling procedures	2.1	Identify the information handling procedures for a particular work role
		2.2	Carry out at least 2 work related activities demonstrating they can adhere to information handling procedures that relate to the activities, including: a) Verbal b) Written c) ICT based information

T/502/3598   Coping with Change

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Understand why change can happen in the place of work
✓ Understand people's reactions to change and know about the tools/methods that might help them and others cope with change

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand why change can happen in the place of work	1.1	Give an example of the different types of change that can happen in the place of work for each of the following: a) Planned change b) Unplanned change
		1.2	Give 3 examples of why change happens in the place of work
2	Understand people's reactions to change and know about the tools/methods that might help them and others cope with change	2.1	Identify the different stages within a change process
		2.2	Give 2 examples of how people might react to change at different points within the process
		2.3	Give 2 examples of tools or methods which might help them or others cope with change

A/502/3599   Creative Thinking

Unit Status   Optional

Unit Level   1

Credit Value   1

Unit Learning hours 6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Recognise creative thinking and understand why it might be or might not be appropriate in different work contexts
✓ Know how to use tools to come up with a creative idea

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Recognise creative thinking and understand why it might be or might not be appropriate in different work contexts	1.1	Identify what is meant by creative thinking
		1.2	Give an example of how creative thinking can be positive within the place of work
		1.3	Give an example of when creative thinking might be inappropriate in the place of work
2	Know how to use tools to come up with a creative idea	2.1	List 3 different ways to encourage creative thinking and come up with an idea
		2.2	Use one of these ways to come up with a creative idea for a place of work

A/502/3604 Identifying Processes and Procedures at Work

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Recognise processes and procedures commonly used in the workplace
✓ Understand and demonstrate activity for a work-based process and the procedures that might be needed to support it

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Recognise processes and procedures commonly used in the workplace	1.1	Give 2 examples of processes and procedures commonly used in the workplace
2	Understand and demonstrate activity for a work-based process and the procedures that might be needed to support it.	2.1	Complete a straightforward work-based process.
		2.2	Identify the different stages of the process and the procedures used.
		2.3	State why it is important to follow these procedures and what might happen if they don't.

Y/502/3609   Understanding Conflict at Work

Unit Status	Optional
Unit Level	1
Credit Value	1
Unit Learning hours	6

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it
- ✓ Understand employee rights in the place of work and recognise unacceptable behaviour

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it	1.1	Give 3 examples of common causes of conflict in a place of work
		1.2	Identify how these could be prevented
2	Understand employee rights in the place of work and recognise unacceptable behaviour	2.1	Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (3 examples): a) Race Relations b) Disability Discrimination c) Equal Opportunities
		2.2	Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act)

M/502/3616   Being Safe and Healthy at Work

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Be aware of the health and safety rules and framework that governs their own and group behaviour in places of work
✓ Demonstrate awareness of health and safety legislation relevant to themselves and others in a particular workplace

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be aware of the health and safety rules and framework that governs their own and group behaviour in places of work	1.1	Identify what constitutes safe and appropriate behaviour in places of work
		1.2	Recognise what constitutes inappropriate and unsafe behaviour in places of work
		1.3	Give examples of the accidents or problems that can result of inappropriate behaviour in two different places of work
2	Demonstrate awareness of health and safety legislation relevant to themselves and others in a particular workplace	2.1	Behave in a safe and appropriate manner in a place of work
		2.2	Review the risks associated with inappropriate behaviour in a particular place of work

M/502/3602   ICT for Employment

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Appreciate their own technology skills and recognise how their experience meets the ICT skills needed in different job roles
✓ Know how to use a range of ICT equipment safely and how to use software commonly found in a work situation

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Be able to appreciate their own technology skills and recognise how their experience meets the ICT skills need in different job roles	1.1	Identify the technology skills needed to work in 2 job roles that interest them
		1.2	Recognise how their own ICT skills and familiarity with technology compares with the different technology used in the job roles chosen
		1.3	Identify how they could develop their skills and experience further to help improve their chances of potentially working in their chosen job roles
2	Know how to use a range of ICT equipment safely and how to use software commonly found in a work situation	2.1	Demonstrate safe and appropriate use of: a) A photocopier b) Computer and printer
		2.2	Demonstrate the ability to create a simple word processing document that is appropriately titled, saved and printed out
		2.3	Demonstrate the ability to use email (or webmail) effectively, including being able to: a) Send email b) Open an email and respond appropriately

T/507/0775   Personal Money Management

Unit Status   Optional

Unit Level   1

Credit Value   3

Unit Learning hours   16

Unit Overview and Main Outcomes

This unit contains 3 learning outcomes which will support the learner to be able to:

- ✓   Understand personal money management
- ✓   Know how to apply methods for personal money management
- ✓   Be able to plan for a significant expenditure or purchase and determine ways this can be financed

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓   Product evidence
- ✓   Learner statement/case study
- ✓   Pre-approved worksheets
- ✓   Professional discussion
- ✓   Recognition of prior achievement
- ✓   Recognition of prior learning
- ✓   Witness testimony

Unit Content

Learning Outcome - The learner will:			Assessment Criterion - The learner can:
1	Understand personal money management	1.1	Identify 3 different sources of finance
		1.2	Provide at least one example of the cost associated with borrowing money
		1.3	Identify areas to make savings in own personal spending over the last month
		1.4	Identify potential consequences of: a) overspending b) not repaying money that is owed
2	Know how to apply methods for personal money management	2.1	Provide examples of different types of current accounts and deposit accounts based on information sourced
		2.2	Choose an account to suit own personal needs or the needs of someone known and explain the reasons for this choice
		2.3	Identify different money transactions within accounts, including: a) direct debit b) standing orders c) cheques d) BACS
		2.4	Describe the difference between gross and net pay
		2.5	Provide examples of the possible deductions that can be made from a pay slip, including: a) tax b) national insurance c) pension contributions
		2.6	Provide 2 examples of the possible additions that can be made to a pay slip
		2.7	Identify the benefits of saving for the future and provide 2 examples of why saving is important
3	Be able to plan for a significant expenditure or purchase and determine ways this can be financed	3.1	Identify a suitable expenditure or purchase that could be made
		3.2	Provide examples of 2 different cost options from different sellers/suppliers
		3.3	Select the best supplier and identify an appropriate way to finance the purchase
		3.4	Identify methods of how the purchase could be protected

M/651/2045   Introduction to Artificial Intelligence (AI)

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Understand the basics of Artificial Intelligence.
✓ Recognise the potential impact of AI on society and businesses.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the basics of Artificial Intelligence.	1.1	Define what is meant by the term Artificial Intelligence (AI).	
		1.2	Identify 3 examples of AI in everyday life.	
		1.3	Explain the difference between AI and traditional computer programmes (for example, Word Processing software).	
2	Recognise the potential impact of AI on society and businesses.	2.1	Describe how AI can be used in various industries (e.g., healthcare, finance, retail).	
		2.2	Identify the benefits and challenges of AI adoption in businesses.	
		2.3	Identify common misconceptions about AI.	

Unit Status   Optional

Unit Level   1

Credit Value   2

Unit Learning hours 12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Understand the process of setting up an AI account.
✓ Understand the basic functionalities of an AI platform.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the process of setting up an AI account.	1.1	Identify popular AI tools and platforms available for beginners.
		1.2	Describe the steps to create an account on a chosen AI platform.
		1.3	Demonstrate how to navigate the account setup process, including verification and initial configuration.
2	Understand the basic functionalities of an AI platform.	2.1	Identify the main elements of the user interface of an AI platform.
		2.2	Describe the basic features and tools available on an AI platform.
		2.3	Demonstrate initial tasks using the AI platform, such as generating text and answering simple questions.

Unit Status   Optional

Unit Level   1

Credit Value   2

Unit Learning hours   12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Understand the importance of clear and effective AI prompts.
- ✓ Develop skills in creating AI prompts for business tasks.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of clear and effective AI prompts.	1.1	Explain what an AI prompt is.
		1.2	Identify the elements of an effective AI prompt.
		1.3	Demonstrate how to write a basic AI prompt.
2	Develop skills in creating AI prompts for business tasks.	2.1	Develop AI prompts for generating business emails.
		2.2	Develop AI prompts for writing short reports.
		2.3	Evaluate the effectiveness of different AI prompts.

Unit Status   Optional

  Unit Level   1

  Credit Value   2

Unit Learning hours   12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Understand ethical considerations in the use of AI.
- ✓ Recognise the principles of responsible AI use.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand ethical considerations in the use of AI.	1.1	Identify key ethical issues related to AI.
		1.2	Explain the importance of ethical AI usage.
		1.3	Describe how to mitigate ethical risks in AI applications.
2	Recognise the principles of responsible AI use.	2.1	Explain why it is important to be open and clear about how AI is used.
		2.2	Describe why it is important to take responsibility when using AI.
		2.3	Identify best practices for responsible AI use in a business setting.

Unit Status   Optional

 Unit Level   1

 Credit Value   2

Unit Learning hours   12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓   Understand how AI can enhance business processes.
- ✓   Apply AI tools to complete basic business tasks.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓   Product evidence
- ✓   Learner statement/case study
- ✓   Pre-approved worksheets
- ✓   Professional discussion
- ✓   Recognition of prior achievement
- ✓   Recognition of prior learning
- ✓   Witness testimony

Unit Content

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand how AI can enhance business processes.	1.1	Identify common business tasks that can be improved with AI.
		1.2	Explain how AI can be used to automate routine tasks.
		1.3	Describe the benefits of using AI for business communication.
2	Apply AI tools to complete basic business tasks.	2.1	Use AI to draft and refine business emails.
		2.2	Utilise AI to generate short business reports.
		2.3	Demonstrate how AI can assist in scheduling and planning.

H/651/2050   Evaluating AI Outputs

Unit Status	Optional
Unit Level	1
Credit Value	2
Unit Learning hours	12

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

✓ Understand the importance of evaluating AI outputs.
✓ Check if AI's answers and suggestions are correct and useful.

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of evaluating AI outputs.	1.1	Explain why it is important to check AI's answers.
		1.2	Describe what could happen if AI outputs are not checked.
2	Check if AI's answers and suggestions are correct and useful.	2.1	List things to look for to decide if AI's answers are correct and useful.
		2.2	Demonstrate how to check AI's answers against reliable sources.
		2.3	Describe ways to make AI's answers better for business needs.

Annex

Supporting Documents

SFEDI Awards offers a range of templates and supporting documents to support you. These can be found at sfediawards.co.uk/centre-hub/Annex

SFEDI®AWARDS