# SFEDI®AWARDS

# Level 1 Extended Certificate in Passport to Enterprise and Employment

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|---|---|
| Regulator | Ofqual |
| Qualification Reference Number | 603/2605/0 |
| Qualification Start Date | 1 December 2017 |
| Last Date for Registration | 30 November 2027 |
| Available Age Ranges | Pre-16 ✓ |
| | 16-18 ✓ |
| | 19+ ✓ |
| Total Qualification Time | 250 hours |
| Guided Learning | 143 hours |

# Contents

# About This Qualification

This qualification supports individuals through the development of the knowledge and skills relating to personal enterprise development and how this can support in playing a part in the community and the wider society.

It also supports individuals to explore either how to search for sustainable employment through the development of the knowledge and skills to be a productive member of staff or to explore whether self-employment is a valid option as a career pathway and what would be involved in taking this forward.

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 experienced 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.

# Qualification Overview

| Qualification Structure | A minimum of 25 credits from any of the units within the Personal Social Development, Employability or Self-Employment sections |
|---|---|
| **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) |
|---|---|---|---|---|---|
| **Personal and Social Development** | | | | | |
| Developing an Enterprising Character | F/615/2244 | O | 1 | 3 | 16 |
| Self-Awareness and Self-Belief | J/615/2245 | O | 1 | 2 | 14 |
| Resilience and Grit | L/615/2246 | O | 1 | 1 | 8 |
| Personal Presentation and its Impact | D/615/2249 | O | 1 | 2 | 14 |
| Communication Skills | Y/615/2251 | O | 1 | 2 | 14 |
| Assertiveness | H/615/2253 | O | 1 | 1 | 8 |
| Individual Motivation | K/615/2254 | O | 1 | 1 | 8 |
| Emotional Intelligence and Anger Management | T/615/2256 | O | 1 | 2 | 16 |
| Creative Thinking | A/615/2257 | O | 1 | 1 | 8 |
| Coping with Change | J/615/2259 | O | 1 | 1 | 8 |
| Managing Your Time | F/615/2261 | O | 1 | 1 | 8 |
| How to Keep Improving | L/615/2263 | O | 1 | 1 | 6 |
| Democracy and Citizenship | Y/615/2265 | O | 1 | 4 | 24 |
| Civility and Etiquette | H/615/2267 | O | 1 | 3 | 16 |
| Online Etiquette and Safety | K/615/2268 | O | 1 | 2 | 14 |
| Completing Voluntary Work | H/615/2270 | O | 1 | 3 | 24 |
| Helping Others | K/615/2271 | O | 1 | 5 | 30 |
| Safeguarding | M/615/2272 | O | 1 | 3 | 14 |
| Equality and Diversity | T/615/2273 | O | 1 | 3 | 14 |
| The Importance of Healthy Eating and Drinking | A/615/2274 | O | 1 | 3 | 14 |
| Stress and Stress Management | A/615/2744 | O | 1 | 3 | 24 |

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|---|---|---|---|---|---|
| Develop an Awareness of Mental Health | J/615/2746 | O | 1 | 3 | 24 |
| Substance Misuse Awareness | F/615/2275 | O | 1 | 3 | 12 |
| Personal Safety | J/615/2276 | O | 1 | 2 | 12 |
| The Importance of Managing Personal Finance | L/615/2277 | O | 1 | 2 | 8 |
| Undertake an Individual Role Within a Social Enterprise Activity | D/505/2805 | O | 1 | 3 | 30 |
| **Employability** | | | | | |
| Find the Right Job | R/615/2278 | O | 1 | 4 | 24 |
| Presenting Yourself for Work | Y/615/2279 | O | 1 | 2 | 14 |
| Identifying Processes and Procedures at Work | L/615/2280 | O | 1 | 1 | 8 |
| Problem Solving at Work | Y/615/2282 | O | 1 | 1 | 8 |
| Understanding Conflict at Work | D/615/2283 | O | 1 | 1 | 8 |
| Presenting Information | K/615/2285 | O | 1 | 2 | 12 |
| Understanding Your Customers | M/615/2286 | O | 1 | 1 | 8 |
| Working as Part of a Group | T/615/2287 | O | 1 | 4 | 24 |
| Handling Information at Work | A/615/2288 | O | 1 | 1 | 8 |
| ICT for Employment | T/615/2290 | O | 1 | 1 | 8 |
| Disclosing Offences | A/615/2291 | O | 1 | 2 | 16 |
| Fire Safety Awareness | F/615/2292 | O | 1 | 2 | 16 |
| Food Safety | J/615/2293 | O | 1 | 2 | 16 |
| Introduction to First Aid | L/615/2294 | O | 1 | 2 | 16 |
| Introduction to Safe Handling | R/615/2295 | O | 1 | 2 | 16 |
| Being Safe and Healthy at Work | Y/615/2296 | O | 1 | 2 | 16 |
| Universal Credit | Y/617/1513 | O | 1 | 3 | 14 |
| 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 |
| **Self-Employment** | | | | | |
| Understand the Skills and Knowledge Required to Run a Business | K/505/2161 | O | 1 | 3 | 14 |
| Understand Enterprising Skills | T/505/2129 | O | 1 | 3 | 15 |
| Understand Opportunities and Risks Within Business | M/505/2145 | O | 1 | 3 | 14 |
| Understand the Importance of Business Planning | R/505/2154 | O | 1 | 3 | 14 |

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|---|---|---|---|---|---|
| Understand How to Access Help and Support in Business | J/506/6083 | O | 1 | 3 | 14 |
| Understand How to Make Successful Deals in a Business | R/506/6085 | O | 1 | 3 | 14 |
| Understand How to Market Your Business | | O | 1 | 3 | 14 |
| Understand How to Manage Money in a Business | T/505/2146 | O | 1 | 3 | 13 |
| Understand the Challenges of Running a Business from Home | R/615/2748 | O | 1 | 3 | 13 |
| Understand the Legal Structures Available for Business | L/615/2750 | O | 1 | 3 | 14 |
| Principles of Social Media for Business Use | R/505/0890 | O | 1 | 3 | 20 |
| Understanding Consumer Buying Behaviour | J/508/3093 | O | 1 | 1 | 10 |
| Understanding the Sales Cycle | Y/508/3096 | O | 1 | 3 | 30 |
| Selling Lawfully and Ethically | K/508/3099 | O | 1 | 1 | 10 |

# 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

✓ 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

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

# Personal Social Development

The following units aim to support the personal and social development of an individual to help them to both improve their own lives and recognise how in doing so they are able to play a part in a wider community and society

## F/615/2244     Developing an Enterprising Character

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Guided Learning** | 16 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the meaning of the term enterprising character
✓ Understand own enterprising character
✓ Understand how to develop own enterprising character

**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 meaning of the term enterprising character | 1.1 | Explain what is meant by 'enterprising character' |
| | | 1.2 | Describe enterprising character traits and how they can be seen as sometimes positive and sometimes negative |
| 2 | Understand own enterprising character | 2.1 | Identify and describe own enterprising character traits |
| | | 2.2 | Explain how own enterprising character impacts upon:<br>• Others<br>• Own achievements<br>• Own self-esteem and self-belief |
| | | 2.3 | Describe a situation when own enterprising character traits had a positive impact and explain the consequences |
| | | 2.4 | Describe a situation when own enterprising character traits had a negative impact and explain the consequences |
| 3 | Understand how to develop own enterprising character | 3.1 | Select aspects of own enterprising character to be developed |
| | | 3.2 | Explain why these have been selected |
| | | 3.3 | Plan activities to develop the aspects identified including:<br>• Activity to be completed<br>• Timescales for the activity to take place<br>• Method of reviewing the outcome of the activity |

## J/615/2245      Self-Awareness and Self-Belief

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Be able to demonstrate self-awareness
- ✓ Be able to demonstrate self-belief through completing 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

J/615/2245      Self-Awareness and Self-Belief

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Be able to demonstrate self-awareness | 1.1 | Identify own needs, wants, interests and goals |
| | | 1.2 | Identify own strengths and areas for improvement |
| 2 | Be able to demonstrate self-belief through completing tasks | 2.1 | Identify a situation where a task has been completed successfully demonstrating the following: <br><br> • Drive to contribute to something that is good for self or others <br> • Passion and willingness to achieve goals and face challenges <br> • Determination and not giving up when facing difficulties <br> • Recognition that resources are not unlimited <br> • Valuing of possessions and using them responsibly <br> • Time management <br> • Seeking the views and opinions of others <br> • Clear communication with others |

## Unit Content

## L/615/2246    Resilience and Grit

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Guided Learning** | 8 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the importance of resilience
- ✓ Understand how to develop resilience
- ✓ Understand the importance of grit

**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 resilience | 1.1 | Explain what is meant by resilience |
| | | 1.2 | Explain why resilience is an important enterprising character trait |
| 2 | Understand how to develop resilience | 2.1 | Explain how resilience can help develop own enterprising character |
| | | 2.2 | Identify and describe ways of improving own resilience |
| 3 | Understand the importance of grit | 3.1 | Explain what is meant by grit |
| | | 3.2 | Explain why grit is an important part of an enterprising character |

## D/615/2249    Personal Presentation and its Impact

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand what is meant by personal presentation
- ✓ Understand the importance of good personal presentation
- ✓ Understand ways of improving personal presentation

**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

D/615/2249    Personal Presentation and its Impact

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
| --- | --- | --- | --- |
| 1 | Understand what is meant by personal presentation | 1.1 | Explain what is meant by personal presentation |
| | | 1.2 | Provide three examples of good or bad personal presentation in different situations |
| 2 | Understand the importance of good personal presentation | 2.1 | Describe how own personal presentation can effect perception by others |
| | | 2.2 | Explain how good personal presentation can have an effect on own enterprising character development |
| | | 2.3 | Identify and explain ways that good personal presentation can help to achieve goals |
| 3 | Understand ways of improving personal presentation | 3.1 | Identify aspects of own personal presentation to be improved |
| | | 3.2 | Describe ways to improve selected aspects of personal presentation |
| | | 3.3 | Describe how own life could be changed if own personal presentation was improved |

# Y/615/2251        Communication Skills

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand what is meant by effective communication
- ✓ Understand the impact of effective communication
- ✓ Understand how to develop own communication skills

**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 what is meant by effective communication | 1.1 | Explain what is meant by effective communication |
| | | 1.2 | Describe situations when own communication skills were used effectively |
| | | 1.3 | Explain how effective communication skills are important for the development of own enterprising character |
| 2 | Understand the impact of effective communication | 2.1 | Explain how effective communication can have an impact on: <br> • Other people's perceptions of own enterprising character <br> • Own self-esteem and self-belief <br> • Achievement of personal goals |
| 3 | Understand how to develop own communication skills | 3.1 | Select aspects of own communication skills to be developed |
| | | 3.2 | Explain why these have been selected |
| | | 3.3 | Plan activities to develop the aspects identified including: <br> • Activity to be completed <br> • Timescales for the activity to take place <br> • Method of reviewing the outcome of the activity |

# H/615/2253          Assertiveness

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Guided Learning** | 8 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand about assertiveness
✓ Be able to improve own assertiveness

**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 about assertiveness | 1.1 | Explain what is meant by assertiveness |
| | | 1.2 | Explain how assertiveness can benefit:<br>• Others<br>• Own self-esteem and self-belief |
| | | 1.3 | Describe situations from own experience when assertiveness was used to achieve a positive outcome |
| 2 | Be able to improve own assertiveness | 2.1 | Identify a range of techniques to improve own assertiveness |
| | | 2.2 | Select, justify and implement a technique to improve assertiveness in a given situation |

## K/615/2254    Individual Motivation

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Guided Learning** | 8 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand what is meant by motivation
✓ Understand the importance of motivation
✓ Understand how to improve own motivation

**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

## K/615/2254    Individual Motivation

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand what is meant by motivation | 1.1 | Explain what is meant by motivation |
| | | 1.2 | Describe the factors that motivate people |
| | | 1.3 | Explain why being motivated is an important part of an enterprising character |
| 2 | Understand the importance of motivation | 2.1 | Explain how motivation can help to achieve goals |
| | | 2.2 | Describe consequences of being unmotivated in terms of:<br>• Self-esteem and self-belief<br>• Other peoples' perceptions<br>• Future success |
| 3 | Understand how to improve own motivation | 3.1 | Describe own motivations |
| | | 3.2 | Identify and describe different ways of improving own motivation |
| | | 3.3 | Select one method and explain why this would be appropriate |

## T/615/2256      Emotional Intelligence and Anger Management

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 16 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand how emotions can affect behaviour
- ✓ Understand how anger can affect society
- ✓ Understand the connections between emotion, thoughts and behaviour to help manage anger

**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 emotions can affect behaviour | 1.1 | Identify ways humans show emotions both verbally and non-verbally |
| | | 1.2 | Explain what is meant by emotional intelligence |
| 2 | Understand how anger can affect society | 2.1 | Describe situations when anger has been used in society both positively and negatively |
| 3 | Understand the connections between emotion, thoughts and behaviour to help manage anger | 3.1 | Describe the relationship between emotion, thoughts and behaviour |
| | | 3.2 | Describe how own emotion, thoughts and behaviour have influenced own behaviour both positively and negatively |
| | | 3.3 | Explain why it is important to manage own anger |
| | | 3.4 | Identify and explain suitable techniques for managing own anger |
| | | 3.5 | Select and use a range of techniques to manage own anger and comment on the results |

# A/615/2257     Creative Thinking

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand why creative thinking might be or might not be appropriate in different contexts
✓ Understand 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 | Understand why creative thinking might be or might not be appropriate in different contexts | 1.1 | Identify what is meant by creative thinking |
| | | 1.2 | Give an example of how creative thinking can be positive |
| | | 1.3 | Give an example of when creative thinking might be inappropriate |
| 2 | Understand 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 to overcome a challenge |

# J/615/2259    Coping with Change

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**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
✓ Understand people's reactions to change and know about the tools/methods that might help them and others cope

**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 | 1.1 | Provide an example of the different types of change that can happen in the place of work for each of the following:<br>a)  Planned change<br>b)  Unplanned change |
| | | 1.2 | Provide three examples of why change happens |
| 2 | Understand people's reactions to change and know about the tools/methods that might help them and others cope | 2.1 | Identify the different stages within a change process |
| | | 2.2 | Provide two examples of how people might react to change at different points within the process |
| | | 2.3 | Provide two examples of tools or methods which might help them or others cope with change |

## F/615/2261      Managing Your Time

| | |
|---|---|
| **Unit Status** | Optional |
| **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 and demonstrate how time can be managed
✓   Understand how to access support when experiencing time management problems

**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 | 1.1 | Provide two examples of how time can be managed |
| | | 1.2 | Provide two examples of why punctuality is important, identifying the consequences of not being punctual |
| | | 1.3 | Review own time management and identify areas where it could improve |
| | | 1.4 | Plan and carry out an activity within the planned time scale |
| 2 | Understand how to access support when experiencing time management problems | 2.1 | Describe two different time related problems that can lead to the disruption of completing activities timely |
| | | 2.2 | Identify where to access support when running into difficulties with time management |

## L/615/2263     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 2 learning outcomes which will support the learner to be able to:

✓ Understand how to do a basic appraisal of own learning and development needs
✓ Recognise how own improvement can help prepare for new and future opportunities

**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 do a basic appraisal of own learning and development needs | 1.1 | Identify the type of basic criteria that are relevant when measuring own learning and development needs |
| | | 1.2 | Use straightforward criteria to identify own learning and development needs |
| 2 | Recognise how own improvement can help prepare for new and future opportunities | 2.1 | Provide examples of how own improvement can help prepare for new opportunities and challenges |

# Y/615/2265    Democracy and Citizenship

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 4 |
| **Guided Learning** | 24 hours |

**Unit Overview and Main Outcomes**

This unit contains 5 learning outcomes which will support the learner to be able to:

- ✓ Understand the process of democracy
- ✓ Understand the rule of law
- ✓ Understand the value of individual liberty
- ✓ Understand what is meant by mutual respect
- ✓ Understand the importance of tolerance towards others

**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 democracy | 1.1 | Explain what democracy means |
| | | 1.2 | Explain how the UK exercises democracy through elections and voting |
| 2 | Understand the rule of law | 2.1 | Explain who is governed by the law |
| | | 2.2 | Explain the importance of knowing right from wrong |
| | | 2.3 | Identify the consequences of actions that are against the law |
| | | 2.4 | Describe the difference between the law and ethics |
| 3 | Understand the value of individual liberty | 3.1 | Explain what is meant by the term individual liberty and its value |
| | | 3.2 | Explain what human rights are and the value of them |
| | | 3.3 | Explain what is meant by freedom of speech and how it can be used both positively and negatively |
| 4 | Understand what is meant by mutual respect | 4.1 | Explain what is meant by mutual respect |
| | | 4.2 | Identify the types of people that should be respected |
| | | 4.3 | Explain three ways of demonstrating respect towards others |
| | | 4.4 | Explain how personal and professional relationships can benefit from mutual respect |
| 5 | Understand the importance of tolerance towards others | 5.1 | Explain what is meant by the term tolerance |
| | | 5.2 | Explain the importance of freedom of personal belief |
| | | 5.3 | Explain three ways in which an organisation or individual can demonstrate tolerance of others |

# H/615/2267        Civility and Etiquette

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Guided Learning** | 16 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand civility and etiquette
- ✓ Be able to demonstrate civility and etiquette

**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

# H/615/2267        Civility and Etiquette

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand civility and etiquette | 1.1 | Describe what is meant by civility and etiquette |
| | | 1.2 | Explain why civility and etiquette is important in personal and family life and wider society |
| | | 1.3 | Describe the possible consequences of a lack of civility and etiquette in personal and family life and wider society |
| 2 | Be able to demonstrate civility and etiquette | 2.1 | Demonstrate civility and etiquette in dealing with others in a minimum of two different situations |
| | | 2.2 | Explain how own civility and etiquette affected:<br>• Others<br>• Own self-esteem and self-belief<br>• The outcome of the interaction |

## K/615/2268        Online Etiquette and Safety

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 14 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand what is meant by the terms internet and online
✓ Understand the threats to personal safety and the security of personal information online
✓ Understand how to behave appropriately online

**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 what is meant by the terms internet and online | 1.1 | Describe what is meant by the internet and going online |
| | | 1.2 | Explain why people use the internet |
| | | 1.3 | Identify the purpose of online social media sites, eg. Facebook, Twitter, YouTube, Instagram, Snapchat |
| 2 | Understand the threats to personal safety and the security of personal information online | 2.1 | Identify the threats to information security when working online |
| | | 2.2 | Identify the threats to user safety when working online |
| | | 2.3 | Explain how to take appropriate safety and security precautions when working online |
| 3 | Understand how to behave appropriately online | 3.1 | Describe appropriate and inappropriate online behaviour and why it is appropriate and inappropriate |
| | | 3.2 | Explain the consequences of behaving inappropriately online including to self, others and society |

## H/615/2270      Completing Voluntary Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Guided Learning** | 24 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the role volunteers play in different volunteering situations
✓ Be able to complete voluntary 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

## H/615/2270      Completing Voluntary Work

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand the role volunteers play in different volunteering situations | 1.1 | Identify different situations where volunteers are used |
| | | 1.2 | Explain why the role of volunteers is important in different volunteering situations |
| 2 | Be able to complete voluntary work | 2.1 | Identify the skills required for different types of voluntary work |
| | | 2.2 | Apply for voluntary work, adhering to application requirements |
| | | 2.3 | Complete a voluntary work activity according to a given brief |

## K/615/2271   Helping Others

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**Unit Status**            Optional

**Unit Level**             1

**Credit Value**           5

**Guided Learning**        30 hours

**Unit Overview and Main Outcomes**

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

- ✓ Understand how challenges can be addressed and those individuals and groups that benefit
- ✓ Be able to identify, create and seize opportunities to help others

**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 challenges can be addressed and those individuals and groups that benefit | 1.1 | Identify different examples of challenges experienced by others |
| | | 1.2 | Identify groups of people who have benefited from a solution to a challenge and the reasons why |
| 2 | Be able to identify, create and seize opportunities to help others | 2.1 | Identify a challenge being experienced by others that requires a solution |
| | | 2.2 | Work with others to identify a desirable outcome by addressing the challenge |
| | | 2.3 | Examine the challenge being experienced in order to develop innovative ideas that can address it |
| | | 2.4 | Demonstrate a willingness and curiosity to approach open-ended problems, problems that may have many solutions, with innovative ideas |
| | | 2.5 | Suggest an innovative solution and how it will address the challenge and achieve the identified desirable outcome |
| | | 2.6 | Gather feedback on the solution and make any changes as appropriate |
| | | 2.7 | Work with others to implement the solution |
| | | 2.8 | Identify whether the solution has addressed the challenge identified |
| | | 2.9 | Work with others to identify further activities to address any shortcomings in addressing the challenge or to ensure the solution is sustainable |
| | | 2.10 | Demonstrate behaviours that show integrity, honesty, responsibility, courage and commitment throughout the process of addressing the challenge |

# M/615/2272    Safeguarding

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 |

**Unit Overview and Main Outcomes**

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

- ✓ Understand safeguarding
- ✓ Understand how to identify safeguarding issues
- ✓ Understand how to report safeguarding issues

**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 safeguarding | 1.1 | Explain what is meant by the term safeguarding |
| | | 1.2 | Identify the legislation that affects safeguarding |
| | | 1.3 | Identify the types of people who are protected by safeguarding legislation |
| 2 | Understand how to identify safeguarding issues | 2.1 | Provide examples of safeguarding issues |
| | | 2.2 | Explain how individuals can take steps to protect themselves in both their personal and work life |
| 3 | Understand how to report safeguarding issues | 3.1 | Identify those who to report potential safeguarding issues to in a personal and work setting |
| | | 3.2 | Explain what a risk assessment is in relation to safeguarding |
| | | 3.3 | Explain what to do if someone was to disclose a safeguarding issue |

## Unit Content

# T/615/2273   Equality and Diversity

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 |

**Unit Overview and Main Outcomes**

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

- ✓ Understand equality and diversity
- ✓ Understand rights and responsibilities

**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 equality and diversity | 1.1 | Explain what is meant by the terms equality and diversity |
| | | 1.2 | Explain how equality and diversity can improve the way in which society operates |
| | | 1.3 | Provide examples of equality and diversity within society |
| | | 1.4 | Provide examples of inequality within society |
| | | 1.5 | Explain what is meant by stereotyping |
| | | 1.6 | Explain how stereotyping can be harmful to individuals and society |
| 2 | Understand rights and responsibilities | 2.1 | Identify the laws that protect equality and diversity in personal and work settings |
| | | 2.2 | Provide three examples of the rights and responsibilities individuals and organisations have in protecting equality and diversity |
| | | 2.3 | Provide examples of how both individuals and organisations can help support and promote equality and diversity |
| | | 2.4 | Explain the consequences to individuals and organisations of not abiding by equality and diversity legislation requirements |
| | | 2.5 | Identify the organisations and places that can be used to access information on the right and responsibilities of individuals under equality and diversity legislation |

# A/615/2274    The Importance of Healthy Eating and Drinking

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the importance of healthy eating
- ✓ Understand the importance of drinking enough to stay healthy
- ✓ Understand about different eating disorders

**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 healthy eating | 1.1 | Explain what is meant by a balanced diet |
| | | 1.2 | Provide examples of the effects on health if a diet is not balanced |
| | | 1.3 | Provide examples of ways that food can contribute to helping an individual stay healthy |
| | | 1.4 | Identify the influences on own food choices and how these influences affect own food choices |
| | | 1.5 | Plan a healthy diet for one day to meet dietary requirements |
| 2 | Understand the importance of drinking enough to stay healthy | 2.1 | Identify the recommended daily fluid intake to stay healthy |
| | | 2.2 | Explain how drinking enough can help to stay healthy |
| | | 2.3 | Identify the effects to health of not drinking enough |
| | | 2.4 | Provide examples of the signs that an individual is not drinking enough |
| 3 | Understand about different eating disorders | 3.1 | Identify different types of eating disorder |
| | | 3.2 | Identify the signs and symptoms of different eating disorders |
| | | 3.3 | Identify the possible short-term and long-term effects on health of the eating disorders identified |
| | | 3.4 | Identify the connection between food and feelings and how feelings can give rise to abnormal eating habits |
| | | 3.5 | Identify where further information and support about eating disorders can be accessed |

# A/615/2744    Stress and Stress Management

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 24 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand what is meant by stress
- ✓ Understand the effects of stress
- ✓ Understand the causes and coping mechanisms for stress

**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/615/2744    Stress and Stress Management

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand what is meant by stress | 1.1 | Explain what is meant by stress |
| | | 1.2 | Identify the different types of stress |
| 2 | Understand the effects of stress | 2.1 | Identify the short and long term effects of stress on an individual, a family unit and the wider society |
| | | 2.2 | Explain why stress can be both useful and harmful |
| 3 | Understand the causes and coping mechanisms for stress | 3.1 | Identify a range of possible causes of stress |
| | | 3.2 | Identify situations that trigger own stress |
| | | 3.3 | Identify methods of managing and dealing with stress and stressful situations in a healthy way |
| | | 3.4 | Identify the people and organisations that are available to support an individual to deal with stress and how to access them |

## Unit Content

## J/615/2746     Develop an Awareness of Mental Health

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 24 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand what is meant by mental health
- ✓ Understand the possible responses to mental health issues
- ✓ Understand cultural diversity in relation to mental health issues

**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 what is meant by mental health | 1.1 | Explain what is meant by 'mental health' and 'mental ill-health' | |
| | | 1.2 | Identify possible causes of mental health issues | |
| | | 1.3 | Identify examples of mental health issues | |
| | | 1.4 | Identify the effects that experiencing a mental health issue might have on an individual | |
| | | 1.5 | List common sources of information on mental health issues | |
| 2 | Understand the possible responses to mental health issues | 2.1 | Identify the rights of people experiencing mental ill-health | |
| | | 2.2 | Identify possible responses that can be made to support an individual with mental health issues | |
| | | 2.3 | Identify where to refer people for further help or guidance about mental health issues | |
| | | 2.4 | Identify ways to promote positive mental health | |
| 3 | Understand cultural diversity in relation to mental health issues | 3.1 | Identify possible causes of mental distress in different cultural groups | |
| | | 3.2 | Provide examples of barriers that may exist for different cultural groups accessing services | |
| | | 3.3 | Identify ways of overcoming barriers to accessing services | |
| | | 3.4 | Identify factors that can help promote positive mental health amongst different cultural groups | |

# F/615/2275     Substance Misuse Awareness

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 12 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the substances that are most commonly misused
✓ Understand how to recognise possible signs of substance misuse
✓ Understand the social and personal effects of substance misuse

**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 substances that are most commonly misused | 1.1 | Explain the reasons why people misuse substances |
| | | 1.2 | Identify the types of substance which are most commonly misused |
| | | 1.3 | Identify the factors from a person's background or environment that might lead them to misuse substances |
| 2 | Understand how to recognise possible signs of substance misuse | 2.1 | Identify possible signs or symptoms that may indicate substance misuse |
| | | 2.2 | Identify an example of when a possible sign or symptom may be misleading |
| 3 | Understand the social and personal effects of substance misuse | 3.1 | Identify harmful effects of substance misuse on personal, family and friends and society |
| | | 3.2 | Identify sources of information and support in relation to substance misuse |

# J/615/2276    Personal Safety

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 12 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the issues relating to the fear of crime
- ✓ Understand the potential risks to personal safety and possessions
- ✓ Understand how to minimise risks to personal safety and possessions

**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 issues relating to the fear of crime | 1.1 | Identify the reasons why individuals fear crime |
| | | 1.2 | Identify the major facts provided by crime statistics which contribute to the fear of crime |
| | | 1.3 | Identify government and community activities that aim to reduce the fear of crime |
| 2 | Understand the potential risks to personal safety and possessions | 2.1 | Identify situations and actions that may put personal safety and possessions at risk |
| | | 2.2 | Identify risks to personal safety and possessions in a range of circumstances |
| 3 | Understand how to minimise risks to personal safety and possessions | 3.1 | Identify actions that can be taken to minimise risks to personal safety and possessions |

## L/615/2277    The Importance of Managing Personal Finance

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 8 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand why personal money management is important
- ✓ Understand ways of managing own money effectively

**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

## L/615/2277    The Importance of Managing Personal Finance

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand why personal money management is important | 1.1 | Explain why it is important to manage money effectively |
| | | 1.2 | Explain why managing own money effectively can help:<br>• Achieve personal goals<br>• Others within immediate family and/or circle of friends<br>• Wider society |
| 2 | Understand ways of managing own money effectively | 2.1 | Describe sources of own income and identify amount received |
| | | 2.2 | Identify own expenditure in terms of:<br>• Essential for living<br>• Nice to have but not essential<br>• Luxuries |
| | | 2.3 | Describe ways of:<br>• Increasing own income<br>• Reducing own expenditure |

## D/505/2805     Undertake an Individual Role Within a Social Enterprise Activity

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Guided Learning** | 30 hours |

**Unit Overview and Main Outcomes**

This unit contains 4 learning outcomes which will support the learner to be able to:

- ✓ Help plan a social enterprise activity
- ✓ Identify measures to ensure the trading activity has minimal negative impact on the environment or people
- ✓ Deliver the social enterprise activity
- ✓ Identify and share the outcomes of the social enterprise activity

**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 plan a social enterprise activity | 1.1 | Identify the aim of the social enterprise activity |
| | | 1.2 | Identify the product or service the social enterprise activity will sell |
| | | 1.3 | Work with team members to plan the trading activity |
| 2 | Be able to identify measures to ensure the trading activity has minimal negative impact on the environment or people | 2.1 | Identify the impact of the trading activity on the environment |
| | | 2.2 | Identify the impact of the trading activity on people |
| | | 2.3 | Identify a method of minimising the negative impacts identified |
| 3 | Be able to deliver the social enterprise activity | 3.1 | Carry out an individual role to help deliver the social enterprise activity |
| | | 3.2 | Demonstrate effective communication throughout the activity |
| 4 | Be able to identify and share the outcomes of the social enterprise activity | 4.1 | Identify whether the aim of the social enterprise activity has been met |
| | | 4.2 | Identify how to share the social enterprise outcomes through appropriate media |

# Employability

The following units aim to support an individual into finding sustainable employment through the development of the knowledge and skills relating to locating and applying for suitable employment and also the development of the skills to be a productive staff member

## R/615/2278    Find the Right Job

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 4 |
| **Unit Learning hours** | 24 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand where to find and search for employment
✓ Understand how to apply for employment opportunities
✓ Understand how to prepare for an interview

**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

## R/615/2278    Find the Right Job

## Unit Content

| | Learning Outcome - The learner will: | | Assessment Criterion - The learner can: |
|---|---|---|---|
| 1 | Understand where to find and search for employment | 1.1 | Identify traditional ways of finding opportunities for job changes/progression or employment |
| | | 1.2 | Explain the importance of networking to finding opportunities for job changes/progression or employment |
| | | 1.3 | Explain how local, regional and national training and support programmes can help find opportunities for job changes/progression or employment |
| 2 | Understand how to apply for employment opportunities | 2.1 | Identify an employment opportunity that matches own knowledge, skills and needs |
| | | 2.2 | Complete a scan of current abilities against the needs of the opportunity and identify both strengths and areas for development |
| | | 2.3 | Rate the chances of being successful within an application for the opportunity |
| | | 2.4 | Identify actions to improve the chances of success in applying for the opportunity and carry them out |
| | | 2.5 | Make the application for the employment opportunity using the prescribed method |
| 3 | Understand how to prepare for an interview | 3.1 | Identify potential questions that may be asked during the interview for the selected opportunity |
| | | 3.2 | Prepare both short and detailed answers to the questions identified ensuring to use examples of own experiences to demonstrate own knowledge, skills and abilities to the interviewer |
| | | 3.3 | Identify situations that might occur within an interview that would increase pressure on the interviewee |
| | | 3.4 | Identify coping mechanisms to enable the interviewee to turn the situation around and promote a positive light of their knowledge, skills and abilities to the interviewer |
| | | 3.5 | Identify positive verbal and non-verbal communication techniques and how they can support a successful interview |
| | | 3.6 | Identify methods of gathering feedback both at the time of the interview and after the event whether this be positive or negative |

## Y/615/2279    Presenting Yourself for Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

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

## Y/615/2279    Presenting Yourself for Work

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand 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 and present it in a suitable format |
| 2 | Understand and demonstrate how technology can be used for presenting themselves online | 2.1 | Provide two examples of using technology for presenting themselves online and when they might use them |
| | | 2.2 | Create the content needed to present themselves on line, presenting it in a suitable format |
| 3 | Understand how to present themselves in person | 3.1 | Describe three important things to consider when presenting themselves in person |
| | | 3.2 | Present themselves appropriately in person in a work related situation |

## L/615/2280    Identifying Processes and Procedures at Work

**Unit Status**        Optional

**Unit Level**        1

**Credit Value**        1

**Unit Learning hours**    8 hours

**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

## L/615/2280    Identifying Processes and Procedures at Work

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Recognise processes and procedures commonly used in the workplace | 1.1 | Provide two 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 | Explain why it is important to follow these procedures and what might happen if they are not followed |

# Y/615/2282    Problem Solving at Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**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 that might be encountered in a place of work
✓ Understand how problems can be solved
✓ Understand 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

# Y/615/2282    Problem Solving at Work

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand the different types of problems that might be encountered in a place or work | 1.1 | Identify the different types of problem that could be encountered in a place of work relating to:<br>a)  People<br>b)  Tasks<br>c)   Resources |
| 2 | Understand how problems can be solved | 2.1 | Identify appropriate ways to come up with solutions for a straightforward problem |
| 3 | Understand 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 |

# D/615/2283    Understanding Conflict at Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand what can cause conflict in the place of work and 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 | Understand what can cause conflict in the place of work and some of the approaches that can be used to prevent it | 1.1 | Provide three 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 | Provide 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): <br> a) Race Relations <br> b) Disability Discrimination <br> c) Equal Opportunities |
| | | 2.2 | Provide three examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act) |

## K/615/2285    Presenting Information

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 12 hours |

**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
✓ Understand 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

## 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 | Provide two 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 | Understand 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 |

## M/615/2286    Understanding Your Customers

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**Unit Overview and Main Outcomes**

This unit contains 2 learning outcomes which will support the learner to be able 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 | Provide three examples of customer needs within a straightforward context |
| 2 | Understand and demonstrate appropriate customer care | 2.1 | Provide three examples of appropriate customer care |
| | | 2.2 | Use appropriate customer care within a familiar setting based on identified customer needs |

## T/615/2287      Working as Part of a Group

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 4 |
| **Unit Learning hours** | 24 hours |

**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
✓ Be able to review the group's progress and own 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 | Be able to review the group's progress and own contribution to it | 3.1 | Review the progress the group has made in working together and own contribution to the progress |
| | | 3.2 | Describe what went well and what went less well |
| | | 3.3 | Suggest how to improve own skills in working with others |

# A/615/2288    Handling Information at Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the key issues when handling data in the place of work
✓ Understand 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

# A/615/2288    Handling Information at Work

## Unit Content

| | Learning Outcome - The learner will: | | Assessment Criterion - The learner can: |
|---|---|---|---|
| 1 | Understand 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:<br>a)  Data protection<br>b)  Confidentiality<br>c)  Security |
| | | 1.2 | Provide an example of why failing to consider one of these can cause a problem |
| 2 | Understand 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 two work related activities demonstrating adherence to information handling procedures that relate to the activities, including:<br>a)  Verbal<br>b)  Written<br>c)  ICT based information |

# T/615/2290    ICT for Employment

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Unit Learning hours** | 8 hours |

**Unit Overview and Main Outcomes**

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

✓ Be able to appreciate own technology skills and recognise how own experience meets the ICT skills needed in different job roles

✓ Understand 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 own technology skills and recognise how own experience meets the ICT skills need in different job roles | 1.1 | Identify the technology skills needed to work in two job roles of interest |
| | | 1.2 | Recognise how own ICT skills and familiarity with technology compares with the different technology used in the job roles chosen |
| | | 1.3 | Identify how to develop skills and experience further to help improve chances of potentially working in the chosen job roles |
| 2 | Understand 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: <br> a) A photocopier <br> 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: <br> a) Send email <br> b) Open an email and respond appropriately |

# A/615/2291   Disclosing Offences

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand what is meant by disclosure
✓ Understand the disclosure of offences

**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 what is meant by disclosure | 1.1 | Explain what is meant by disclosure |
| | | 1.2 | Identify the legislation and the requirements relating to disclosure of offences |
| 2 | Understand the disclosure of offences | 2.1 | Provide at least two examples of where an individual can access details of their conviction(s) |
| | | 2.2 | Explain the difference between a spent and unspent conviction and provide one example of each |
| | | 2.3 | Identify a situation where an individual would have to disclose a conviction in relation to employment or a societal setting |
| | | 2.4 | Identify the purpose of a disclosure statement and the benefits and negatives of producing such a document |
| | | 2.5 | Identify scenarios when disclosure within an interview could be discussed and the benefits to both the interviewer and interviewee of discussing a disclosure statement |

## Unit Content

# F/615/2292    Fire Safety Awareness

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand basic fire safety and what to do in the event of an emergency
✓ Understand how to control fire risks
✓ Understand how to use fire safety equipment

**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 basic fire safety and what to do in the event of an emergency | 1.1 | Identify the main causes of fires in the home and work environment |
| | | 1.2 | Identify own duties in relation to fire safety in the home and work environment |
| | | 1.3 | List the key elements for effective fire prevention in the home and work environment |
| | | 1.4 | Describe the actions that should be taken in the event of a fire in the home and work environment including methods of raising the alarm and contacting the emergency services |
| 2 | Understand how to control fire risks | 2.1 | Identify the sections of the fire triangle |
| | | 2.2 | Explain how the different sections in the fire triangle can be used to control fire risks |
| 3 | Understand how to use fire safety equipment | 3.1 | Identify the different types of fire safety equipment found in the home and work environment |
| | | 3.2 | Explain the safe operating procedures for the equipment identified |
| | | 3.3 | Explain the simple checks that should be completed to make sure the fire safety equipment identified is safe to use |

# J/615/2293    Food Safety

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**Unit Overview and Main Outcomes**

This unit contains 4 learning outcomes which will support the learner to be able to:

- ✓ Understand how individuals can take personal responsibility for food safety
- ✓ Understand the importance of personal hygiene
- ✓ Understand how to keep working areas clean and hygienic
- ✓ Understand the importance of keeping products safe

**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 individuals can take personal responsibility for food safety | 1.1 | Identify the importance of food safety procedures, risk assessment, safe food handling and avoiding unsafe behaviour in a food preparation area |
| | | 1.2 | Explain how to report food safety hazards, infestations and food spoilage |
| | | 1.3 | Identify the legal responsibilities of food operatives and food business operators |
| 2 | Understand the importance of personal hygiene | 2.1 | Explain the importance of personal hygiene in food safety including own role in reducing the risk of contamination |
| | | 2.2 | Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds |
| 3 | Understand how to keep working areas clean and hygienic | 3.1 | Explain how to keep work areas and equipment clean and tidy including cleaning methods, safe use of chemicals, storage of cleaning materials |
| | | 3.2 | Explain the importance of safe waste disposal and the importance of pest control |
| 4 | Understand the importance of keeping products safe | 4.1 | Explain the risk to food safety from contamination and cross-contamination |
| | | 4.2 | Explain how contamination of food can cause illness or injury |
| | | 4.3 | Explain the importance of temperature controls in keeping food products safe |
| | | 4.4 | Explain how to maintain stock control to manage food spoilage including storage, date marking, stock rotation, recognition, reporting and disposal |

## L/615/2294　　Introduction to First Aid

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**Unit Overview and Main Outcomes**

This unit contains 5 learning outcomes which will support the learner to be able to:

- ✓ Understand the role and responsibility of a first aider
- ✓ Understand what legislation is applicable in relation to first aid
- ✓ Understand where to get recognised first aid training
- ✓ Be able to identify first aid equipment and supplies
- ✓ Understand the importance of hygiene when providing first aid

**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 role and responsibility of a first aider | 1.1 | Explain the aims of First Aid including the role of a First Aider and the limit of their ability to act |
| 2 | Understand what legislation is applicable in relation to first aid | 2.1 | Explain the purpose of the Health & Safety Executive (HSE) |
| | | 2.2 | Identify the legal responsibilities for employers and employees in relation to First Aid |
| 3 | Understand where to get recognised first aid training | 3.1 | Identify the different types of First Aid training available and their main differences and uses for both the workplace and public gatherings |
| | | 3.2 | Identify the minimum requirements for First Aid in both work place and public gatherings |
| | | 3.3 | Identify two recognised organisations who provide First Aid training to meet the needs identified |
| 4 | Be able to identify first aid equipment and supplies | 4.1 | Identify the minimum requirements for First Aid equipment and supplies for both the workplace and public gatherings |
| | | 4.2 | Explain what the different forms of equipment and supplies are used for |
| 5 | Understand the importance of hygiene when providing first aid | 5.1 | Explain the meaning of cross infection |
| | | 5.2 | Explain the purpose of Personal Protective Equipment (PPE) |
| | | 5.3 | Explain the steps to be taken to protect self from infection |
| | | 5.4 | Explain how to dispose of contaminated waste safely and legally |

## R/615/2295     Introduction to Safe Handling

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the importance of safe manual handling
✓ Understand the responsibilities in relation to safe manual handling
✓ Understand the process of safe manual handling and the associated equipment

**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

## R/615/2295     Introduction to Safe Handling

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand the importance of safe manual handling | 1.1 | Identify the injuries and ill health that are associated with incorrect manual handling of objects |
| 2 | Understand the responsibilities in relation to safe manual handling | 2.1 | Identify the responsibilities of both employers and employees in relation to safe manual handling at work |
| | | 2.2 | Explain the consequences, none injury related, for non-compliance with health and safety requirements at work |
| 3 | Understand the process of safe manual handling and the associated equipment | 3.1 | Explain the steps involved in the safe handling of objects |
| | | 3.2 | Identify the types of equipment designed to be used to support the safe handling of objects |

## Unit Content

# Y/615/2296    Being Safe and Healthy at Work

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Unit Learning hours** | 16 hours |

**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 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

# Y/615/2296    Being Safe and Healthy at Work

## 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 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 | Provide 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 |

# Y/617/1513    Universal Credit

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | **3** |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand what is meant by Universal Credit
✓ Understand the structure of Universal Credit
✓ Understand how to make an application for Universal Credit

**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 what is meant by Universal Credit | 1.1 | Identify which benefits Universal Credit is replacing |
| 2 | Understand the structure of Universal Credit | 2.1 | Identify the eligibility requirements for Universal Credit |
| | | 2.2 | Identify standard payment amounts for Universal Credit and the circumstances that additional amounts may be available |
| | | 2.3 | Assess own chances for eligibility of Universal Credit |
| | | 2.4 | Identify how often and the methods used to make payments for Universal Credit for own geographical location |
| | | 2.5 | Identify sources of additional information regarding Universal Credit |
| 3 | Understand how to make an application for Universal Credit | 3.1 | Identify the information required to make a claim for Universal Credit |
| | | 3.2 | Identify ID types that can be used to verify own identity |
| | | 3.3 | Describe the steps within the application process for Universal Credit |
| | | 3.4 | Identify what steps can be taken to challenge a decision regarding a Universal Claim application |
| | | 3.5 | Identify own responsibilities moving forward from the time of the claim to ensure that you continue to meet the requirements under the 'Claimant Commitment' |
| | | 3.6 | Describe the steps to be taken to report a change in circumstances |
| | | 3.7 | Identify additional finance support available if in financial difficulties |

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 12 hours |

**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 |
| **Guided Learning** | 12 hours |

**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 |
| **Guided Learning** | 12 hours |

**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. |

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| **Unit Status** | Optional |
| --- | --- |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 12 hours |

**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 |
| **Guided Learning** | 12 hours |

**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. |

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 2 |
| **Guided Learning** | 12 hours |

**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. |

# SFEDI®AWARDS

## Self-Employment

The following units aim to support those who are interested in exploring self-employment as a career pathway providing a safe space to develop the knowledge required and to consider whether it is an appropriate option for them

# K/505/2161 Understand the Skills and Knowledge Required to Run a Business

**Unit Status** Optional

**Unit Level** 1

**Credit Value** 3

**Unit Learning hours** 14 hours

**Unit Overview and Main Outcomes**

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

- ✓ Understand whether running a business is an appropriate option
- ✓ Understand what skills and knowledge are required to run a business

**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 whether running a business is an appropriate option | 1.1 | Identify what personal needs would need to be met by running a business |
| | | 1.2 | Identify the amount of money required from the business in order to meet personal financial needs |
| 2 | Understand what skills and knowledge are required to run a business | 2.1 | Identify the knowledge, behaviours and skills required to run a business |
| | | 2.2 | Complete a skills scan to identify development needs in the knowledge, behaviours and skills required to run a business |
| | | 2.3 | Create a development plan to identify methods of developing the knowledge, behaviours and skills identified as needing development in the skills scan |

# T/505/2129    Understand Enterprising Skills

**Unit Status**        Optional

**Unit Level**         1

**Credit Value**       3

**Unit Learning hours**    15 hours

**Unit Overview and Main Outcomes**

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

- ✓ Understand what an enterprise is
- ✓ Understand what enterprising skills and behaviours are
- ✓ Understand the benefits of having enterprising skills and behaviours in different settings

**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

# T/505/2129    Understand Enterprising Skills

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand what an enterprise is | 1.1 | Describe what is meant by an enterprise |
| | | 1.2 | Explain the key characteristics of an owner-managed enterprise |
| 2 | Understand what enterprising skills and behaviours are | 2.1 | Describe what is meant by being enterprising |
| | | 2.2 | Describe the skills that are associated with being enterprising |
| | | 2.3 | Describe the behaviours that are associated with being enterprising |
| | | 2.4 | Identify own strengths in terms of enterprising skills and behaviours |
| | | 2.5 | Explain the extent to which enterprising skills and behaviours can be developed in individuals |
| 3 | Understand the benefits of having enterprising skills and behaviours in different settings | 3.1 | Describe where and when enterprising skills are useful |
| | | 3.2 | Explain the advantages of being able to use enterprising skills |

## M/505/2145   Understand Opportunities and Risks Within Business

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand how to develop ideas for products or services when starting a business
- ✓ Understand the opportunities and risks in starting a business

**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 develop ideas for products or services when starting a business | 1.1 | Explain the key steps in developing ideas for new products or services when starting a business |
| | | 1.2 | Explain how to assess the potential benefits associated with new products or services |
| | | 1.3 | Plan an outline for a new product or service that could offer a business opportunity |
| 2 | Understand the opportunities and risks in starting a business | 2.1 | Explain the potential opportunities a new business might have |
| | | 2.2 | Explain the actions that could be taken to take advantage of the opportunities highlighted |
| | | 2.3 | Explain the potential risks a new business might face |
| | | 2.4 | Explain the actions that could be taken to address the potential risks highlighted |

# R/505/2154    Understand the Importance of Business Planning

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the importance of business planning
- ✓ Understand the components of a business plan
- ✓ Understand the legislation that can affect the development of plans for a business

**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 business planning | 1.1 | Explain the different uses of a business plan |
| | | 1.2 | Explain how working to a business plan can help achieve business goals |
| | | 1.3 | Provide two examples of goals that a business could set itself within the business plan |
| 2 | Understand the components of a business plan | 2.1 | Identify the different sections that make up a business plan |
| 3 | Understand the legislation that can affect the development of plans for a business | 3.1 | Identify the different types of legislation that can affect a business |
| | | 3.2 | Explain how to access information about the legislation identified |
| | | 3.3 | Explain how the legislation identified can impact on the business |

## J/506/6083   Understand How to Access Help and Support in Business

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| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the help and support that is available to businesses
✓ Understand the value of business networks and how they 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 the help and support that is available to businesses | 1.1 | Analyse the informal sources of help and support available for a business |
| | | 1.2 | Analyse the formal sources of help and support available for a business |
| | | 1.3 | Explain how to find out where help and support for a business can be obtained |
| | | 1.4 | Explain how to access help and support available to a business |
| 2 | Understand the value of business networks and how they work | 2.1 | Explain what a business network is |
| | | 2.2 | Evaluate the different types of networks that exist that can help a business |
| | | 2.3 | Explain the benefits that networks can bring to a business |
| | | 2.4 | Explain how to use networks to identify potential business opportunities |

# R/506/6085    Understand How to Make Successful Deals in a Business

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand why it is important to make deals when in business
✓ Understand the negotiation process

**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 it is important to make deals when in business | 1.1 | Describe what is meant by a deal |
| | | 1.2 | Explain the need to make deals when in business |
| | | 1.3 | Describe the benefits associated with effective negotiation |
| 2 | Understand the negotiation process | 2.1 | Explain the key steps in the negotiation process |
| | | 2.2 | Analyse the types of people and organisations that are involved in the negotiation process |
| | | 2.3 | Review techniques involved in the negotiation process |
| | | 2.4 | Explain why it is important that all parties reach an acceptable agreement when negotiating deals |

## K/506/6089    Understand How to Market Your Business

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the need to research the market for a business
- ✓ Understand how a business can reach the customers
- ✓ Understand how to assess customer satisfaction

**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

## K/506/6089    Understand How to Market Your Business

## Unit Content

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|---|---|---|---|
| 1 | Understand the need to research the market for a business | 1.1 | Understand the need to research the market for a business |
| | | 1.2 | Describe why researching the market for a business idea is important |
| 2 | Understand how a business can reach the customers | 2.1 | Explain the different ways in which the products or services of a business can be promoted |
| | | 2.2 | Explain the different ways of delivering the products or services of a business |
| | | 2.3 | Explain how aspects of products and services could match customer requirements |
| 3 | Understand how to assess customer satisfaction | 3.1 | Describe why it is important to satisfy customers |
| | | 3.2 | Explain the different ways of measuring the level of satisfaction of customers with the products and services of a business |

# T/505/2146    Understand How to Manage Money in a Business

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 13 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the importance of money when running a business
✓ Understand how to plan the money that is needed when running a business

**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 money when running a business | 1.1 | Explain why it is important to manage money when running a business |
| | | 1.2 | Explain what can happen if money in a business is not managed appropriately |
| | | 1.3 | Explain who can be affected if money in the business is not managed appropriately |
| 2 | Understand how to plan the money that is needed when running a business | 2.1 | List a range of documents or records that can be used to track income and expenditure in the business |
| | | 2.2 | Explain how these documents support budgeting within the business |
| | | 2.3 | Explain the different ways of showing that plans for money in a business are being met |
| | | 2.4 | Explain the need to keep clear records of money transactions in the business |
| | | 2.5 | Explain own personal requirements that need to be included when planning money for a business |

## R/615/2748    Understand the Challenges of Running a Business from Home

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| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 13 hours |

**Unit Overview and Main Outcomes**

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

✓ Understand the benefits and challenges of running a business from home
✓ Understand how to create a professional image when running a business from home

**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 benefits and challenges of running a business from home | 1.1 | Identify the benefits of working from home |
| | | 1.2 | Identify the challenges of working from home |
| | | 1.3 | Identify the administrative and legal requirements for running a business from home |
| | | 1.4 | Identify the types of equipment, both physical and virtual, that would be needed when running a business from home |
| 2 | Understand how to create a professional image when running a business from home | 2.1 | Explain what is necessary to create a positive image when working from home |
| | | 2.2 | Provide examples of what might produce a negative impression when working from home and methods of overcoming these |

## L/615/2750    Understand the Legal Structures Available for Business

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 14 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the legal structures that are available for business
- ✓ Understand how to register a new business

**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 legal structures that are available for business | 1.1 | Identify the different sources of information that can be accessed when deciding on a legal structure |
| | | 1.2 | Identify the different legal structures available when setting up a business |
| | | 1.3 | Identify the advantages and disadvantages of the different structures |
| 2 | Understand how to register a new business | 2.1 | Describe the process that should be followed when registering a new business for a minimum of two different legal structures |

## R/505/0890   Principles of Social Media for Business Use

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Unit Learning hours** | 20 |

**Unit Overview and Main Outcomes**

This unit contains 4 learning outcomes which will support the learner to be able to:

- ✓ Understand the major social media channels
- ✓ Understand the specialist social media channels
- ✓ Understand how a business uses social media
- ✓ Understand the risks associated with using social media

**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 major social media channels | 1.1 | State the major social media channels |
| | | 1.2 | Identify reasons for using each of the major social media channels for business use |
| | | 1.3 | State the main differences between the major social media channels |
| 2 | Know the specialist social media channels | 2.1 | State the specialist social media channels |
| | | 2.2 | Identify reasons for using each of the specialist social media channels for business use |
| | | 2.3 | State the main differences between the specialist social media channels |
| 3 | Know how a business uses social media | 3.1 | Identify why a business uses social media |
| | | 3.2 | Explain the advantages of a business building an online community |
| | | 3.3 | Describe why a business should be aware when they are mentioned on social media |
| | | 3.4 | State the benefits of a business using social media for engagement |
| | | 3.5 | Identify ways of monitoring social media engagement |
| 4 | Know the risks associated with using social media | 4.1 | Identify risks associated with using social media for business use |
| | | 4.2 | Explain why a business should have a social media policy |

## J/508/3093          Understanding Consumer Buying Behaviour

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Guided Learning** | 10 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand consumer needs and wants
- ✓ Understand the consumer decision making process (DMP)and the consumer decision making unit (DMU)
- ✓ Understand internal and external influences on consumer buying 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 | Understand consumer needs and wants | 1.1 | Explain the difference between consumer needs and wants |
| | | 1.2 | Identify three examples of consumer needs |
| | | 1.3 | Identify three examples of consumer wants |
| 2 | Understand the consumer decision making process (DMP)and the consumer decision making unit (DMU) | 2.1 | Describe the stages in the consumer decision-making process |
| | | 2.2 | Describe the consumer decision-making unit |
| 3 | Understand internal and external influences on consumer buying behaviour | 3.1 | Identify three internal influences on consumer buying behaviour |
| | | 3.2 | Identify three external influences on consumer buying behaviour |

## Y/508/3096    Understanding the Sales Cycle

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 3 |
| **Guided Learning** | 30 hours |

**Unit Overview and Main Outcomes**

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

- ✓ Understand the pre-sale stage of the sales cycle
- ✓ Know the sale stage of the sales cycle
- ✓ Know the post-sale stage of the sales cycle

**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 pre-sale stage of the sales cycle | 1.1 | Explain how to prospect to find customers |
| | | 1.2 | Explain how to organise appointments |
| | | 1.3 | Describe how to prepare self and materials for the sale |
| 2 | Know the sale stage of the sales cycle | 2.1 | Describe how to greet and form rapport with a customer |
| | | 2.2 | Describe how to identify customer needs and wants |
| | | 2.3 | Explain how to present the features and benefits of a product and/or service to meet customer needs and wants |
| | | 2.4 | Describe how to handle objections and respond to queries |
| | | 2.5 | Describe methods for closing sales and securing orders |
| 3 | Know the post-sale stage of the sales cycle | 3.1 | Explain how to process an order |
| | | 3.2 | Describe how to follow up with the customer |

## K/508/3099    Selling Lawfully and Ethically

| | |
|---|---|
| **Unit Status** | Optional |
| **Unit Level** | 1 |
| **Credit Value** | 1 |
| **Guided Learning** | 10 hours |

**Unit Overview and Main Outcomes**

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

✓    Understand that customers have legal rights
✓    Understand the concept of ethical selling
✓    Understand the responsibility of the sales person in complying with legal and ethical requirements

**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 that customers have legal rights | 1.1 | Identify the legal rights of customers |
| | | 1.2 | Explain how these legal rights protect customers |
| 2 | Understand the concept of ethical selling | 2.1 | Explain the concept of ethical selling |
| 3 | Understand the responsibility of the sales person in complying with legal and ethical requirements | 3.1 | Explain how to comply with legal requirements when selling |
| | | 3.2 | Explain the behaviours expected of the ethical sales person |
| | | 3.3 | Explain the consequences of not complying with legal and ethical requirements |

# 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

Annex