

## Level 2 Certificate in Passport to Enterprise and Employment

Regulator	Ofqual	
Qualification Reference Number	603/2600/1	
Qualification Start Date	1 December 2017	
Last Date for Registration	30 November 2027	
Available Age Ranges	Pre-16	✓
	16-18	✓
	19+	✓
Total Qualification Time	190 hours	
Guided Learning	129 hours	

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## 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

<b>Qualification Structure</b>	A minimum of 19 credits from the Personal Social Development, Employability and/or Self-Employment sections
<b>Assessor Qualification Required</b> (please check details of appropriate Assessor qualifications later within this document)	No
<b>IQA Qualification Required</b> (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)
<b>Personal and Social Development</b>					
Developing an Enterprising Character	F/615/2244	O	1	3	16
Personal Confidence and Self Awareness	D/616/6670	O	2	3	24
Personal Development Skills	H/616/6671	O	2	4	30
Understanding and Coping with Change	Y/502/3559	O	2	1	6
Understanding Motivation	F/502/3541	O	2	1	6
Improving Assertiveness and Decision Making Skills	K/616/6672	O	2	5	35
Research Skills	M/616/6673	O	2	3	24
Conflict Resolution	T/616/6674	O	2	3	24
Understanding Mediation	A/616/6675	O	2	3	24
Problem Solving Skills	F/616/6676	O	2	3	24
Critical Thinking Skills	J/616/6677	O	2	2	16
Interpersonal Skills	L/616/6678	O	2	3	24
Stress and Stress Management Techniques	R/616/6679	O	2	3	24
Active Citizenship in the Local Community	J/616/6680	O	2	3	24
Personal and Social Responsibility	L/616/6681	O	2	3	24
Prejudice and Discrimination	R/616/6682	O	2	3	24
Diversity Within Society	Y/616/6683	O	2	3	24
Equality and Diversity	D/616/6684	O	2	3	24
Learning from Volunteering	H/616/6685	O	2	2	16
Introduction to Mentoring	K/616/6686	O	2	2	16
Mentoring Skills	M/616/6687	O	2	3	24

Improving Spelling, Punctuation and Grammar	T/616/6688	O	2	4	30
Speaking and Listening Skills	A/616/6689	O	2	3	24
Managing Time	M/616/6690	O	2	2	16
Responding to Body Image	T/616/6691	O	2	3	24
Healthy Living	A/616/6692	O	2	3	24
Plan and Cook for a Healthy Lifestyle	F/616/6693	O	2	3	24
Developing a Personal Exercise Programme	J/616/6694	O	2	6	53
Understanding Eating Disorders	L/616/6695	O	2	2	12
Recognising and Dealing with Bullying	R/616/6696	O	2	3	24
Alcohol Awareness for the Individual	Y/616/6697	O	2	3	24
Recognising Issues of Substance Misuse	D/616/6698	O	2	2	16
Understanding Human Behaviour in Relationships	L/616/6700	O	2	3	24
Family Relationships	Y/616/6702	O	2	3	24
Maintaining Sexual Health	D/616/6703	O	2	2	16
Parenting Skills	H/616/6704	O	2	3	24
Personal Finance and Debt Management	K/616/6705	O	2	4	30
<b>Employability</b>					
Preparation for Work	F/616/6709	O	2	5	35
Using Lateral Thinking to Apply for Jobs	Y/616/6733	O	2	3	24
Preparation for a Recruitment Interview	T/616/6710	O	2	3	24
Employment Rights and Responsibilities	A/616/6711	O	2	2	15
Understanding Innovation	A/508/3043	O	2	1	6
The Workplace and the Importance of an Enterprise Culture	M/506/3825	O	2	10	60
Understanding Customer Service	L/616/6714	O	2	4	30
Teamwork Skills	R/616/6715	O	2	4	30
Problem Solving at Work	D/616/6717	O	2	2	16
Creative Thinking in Work	D/616/6720	O	2	2	16
Oral Presentation Skills	H/616/6721	O	2	3	24
Presenting Information	M/502/3552	O	2	2	12
ICT for Employment	D/502/3563	O	2	2	12
Understanding the Sales Environment	K/508/3037	O	2	3	20
Understanding Sales Techniques and Processes	H/508/3036	O	2	5	40
Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing	D/508/3035	O	2	2	15
Principles of Personal Responsibilities and Working in a Business Environment	Y/508/3034	O	2	4	32



Understanding Sales Targets	R/508/3033	O	2	2	13
Understanding Business Awareness in Sales	L/508/3032	O	2	2	11
Principles of Presentations and Demonstrations in Sales	J/508/3031	O	2	2	15
Principles of Selling at Trade Fairs and Exhibitions	R/508/2996	O	2	2	18
Customer Service in Sales	L/508/2995	O	2	3	25
Understanding the Relationship Between Sales and Marketing	K/508/2986	O	3	3	21
Principles of Online Selling	H/508/2985	O	3	3	24
Understanding Customers' Credit Worthiness for Sales Purposes	D/508/2984	O	3	2	16
Competitor Analysis in the Sales Environment	Y/508/2983	O	3	2	20
The Impact of the Environment on a Business	F/506/3828	O	2	4	20
Understanding Welfare at Work	J/616/6727	O	2	4	30
The Financial Impact of Returning to Work	L/616/6728	O	2	1	8
Disclosing Offences	A/615/2291	O	1	2	16
<b>Self-Employment</b>					
The Entrepreneurial Mindset Required for Self-Employment	R/616/6729	O	2	4	30
The Business Environment	L/506/3816	O	2	5	30
Creating a Vision for Your Business	Y/506/3818	O	2	5	30
Researching a Market	R/506/3820	O	2	6	30
The Marketing Plan	D/506/3822	O	2	5	20
Financial Modelling and Forecasting	D/506/3819	O	2	7	30
Preparing and Pitching a Business Plan	H/506/3823	O	2	6	30
Business Idea Creation Through Innovation and Creativity	K/506/3824	O	2	5	20
Understand the Challenges and Risks of Starting a New Business	F/503/2966	O	2	2	16
Understand How to Plan for a New Business	K/503/2962	O	2	2	16
Understanding Business Relationships in a New Business	M/503/2963	O	2	2	16
Principles of Marketing and Selling	A/650/4237	O	3	3	24
Understanding Finance in a Business Context	T/503/2964	O	2	2	16
Understanding Negotiation of Deals in a New Business	A/503/2965	O	2	2	16
Recruitment for Business	J/616/6730	O	2	3	24

Choosing Premises for a Business	L/616/6731	O	2	2	16
Legal Requirements for Business	R/616/6732	O	2	3	20
Promotion of Products and Services Through Social Media	T/505/0896	O	2	6	40
Keep on Top of Finances as a Subcontractor	D/616/6667	O	2	3	24
Getting and Keeping Subcontracting Work in the Construction Sector	H/616/6668	O	2	5	30
Develop Your Business Idea	J/500/4604	O	2	1	10
Produce and Implement a Business Plan for a Business	R/503/8867	O	2	2	16
Comply With Business Legal Requirements	J/503/8879	O	2	1	8
Principles of Marketing and Selling in a New Business	H/503/2961	O	2	2	16
Personal Skills and Abilities to Start a Business	D/503/2960	O	2	2	16

## 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@sfediawards.com](mailto:customerservices@sfediawards.com) 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](http://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](http://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](mailto: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:

<b>Unit Reference Number</b>	<b>Unit Title</b>
<b>Unit Status</b>	This will show whether the unit is mandatory or optional
<b>Unit Level</b>	Level allocated to the unit on the RQF unit databank
<b>Credit Value</b>	Credit value assigned to the unit
<b>Guided Learning</b>	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:

1. Understand the meaning of the term enterprising character
  - a. Explain what is meant by 'enterprising character'
  - b. Describe enterprising character traits and how they can be seen as sometimes positive and sometimes negative
2. Understand own enterprising character
  - a. Identify and describe own enterprising character traits
  - b. Explain how own enterprising character impacts upon:
    - I. Others
    - II. Own achievements
    - III. Own self-esteem and self-belief
  - c. Describe a situation when own enterprising character traits had a positive impact and explain the consequences
  - d. Describe a situation when own enterprising character traits had a negative impact and explain the consequences
3. Understand how to develop own enterprising character
  - a. Select aspects of own enterprising character to be developed
  - b. Explain why these have been selected
  - c. Plan activities to develop the aspects identified including:
    - I. Activity to be completed
    - II. Timescales for the activity to take place
    - III. Method of reviewing the outcome of the 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



## D/616/6670 Personal Confidence and Self Awareness

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand reasons for feeling confident and lacking confidence
  - a. Describe a situation when they felt confident
  - b. Describe a situation when they lacked confidence
  - c. Compare how their behaviour in the situation when they felt confident differed to that in the situation when they lacked confidence
  - d. Describe how they prepare for situations where they lack confidence
  - e. Describe ways in which own behaviour can affect how others view them
2. Understand effective participation in social situations
  - a. Describe social situations which can feel uncomfortable
  - b. Describe how uncomfortable social situations can prevent them taking an active part
  - c. Describe behaviours which would be inappropriate in a social situation
  - d. Provide reasons why the behaviours identified would be inappropriate
  - e. Describe ways in which attitude and behaviour can be changed in social situations to participate more effectively
3. Understand ways to manage stress
  - a. Provide reasons for own stress
  - b. Describe how to deal with feeling stressed
  - c. Describe techniques which can help reduce stress
  - d. Describe how these techniques can help to reduce own 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

## H/616/6671 Personal Development Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand own strengths and weaknesses
  - a. Identify personal strengths and weaknesses in own abilities, behaviours, knowledge and skills
  - b. Assess the impact of the identified strengths for the future in:
    - i. Life
    - ii. Work
    - iii. Training
  - c. Assess the impact of the identified weaknesses for the future in:
    - i. Life
    - ii. Work
    - iii. Training
2. Understand current life situation and relationships
  - a. Describe own current life situation including:
    - i. Home situation
    - ii. Relationships
3. Be able to make positive decisions
  - a. Make positive decisions about a life, work or training initiative that will impact on future success
  - b. Explain the reasons for the decisions made
4. Be able to set personal goals
  - a. Identify possible goals about life, work or training initiatives that will impact on future success
  - b. Select a goal and set achievable measures to help meet the goal
  - c. Describe how the goal relates to own
    - i. Achievements
    - ii. Skills
    - iii. interests
5. Understand the practical implications of pursuing personal goals
  - a. Identify factors which may affect progress in achieving own goals
  - b. Describe ways of dealing with the identified factors which may affect progress in achieving own goals
6. Be able to make plans to achieve personal goals
  - a. Describe key steps to take to achieve personal goals
  - b. Describe actions for the achievement of personal goals
  - c. Produce a timetable for the actions

### Assessment and Grading of This Unit

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

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

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

## Y/502/3559 Understanding and Coping with Change

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 1

**Unit Learning hours** 6 hours

### Unit Overview and Main Outcomes

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

1. Understand why change can happen in the place of work and some of the positive and negative effects
  - a. Describe the types of change that could occur in a place of work and provide examples of each. The types of changes will include technology, staff and two other examples
  - b. Describe a positive and negative change associated with the four types of change identified above
  - c. Describe why changes can happen in the place of work
2. Understand the reactions of others to change and how these reactions can be supported
  - a. Describe the types of reactions others may have to change and explain why they may have these reactions
  - b. Describe how they themselves perceive change giving an honest appraisal of any concerns they might have
  - c. Outline the types of support networks that exist to help people cope with change in the place of work and provide examples

### 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

## F/502/3541 Understanding Motivation

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 1

**Unit Learning hours** 6 hours

### Unit Overview and Main Outcomes

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

1. Be able to reflect on what motivates them and how this might influence performance
  - a. Describe what motivates and de-motivates them currently, giving examples of how each has influenced their performance
2. Be able to recognise the key motivators and de-motivators that impact on work situations
  - a. Describe what motivates individuals in the place of work
  - b. Describe what de-motivates individuals in the place of work
  - c. Describe how a local company motivates its workplace
3. Understand how motivated and de-motivated staff can have a positive or negative effect on the place of work
  - a. Describe the impact a de-motivated workforce can have on a business and the effect a motivated member of staff can have on others
  - b. Describe the impact a de-motivated workplace can have on a business and the effect a de-motivated member of staff can have on 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

K/616/6672

## Improving Assertiveness and Decision Making Skills

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Guided Learning** 35 hours

### Unit Overview and Main Outcomes

This unit contains 8 learning outcomes which will support the learner to be able to:

1. Understand how decisions are made
  - a. Describe the decision-making process
2. Understand the different types of decisions made within groups
  - a. Describe different types of decisions that could be reached by a group
3. Understand different decision making styles
  - a. Describe different decision making styles
  - b. Assess the strengths of different decision making styles
  - c. Assess the weaknesses of different decision making styles
  - d. Use decision making skills in a given situation
4. Be able to present options with confidence and assertiveness
  - a. Present personal opinions and arguments in a group situation with confidence and assertiveness
5. Be able to make decisions and choices
  - a. Make positive decisions and choices through discussions with others
  - b. Provide reasons for decisions and choices made
6. Understand the rights and responsibilities of self and others when making decisions
  - a. Demonstrate that he/she can recognise own rights and responsibilities and those of others when making personal decisions and choices
7. Be able to negotiate to achieve a desired outcome
  - a. Use effective negotiation skills to achieve desired outcomes
  - b. Describe how negotiation helps to achieve desired outcomes
8. Understand the implications and benefits of assertiveness
  - a. Describe personal situations where assertiveness has been, or could be, effectively used to achieve a desired outcome and explain why
  - b. Identify the benefits and implications of being assertive

### 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



## M/616/6673 Research Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24

### Unit Overview and Main Outcomes

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

1. Understand the different types of research methods and their uses
  - a. Describe the different research methods that can be used
  - b. Describe how different methods can be used for a variety of research purposes
2. Understand how to plan a piece of research
  - a. Describe how to identify research aims for a relevant topic of research
  - b. Describe how to plan a research design model
3. Understand how to report on a piece of research
  - a. Describe how to produce a research report that:
    - i. Uses a standard format
    - ii. Presents information
    - iii. Describes findings in relation to the research aims
  - b. Describe how to use an accepted method of referencing for source material
4. Understand how to evaluate a piece of research
  - a. Describe the process for evaluating the outcomes of research

### 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/616/6674

## Conflict Resolution

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand factors that contribute to conflict
  - a. Describe what is meant by conflict
  - b. Describe why conflicts form and the outcomes of unresolved conflict
  - c. Describe how language can play an important role in starting or resolving conflict. Consider the role of language in:
    - i. Emails
    - ii. Conversation
    - iii. Giving instructions
2. Understand the different responses to conflict
  - a. Describe a conflict situation and identify different ways the conflict could have been dealt with and their possible outcomes
3. Understand how communication styles can affect a conflict situation
  - a. Describe a range of techniques to aid effective communication in a conflict situation
  - b. Describe the impact different communication styles have on conflict
4. Understand what conflict resolution entails
  - a. Describe the different stages of conflict resolution
  - b. Identify possible win-win outcomes of conflict
5. Understand the role of a third party in resolving conflict
  - a. Describe the role of a mediator
  - b. Describe situations where intervention by a third party may be effective
  - c. Describe how a mediator can deal with challenging behaviours

### 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/616/6675

## Understanding Mediation

**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand mediation and its role in conflict resolution
  - a. Describe the underlying principles of mediation
  - b. Describe the mediation process
  - c. Describe the purpose of mediation in conflict resolution
  - d. Provide examples of conflict situations
  - e. Identify which are appropriate for mediation
2. Understand the role of a mediator
  - a. Describe the role of a mediator
  - b. Describe the abilities, behaviours, knowledge and skills required by a mediator
  - c. Identify own suitability to undertake the role of mediator against the abilities, behaviours, knowledge and skills identified

### 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

F/616/6676

## Problem Solving Skills

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the factors that might influence possible solutions to particular problems
  - a. Identify factors which might influence solutions to problems
  - b. Describe the implications of possible solutions to problems
  - c. Describe possible solutions, identifying any limitations
2. Be able to use evidence to assist problem solving
  - a. Identify evidence that could be used to assist problem solving
  - b. Use evidence in different stages of the problem-solving process
3. Be able to apply problem solving processes
  - a. Provide a preferred solution to an identified problem giving reasons for decisions made at each stage
  - b. Assess effectiveness of the plan for solving the problem and the actions taken at each stage
  - c. Review plans and solutions selected if appropriate

### 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/616/6677

## Critical Thinking Skills

**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand what is meant by critical thinking
  - a. Describe what is meant by critical thinking
  - b. Describe skills that can be used as part of a critical thinking process
  - c. Describe why critical thinking skills are important
  - d. Use key terms in critical thinking
2. Understand methods for improving critical thinking skills
  - a. Describe methods for improving critical thinking skills
  - b. Describe a range of critical skills processes
3. Be able to use critical thinking skills
  - a. Use critical thinking skills to complete a task or solve a problem
  - b. Assess the critical thinking skills used to include:
    - i. Strengths of the process used
    - ii. Areas for improvement

### 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/616/6678 Interpersonal Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24 hours

### Unit Overview and Main Outcomes

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

1. Be able to identify own strengths and skills
  - a. Describe own strengths in relation to abilities, behaviours, knowledge and skills
  - b. Describe how own abilities, behaviours, knowledge and skills could be transferred to different roles
  - c. Describe ways of improving own time management
2. Understand different types of criticism
  - a. Describe types of criticism
  - b. Describe situations where the use of constructive criticism can have a positive impact
3. Understand non-verbal communication
  - a. Describe the use of non-verbal communication in real situations
  - b. Describe situations where the use of non-verbal communication can have a positive impact
4. Be able to respond to different behaviours
  - a. Provide examples of:
    - i. Aggressive behaviour
    - ii. Passive behaviour
    - iii. Assertive behaviour
  - b. Describe how to respond to:
    - i. Aggressive behaviour
    - ii. Passive behaviour
    - iii. Assertive behaviour
  - c. Describe real situations which illustrate confident 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



## R/616/6679 Stress and Stress Management Techniques

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24

### Unit Overview and Main Outcomes

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

1. Understand the term stress
  - a. Define what stress is
  - b. Identify different types of stress
2. Be able to recognise signs and symptoms of stress
  - a. Identify signs and symptoms of stress that may affect an individual
  - b. Relate signs and symptoms of stress to its long-term influence on personal health
3. Understand how stress affects health
  - a. Describe how stress can negatively impact personal health
  - b. Identify conditions and disorders associated with stress
4. Understand potential causes of stress in everyday life
  - a. Describe a range of causes of stress in different settings
  - b. Assess potential causes of stress in their own lives
5. Be able to design a personal plan to combat stress
  - a. Explain a range of techniques used to manage stress
  - b. Implement a range of techniques to manage 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

J/616/6680

## Active Citizenship in the Local Community

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the social diversity of citizens in the local community
  - a. Define what is meant by the term social diversity
  - b. Describe the diversity of the population in the local community
  - c. Explain the benefits that social diversity can bring to the local community
  - d. Explain why social diversity can sometimes lead to tensions in a community
  - e. Explain how a local community can overcome tensions
2. Understand the importance of active participation
  - a. Describe an organisation or activity that has been associated with the local community
  - b. Explain own interaction within the organisation or activity
  - c. Explain how taking an active part in the local community can help to reduce tension between different social groups

### 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/616/6681

## Personal and Social Responsibility

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the impact of own actions and decisions
  - a. Describe a situation where responsibility has been taken for own actions and decisions
  - b. Comment on a situation in which self or another person was unaware of the implications of their actions
  - c. Describe how own decisions affect others
2. Understand about the Universal Declaration of Human Rights
  - a. Describe the key features of the Universal Declaration of Human Rights
  - b. Provide examples of the denial of human rights
  - c. Comment on the responsibilities that these rights demand
  - d. Describe how these relate to the requirements of the Declaration
3. Be able to recognise that people hold different beliefs and opinions
  - a. Describe situations where beliefs and opinions are held on
    - i. Personal
    - ii. Cultural or religious grounds
  - b. Identify ways in which one set of beliefs and opinions can come into conflict with another
  - c. Identify ways to deal with conflicts arising from differences in beliefs and opinions
4. Understand key moral arguments and dilemmas
  - a. Describe the difference between a moral judgement and a matter of fact
  - b. Comment on the main arguments for/against the following:
    - i. Punishment
    - ii. Right to life
    - iii. Existence of God
    - iv. A contemporary issue
  - c. Identify own opinion on each of the following:
    - i. Punishment
    - ii. Right to life
    - iii. Existence of God
    - iv. A contemporary issue

### 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/616/6682

## Prejudice and Discrimination

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the meaning of the terms prejudice and discrimination
  - a. Define what is meant by the terms prejudice and discrimination
  - b. Explain the difference between prejudice and discrimination
2. Understand about stereotypical attitudes
  - a. Describe different stereotypes that exist in general society
  - b. Identify positive and negative factors in relation to stereotypes
3. Understand the origins of attitudes
  - a. Examine how attitudes have been formed
  - b. Identify ways in which attitudes may be challenged
4. Understand the consequences of prejudice and discrimination
  - a. Describe ways in which prejudice may manifest itself
  - b. Describe how discrimination may be positive and negative
  - c. Explain how discrimination can lead to disadvantage
  - d. Describe how prejudice may be positive and negative
  - e. Explain how prejudice can lead to disadvantage
5. Understand the importance of equal opportunities policies
  - a. Explain the meaning of equal opportunities
  - b. Describe the value of equal opportunities policies

### 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/616/6683

## Diversity Within Society

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand what is meant by diversity in society
  - a. Define what is meant by the term diversity
  - b. Distinguish between a range of diverse groups
2. Understand diverse social groups and their practices
  - a. Describe examples of how groups may differ from one another, for example, religious beliefs and cultural practices
  - b. Describe different practices in relation to the above, for example food, drink, clothes, festivals and relationships
  - c. Relate different practices to the underlying values/beliefs/history of the groups
3. Be able to identify similarities between diverse groups
  - a. Describe similarities across a range of different groups
4. Understand the importance of respecting diversity in a tolerant society
  - a. Describe why it is important to respect diversity in terms of tolerance
  - b. Describe a range of examples that illustrate a lack of tolerance of diverse groups within society
  - c. Describe methods that can be used to tackle a lack of tolerance of diverse groups in society
5. Be able to recognise the contributions of diverse groups to society
  - a. Define the term diverse society
  - b. Describe the contributions of different groups/individuals to society
  - c. Explain the advantages of living in a diverse society

### 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/616/6684

## Equality and Diversity

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the terms equality and diversity
  - a. Define the term equality
  - b. Define the term diversity
2. Understand organisations that work on equality issues
  - a. Describe the remit of different organisations working on equality issues
3. Understand the importance of equality and diversity
  - a. Illustrate ways in which diversity can benefit society
  - b. Differentiate between inequality and discrimination
  - c. Assess the possible effects of discrimination on individuals, organisations and communities
  - d. Describe the impact of stereotyping on equality and diversity
  - e. Describe ways in which stereotyping can be challenged
4. Understand equality and diversity legislation
  - a. Describe key points of equality and diversity legislation

### 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/616/6685 Learning from Volunteering

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

1. Understand how to identify personal goals for volunteering
  - a. Identify a range of personal goals for volunteering
2. Understand how to find and obtain voluntary work
  - a. Describe how and where volunteering opportunities may be found
  - b. Select and apply for a volunteering opportunity
  - c. Describe how own abilities, behaviours, knowledge, skills and interests meet the needs of the organisation where the voluntary placement is applied for
3. Understand the personal benefit of undertaking voluntary work
  - a. Complete a voluntary work placement
  - b. Assess the personal benefits of undertaking voluntary work
4. Understand the transferability of skills and experience gained through volunteering
  - a. Assess the enterprise and employability skills gained and improved through volunteering
  - b. Describe how enterprise and employability skills gained through volunteering could be transferred to other voluntary or paid 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

## K/616/6686 Introduction to Mentoring

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand what is meant by mentoring
  - a. Define the principle of mentoring
  - b. Describe the key abilities, behaviours, knowledge and skills required of a mentor and provide examples of where they can be applied
  - c. Identify self-development needs in order to meet the requirements identified
2. Understand the need to respect individuality and difference within the mentoring relationship
  - a. Provide examples of how life events might influence a person's identity, view and behaviour towards other people
  - b. Explain why it is important to be non-judgemental and accepting differences in 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

## M/616/6687 Mentoring Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the stages of the mentoring relationship
  - a. Describe the stages of a typical mentoring relationship
  - b. Define the records that need to be kept regarding an ongoing mentoring relationship
2. Understand a range of techniques to make mentees feel comfortable and at ease
  - a. Describe a range of communication skills which would make mentees feel comfortable
  - b. Perform one of these communication skills
  - c. Describe the impact of the environment on the mentoring relationship
  - d. Describe ways of dealing with potential barriers to a good mentoring relationship
3. Understand the boundaries of a mentoring relationship
  - a. Discuss why a contract is important for mentoring relationship
  - b. Assess the importance of mentoring guidelines
  - c. Describe potential ethical issues that may arise
  - d. Describe the process for ending a mentoring relationship
4. Understand when and to whom referrals should be made
  - a. Describe key referral routes
  - b. Describe situations when mentees may benefit from being referred to other professionals

### 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/616/6688

## Improving Spelling, Punctuation and Grammar

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Guided Learning** 30 hours

### Unit Overview and Main Outcomes

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

1. Be able to locate correct spellings
  - a. Use a variety of relevant sources to find correct spellings according to circumstances
  - b. Find and correct errors in own writing when proof reading
2. Understand own spelling strengths and weaknesses
  - a. Identify frequent errors and patterns of errors in own writing
  - b. Select a range of words to learn
  - c. Select and apply different strategies to aid spelling
3. Be able to maintain a personal spelling programme over a time span
  - a. Identify a realistic time span for a spelling programme
  - b. Practice spellings in private study time
  - c. Review learning regularly
  - d. Demonstrate progress in own writing
4. Understand how to use punctuation to aid understanding
  - a. Identify, explain and use capital letters appropriately in all contexts
  - b. Identify and use correctly a range of punctuation that can end sentences
  - c. Use commas accurately in own writing, for example, dividing phrases
  - d. Use semi-colons, colons and speech marks appropriately
5. Be able to use grammar correctly
  - e. Use subordinate clauses appropriately in sustained pieces of writing
  - f. Use tenses appropriately showing subject and verb agreement and correct construction of tenses
  - g. Produce the final version of a piece of writing with accurate spelling, use of punctuation and grammatical structure

### 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/616/6689

## Speaking and Listening Skills

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Be able to communicate with others
  - a. Use language and tone to respond to a range of situations
  - b. Illustrate actual and potential barriers to effective speaking and listening
  - c. Use strategies to overcome barriers to effective speaking and listening
2. Be able to present information to others
  - a. Select features of effective communication
  - b. Present information in a logical manner
  - c. Present ideas in a logical manner
  - d. Speak clearly and coherently using appropriate pace and volume
3. Be able to obtain information from others
  - a. Encourage others in a group to speak
  - b. Create opportunities for listeners to clarify or question information presented
4. Be able to engage in discussion
  - a. Demonstrate the ability to create a relevant contribution and help to move a discussion forward
  - b. Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation
  - c. Use a range of phrases for interruption and change of topic
  - d. Select evidence to support opinions and arguments
  - e. Respond to criticism and criticise constructively

### **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

## M/616/6690 Managing Time

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand how time can be managed
  - a. Describe the importance of time management
  - b. Identify the consequences of poor time management
  - c. Describe the techniques that can be used to manage time
2. Be able to plan work activity with some autonomy
  - a. Plan a piece of work or learning that will involve time management and show how time will be managed effectively
  - b. Review progress against suitable milestones
  - c. Recognise when support is needed
  - d. Describe how to work with an appropriate person to review time management effectiveness

### 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/616/6691

## Responding to Body Image

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand how images of women and men are portrayed through mainstream media
  - a. Collect and explain images of women and men identified through the mainstream media
  - b. Describe three images of people for both women and men that are employed in the mainstream media
  - c. Describe three images of people who are underrepresented in the mainstream media
2. Understand how influences of mainstream media influence 'self'
  - a. Describe feelings around own body image
  - b. Explain some of the influences of the media on own body images
3. Understand how images of women and men have been portrayed through history
  - a. Identify three images of women and three of men portrayed throughout history and compare to present day images
4. Understand how images of women and men are portrayed through different cultures
  - a. Identify four images of women and men portrayed from different cultures
  - b. Compare to own culture

### 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/616/6692

## Healthy Living

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand personal fitness
  - a. Define what is meant by the term personal fitness
  - b. Describe the advantages of different activities in relation to personal fitness
2. Be able to develop a personal exercise programme to improve own healthy lifestyle
  - a. Develop a programme of personal exercise to improve own healthy lifestyle
  - b. Record own progress in an appropriate format of own choosing
3. Understand the role of a balanced diet in promoting good health
  - a. Explain the principles of healthy eating
  - b. Design nutritionally balanced meals for self
  - c. Provide reasons for choice of the meals
4. Understand the importance of personal hygiene and grooming
  - a. Explain the reasons for personal hygiene
  - b. Explain the reasons for good grooming
5. Understand the issues of sex education and contraception
  - a. Describe methods of contraception
  - b. Explain the need for sexual responsibility in personal relationships
  - c. Identify the agencies and organisations that can provide advice, support and/or medical assistance in relation to contraception
  - d. Explain the difference between sexually transmitted infections and sexually transmitted diseases
  - e. Identify the different sexually transmitted infections, their causes and the diseases they could lead to, where appropriate
  - f. Identify the agencies and organisations that can provide advice, support and/or medical assistance when dealing with sexually transmitted infections and/or diseases
6. Be able to take responsibility for own health and lifestyle
  - a. Devise an action plan for a healthy lifestyle
  - b. Access information from agencies to support own action plan

### 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

F/616/6693

## Plan and Cook for a Healthy Lifestyle

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the major food groups and their functions
  - a. Describe the major food groups
  - b. Explain each food groups function for healthy living
2. Understand the different dietary needs of specific groups of people
  - a. Describe the different dietary requirements of various groups of people
3. Be able to apply dietary knowledge in menu planning
  - a. Plan nutritious menus for people with different dietary needs
  - b. Explain why nutritious menus may help to maintain a healthy lifestyle
4. Be able to provide nutritious healthy meals
  - a. Identify ingredients for healthy meals
  - b. Prepare healthy two course meals for people with different dietary needs

### 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/616/6694

## Developing a Personal Exercise Programme

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 6

**Guided Learning** 53 hours

### Unit Overview and Main Outcomes

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

1. Understand the importance of exercise
  - a. Describe the benefits of exercise
  - b. Describe the components of health related fitness
  - c. Assess whether an individual is doing sufficient exercise to achieve desired health benefits
2. Understand basic human anatomy and physiology
  - a. Describe the functions of the skeleton
  - b. Identify the major bones of the human body
  - c. Identify the major muscles of the human body
  - d. Outline the function of the heart, lungs and circulatory systems
3. Understand health and safety factors related to exercise
  - a. Explain the importance of warming up and cooling down
  - b. Identify the components of a safe and effective warm up and cool down
  - c. Identify health and safety problems related to exercise
  - d. Identify safe and practical clothing and footwear for exercise activities
4. Be able to plan a safe and effective home fitness session
  - a. Plan a suitable warm up and cool down for a home-based exercise session
  - b. Plan a home-based exercise session that incorporates a range of activities
5. Be able to plan, monitor and evaluate a safe and effective personal exercise programme
  - a. Plan a three-week exercise programme to achieve identified goals
  - b. Keep an exercise diary that records all sessions carried out
  - c. Examine the strengths and weaknesses of the exercise programme
  - d. Suggest improvement for future planning

### 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/616/6695

## Understanding Eating Disorders

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Guided Learning** 12 hours

### Unit Overview and Main Outcomes

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

1. Understand different eating disorders
  - a. Describe the common eating disorders
  - b. Describe the signs and symptoms of the eating disorders identified
  - c. Describe the possible short-term and long-term effects on health of each
2. Understand the connections between food and feelings
  - a. Describe the connections between food and feelings
  - b. Explain why abnormal eating habits may develop
3. Understand how to access information and support relating to eating disorders
  - a. Assess information and support available relating to 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

R/616/6696

## Recognising and Dealing with Bullying

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the terms bullying and victim
  - a. Describe three different forms of bullying
  - b. Comment on what is meant by being a victim
2. Understand how to recognise the effects of bullying
  - a. Describe three examples of the effects of bullying, for example, on attitudes or behaviour
  - b. Comment on the emotions that may be experienced by a bully when bullying
  - c. Describe two ways in which the self-esteem of the victim can be raised
3. Understand strategies for dealing with bullying
  - a. Describe two interventions that can help the bully and the victim
4. Understand where to access help and support
  - a. Describe three sources of help and support

### 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/616/6697

## Alcohol Awareness for the Individual

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand unit strengths and safe limits of alcohol
  - a. Identify the unit strength of a range of alcoholic drinks
  - b. Identify the recommended safe limits of alcohol for men and women
2. Understand the possible causes of alcohol misuse and its effects
  - a. Describe possible reasons as to why people may misuse alcohol
  - b. Explain some of the effects of alcohol misuse on
    - i. Physical health
    - ii. Emotional health
    - iii. Mental health
  - c. Describe the effects that alcohol misuse may have on:
    - i. Family
    - ii. Friends
    - iii. Society
3. Understand the effects of withdrawing from alcohol
  - a. Describe the effects of withdrawing from alcohol on:
    - i. Physical health
    - ii. Emotional health
    - iii. Mental health
4. Understand some of the agencies that offer help and information on alcohol misuse
  - a. Identify sources of help and information on alcohol misuse
  - b. Explain the key differences between them

### 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/616/6698

## Recognising Issues of Substance Misuse

**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand the differences between legal and illegal substances
  - a. Explain the difference between a legal and an illegal substance
  - b. Describe three different types of substances that may be misused
  - c. Identify whether the three types are legal or illegal substances
2. Understand the impact of the use and misuse of substances
  - a. Describe two reasons why people may use substances
  - b. Provide two examples of personal effects of the misuse of substances
  - c. Provide two examples of social effects of the misuse of substances
3. Understand the sources of available support relating to the misuse of substances
  - a. Describe two organisations that offer support to people who misuse substances
  - b. Describe the type of support they provide
  - c. Identify an organisation that can offer help to families of substance misusers
  - d. Describe how they can support families

### 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/616/6700 Understanding Human Behaviour in Relationships

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand different types of relationship
  - a. Identify four different types of relationship
  - b. Describe each type of relationship
  - c. Identify own personal relationships
2. Understand feelings and how they can influence behaviour in different relationships
  - a. Explain own personal feelings associated with own relationships
  - b. Identify key events in own life when feelings have influenced behaviour
  - c. Describe the reasons why they influenced behaviour
  - d. Assess whether these were positive or negative experiences
3. Understand different types of controlling situations
  - a. Describe different types of controlling behaviour
  - b. Identify some reasons why people display certain behaviours
  - c. From own experience identify three occasions of a controlling situation
4. Understand boundaries to behaviour
  - a. Identify two examples of unacceptable behaviour
  - b. Describe why it is unacceptable
  - c. Identify two examples of acceptable behaviour
  - d. Describe why it is acceptable
5. Understand methods to challenge inappropriate behaviour
  - a. Identify three methods of tackling inappropriate behaviour
  - b. Assess their effectiveness
  - c. Identify two situations where these can be used in own life
6. Understand support agencies available
  - a. Identify one local and one national agency that can offer support on:
    - i. Domestic violence
    - ii. Bullying
    - iii. counselling

### 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/616/6702

## Family Relationships

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand family units
  - a. Describe different kinds of family units
  - b. Identify possible advantages and disadvantages of different family units
2. Understand the different roles within a family unit
  - a. Describe different roles of members of a family unit
  - b. Explain how roles can change over time
3. Understand problems in family life
  - a. Describe the most common causes of problems in family life
  - b. Describe possible effects problems may have on the family
  - c. Identify strategies that could be used to alleviate some of the problems
  - d. Assess the strategies identified
4. Understand own responsibilities within the family
  - a. Describe own responsibilities within the family
  - b. Outline how these responsibilities can be carried out
5. Understand about the changing needs of family members
  - a. Describe how the needs of family members may change as circumstances change
  - b. Identify possible consequences of changing needs
6. Be able to develop strategies for personal development as a member of the family unit
  - a. Produce a personal development plan for the future in relation to own and family's needs
  - b. Identify possible problems
  - c. Identify solutions to possible 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

D/616/6703

## Maintaining Sexual Health

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Guided Learning** 16 hours

### Unit Overview and Main Outcomes

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

1. Understand about Sexually Transmitted Infections (STIs) and Sexually Transmitted Diseases (STDs)
  - a. Explain the difference between sexually transmitted infections and sexually transmitted diseases
  - b. Identify the different sexually transmitted infections, their causes and the diseases they could lead to, where appropriate
  - c. Describe what individuals can do to reduce the risk of contracting STIs
  - d. Identify the agencies and organisations that can provide advice, support and/or medical assistance when dealing with sexually transmitted infections and/or diseases
2. Understand the importance and methods of contraception available
  - a. Explain the importance of contraception to the limitation of the spreading of STIs and STDs
  - b. Explain the limitations of contraception to the limitation of the spreading of STIs and STDs
  - c. Identify the agencies and organisations that can provide advice, support and/or medical assistance in relation to contraception

### 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/616/6704 Parenting Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24

### Unit Overview and Main Outcomes

This unit contains 8 learning outcomes which will support the learner to be able to:

1. Understand the responsibilities of being a parent
  - a. Describe own responsibilities as a parent and explain how these may change in the future
2. Understand the rights and needs of different family members
  - a. Identify and explain the individual rights and needs of parent(s), children and other members of the family
  - b. Describe ways in which these rights and needs can be met as children grow and develop
3. Understand the importance of being honest with children
  - a. Describe situations where it is important to be honest with children
  - b. Explain why it is important to be honest with children at different stages in their development
4. Understand the importance of listening to children and giving them choices
  - a. Describe situations where it is important to listen to children and explain why
  - b. Describe situations where it is important to give children choices and explain why
  - c. Suggest different ways of giving children choices at different stages of their development
5. Understand the major stages of a child's development and techniques to cope with behaviour
  - a. Identify the stages of a child's development from birth to 16 years
  - b. Describe techniques and strategies that could be used to cope with children's behaviour at different stages of development
  - c. Identify where to get support and advice on children's behaviour
6. Understand the educational requirements of children
  - a. Explain the legal duty in relation to a child's education
  - b. Explain the consequences to the child of not meeting this duty whether legal or other consequence
  - c. Explain the consequences to the parents of not meeting their duty whether legal or other consequence
7. Understand how children learn through daily activities
  - a. Describe everyday family activities in which children learn and explain how they enable children to learn
8. Understand how positive parenting builds self-esteem in children
  - a. Provide examples of positive parenting
  - b. Explain how positive parenting builds children's self-esteem

### 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/616/6705 Personal Finance and Debt Management

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

This unit contains 7 learning outcomes which will support the learner to be able to:

1. Understand what is meant by income and expenditure
  - a. Identify possible sources of personal income
  - b. Outline the advantages and disadvantages of each source of personal income identified
  - c. Identify possible sources of personal expenditure
  - d. Explain how income and expenditure might be affected by changing circumstances
2. Understand the issues of coping on a limited budget
  - a. Explain possible difficulties of coping on a limited budget
  - b. Identify coping strategies to minimise the difficulties of coping with a limited budget
3. Understand what is meant by saving
  - a. Explain the benefits of saving
  - b. Compare different ways of saving
4. Be able to produce a budget plan
  - a. Describe the advantages of planning a budget
  - b. Assess likely spending and income over a given period
  - c. Compare predicted and actual spending and income
5. Understand how problem debt can be managed
  - a. Describe options for managing problem debt
  - b. Define what is meant by the term debt consolidation
  - c. Provide positive and negative views on debt consolidation
6. Understand the impact of out of control debts
  - a. Describe the financial impact of the following on an individual:
    - i. County Court Judgement
    - ii. Insolvency
    - iii. Bankruptcy
  - b. Describe the impact of out of control debts on the following:
    - i. Personal credit rating
    - ii. Credit blacklisting
7. Understand about agencies who offer debt advice
  - a. Identify agencies who offer debt advice
  - b. Assess the identified agencies

### 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

## 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

F/616/6709

## Preparation for Work

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Guided Learning** 35 hours

### Unit Overview and Main Outcomes

This unit contains 7 learning outcomes which will support the learner to be able to:

1. Understand the purpose of career planning
  - a. Define what is meant by career planning
  - b. Describe how employment trends impact career planning
2. Understand about the impact of topical issues on industrial sectors
  - a. Describe a topical issue which has had an impact on an industrial sector
  - b. Describe the perception of an industrial sector in the media
3. Understand issues relating to regulations in a career sector
  - a. Describe the role of a regulatory body associated with a career sector
  - b. Describe an example of the impact of regulatory bodies on practice in a career sector
4. Be able to identify career or training opportunities
  - a. Identify different types and sources of information, advice and guidance on career or training opportunities
  - b. Use information, advice and guidance to build an understanding of possible career or training options, including entry routes where appropriate
  - c. Choose one opportunity which suits own requirements providing reasons
5. Understand the requirements for a career or training opportunity
  - a. Identify a career or training opportunity relevant to own aspirations and needs
  - b. Identify the advantages and disadvantages of the career or training opportunity, eg. time taken to train, level of salary, working patterns, work/life balance
  - c. Describe the employer or training organisation requirements for successful applicants
  - d. Review relevance of own skills, qualities, experience, training and/or qualifications for the career or training opportunity
  - e. Identify methods to improve the areas identified as requiring development during the review to aid a successful application for the career or training opportunity
6. Be able to complete applications for work or training
  - a. Complete an application form providing the information requested at the level of detail required
  - b. Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary
  - c. Produce a clearly structured and legible CV, or other appropriate document in hard or electronic format that aids the application, which includes relevant information and summarises own abilities, behaviours, knowledge, skills and experience
7. Be able to present self at an interview
  - a. Arrive in good time for an interview
  - b. Use body language, facial expression and tone of voice to indicate positive interest in the position available
  - c. Assess own performance at interview, suggesting improvements

### 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/616/6733

## Using Lateral Thinking to Apply for Jobs

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the concept of lateral thinking
  - a. Describe what is meant by the term lateral thinking
  - b. Provide examples of lateral thinking in practice
  - c. Identify the challenges of thinking laterally
2. Understand how lateral thinking can be used to apply for jobs
  - a. Provide examples of when lateral thinking has been used to successfully apply for jobs
  - b. Describe the benefits of using lateral thinking to apply for jobs
  - c. Identify industries where lateral thinking can be most effectively used when applying for jobs
3. Be able to use lateral thinking when applying for a job
  - a. Describe the recruitment method used for a specified job
  - b. Develop ideas of how lateral thinking could be used when applying for the job
  - c. Develop an idea into a job application

### 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/616/6710 Preparation for a Recruitment Interview

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand the importance of being prepared for a recruitment interview
  - a. Explain the purpose of a recruitment interview for both an employer and prospective employee
  - b. Describe what he/she would include in a portfolio of evidence for a recruitment interview and explain its purpose
  - c. Explain how to promote him/herself effectively in the interview situation
  - d. Describe appropriate dress for an interview and explain its importance
2. Understand the type of questions that may be used at a recruitment interview
  - a. Identify five questions, whether open or closed, that the interviewer might ask and explain their link to the job description and/or personal specification
  - b. Identify five questions to ask the interviewer and explain their relevance
  - c. Explain the value to the recruitment interviewer of using open questions
3. Understand how to recognise and respond to different types of interviewer questions
  - a. Identify and respond to three complex questions, explain why they are difficult
  - b. Identify and respond to three straightforward questions, explain why they are easy
4. Be able to assess own performance in a recruitment interview
  - a. Describe own performance as the interviewee in a recruitment interview
  - b. Suggest three ways in which own performance may be improved

### 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/616/6711 Employment Rights and Responsibilities

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**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:

1. Understand employment rights and responsibilities under the law
  - a. Describe an employee's rights and responsibilities in terms of:
    - i. Contracts of employment
    - ii. Anti-discrimination legislation
    - iii. Working hours and holiday entitlements
    - iv. Sickness absence and sick pay
    - v. Data protection
    - vi. Health and safety
  - b. Outline the rights and responsibilities of the employer
  - c. Describe the health and safety legal requirements relevant to a workplace of own choice
2. Understand documents relevant to employment
  - a. Explain the main terms and conditions in a standard contract of employment
  - b. Outline the contents and purpose of a job description
  - c. Describe the types of information held on personnel records
  - d. Describe how to update information held on personnel records
  - e. Interpret the information shown on a pay slip or other statement of earnings
3. Understand key employment procedures at work
  - a. Describe the procedures to follow in a standard grievance process
  - b. Describe the procedures to follow if there is evidence of discrimination or bullying
  - c. Identify sources of information and advice on employment 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

## A/508/3043 Understanding Innovation

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand the implication and benefits of innovation in the place of work
  - a. Describe what innovation means in a business and place of work context, providing at least 2 examples of different types of innovation
  - b. Describe why innovation is important for businesses
  - c. Answer the question “Does innovation come at a price?” convincingly, looking at the resource implications of innovation and balancing them against the benefits
2. Understand how one organisation has benefited from innovation
  - a. Describe how one organisation has used its ability to innovate to improve some aspect of its business, providing examples of the innovation in question
  - b. Describe the innovation concerned showing:
    - I. How the innovation came about
    - II. What the innovation is using examples, diagrams and/or images to help illustrate the innovation, and
    - III. Why it has benefited the organisation

### 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

## M/506/3825 The Workplace and the Importance of an Enterprise Culture

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Unit Learning hours** 60

### Unit Overview and Main Outcomes

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

1. Understand what is meant by an enterprise culture
  - a. Describe what is meant by an enterprise culture in business
  - b. Identify the advantages and disadvantages of a business having an enterprise culture
  - c. Explain the role of risk within an enterprise culture and methods of managing risk
2. Understand the importance of negotiation and persuasion skills within a business environment
  - a. Explain the role of negotiation in a business environment
  - b. Identify who might be involved in negotiations, for example colleagues
  - c. Identify negotiation and persuasion skills needed in business situations
  - d. Describe the stages in the process of negotiation for a mutually beneficial outcome
3. Be able to undertake a set project within a business environment
  - a. Prepare a plan showing agreed objectives and targets for one activity within a business environment
  - b. Implement the activities identified within the plan
  - c. Demonstrate problem solving skills when carrying out the activities identified within the plan
  - d. Demonstrate risk identification and risk management skills when carrying out the activities
4. Be able to review own effectiveness in the completion of a project
  - a. Maintain a reflective log to monitor the progress of the activity and development of own abilities, behaviours, knowledge and skills
  - b. Explain how own abilities, behaviours, knowledge and skills played a part in the development and promotion of an enterprise culture as a result of completing the project
5. Be able to report and present outcomes
  - a. Present results of activities in a suitable format describing own contribution

### 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/616/6714 Understanding Customer Service

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand the benefits to the organisation of good customer service
  - a. Describe how good customer service promotes customers' confidence in an organisation
  - b. Explain why good customer service is important in an organisation
2. Understand the possible consequences of poor customer service
  - a. Describe how poor customer service can impact upon organisational efficiency and staff morale
  - b. Explain the effects of poor customer service on an organisation's reputation
3. Understand the value of first impressions
  - a. Explain why it is important to make a good first impression
  - b. List and comment on ways of creating a positive first impression when communicating:
    - i. Face to face
    - ii. On the telephone
    - iii. In writing (including by email)
4. Understand positive verbal and non-verbal interaction with customers
  - a. Describe appropriate and inappropriate ways of communicating verbally with customers in commonly met situations
  - b. Describe what is meant by non-verbal communication
  - c. Illustrate ways in which non-verbal communication can be used positively to support face to face communication
5. Understand that respect for the individual is at the heart of good customer service
  - a. Explain why it is important to maintain customer confidentiality
  - b. Describe ways of respecting individual customer needs from diverse cultures and backgrounds
6. Understand his/her role in dealing with complaints from customers
  - a. Explain best practice in dealing with complaints from customers

### **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/616/6715 Teamwork Skills

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand the characteristics of a team leader
  - a. Define the characteristics of team leadership
  - b. Provide examples of leadership characteristics
  - c. Relate identified leadership characteristics to own organisational context
2. Understand leadership skills/styles
  - a. Identify different leadership styles
  - b. Describe the abilities, behaviours, knowledge and skills that characterise own leadership style
3. Understand team roles and personalities
  - a. Describe different roles within a team
  - b. Describe different personalities found within a team
  - c. Provide examples of the ways in which the dynamic of these roles and personalities can influence the team interactions
4. Understand motivation within a team
  - a. Identify ways of motivating members of a team to participate and succeed
  - b. Describe the impact of the different motivating factors that operate within a team
  - c. Describe how demonstrating understanding and tolerance of others within a team can support an increase in motivation to succeed
5. Understand how to set clear objectives within a team
  - a. Identify a set of team objectives
  - b. Describe the personal role team members will undertake to meet the identified team objectives
  - c. Describe the ways in which team members will be briefed
6. Be able to review own contribution within a team
  - a. Assess own and other group members' contributions to team activities
  - b. Reflect on and discuss constructively with other team members how effectively the team worked
  - c. Describe ways in which the team could improve the way they work together

### 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/616/6717 Problem Solving at Work

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand problem solving processes
  - a. Describe a systematic process for tackling business problems
  - b. Assess sources of information with which to define problems and list alternative solutions
2. Know about evaluating and implementing problem solving techniques
  - a. Evaluate a series of options for solving a problem
  - b. Select an appropriate solution to a problem and describe how to implement, monitor and review the solution

### 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/616/6720 Creative Thinking in Work

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Be able to recognise creative thinking and understand why it might or might not be appropriate in different work contexts
  - a. Identify examples of creative thinking methods
  - b. Explain why the examples might or might not be appropriate in different work contexts
2. Understand how to use a creative tool or technique to create an idea
  - a. Apply the use of at least one tool or technique to originate a creative solution including:
    - i. A description of a problem or situation that will require a creative solution
    - ii. Selection and use of tool(s) or technique(s) appropriately to originate a creative solution
    - iii. Commentary on the suitability of the solution using appropriate criteria
3. Understand how businesses can make use of creative thinking
  - a. Describe how businesses use creative thinking
  - b. Describe the risks associated with creative thinking in a business context if it is not properly structured

### 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/616/6721

## Oral Presentation Skills

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Be able to source information for and plan a presentation
  - a. Identify and locate different sources of information relevant to the topic of the presentation
  - b. Prepare a plan and/or notes that reflect appropriate content and structure for the presentation
2. Be able to deliver a structured presentation to an audience
  - a. Introduce the topic clearly
  - b. Present material logically, linking ideas together
  - c. Present an effective conclusion
  - d. Explain key concepts
  - e. Use appropriate evidence to support ideas, arguments and opinions presented
3. Be able to demonstrate an awareness of the audience
  - a. Speak audibly, using tone and register appropriate to audience and level of formality
  - b. Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest
  - c. Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate
4. Be able to handle questions effectively
  - a. Listen attentively, and respond to, questions and points raised by the audience
5. Understand the strengths and weaknesses of the presentation
  - a. Describe strengths and weaknesses of own presentation
  - b. Identify areas for improvement in presentation 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

## M/502/3552 Presenting Information

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand how work related information is most commonly presented
  - a. Describe how information is presented in different forms in the place of work
  - b. Describe how language is used to convey information in certain ways, including:
    - i. Authoritative use of language
    - ii. Descriptive use of language
  - c. Describe some of the problems associated with the use of inappropriate methods and language when communicating work related information
2. Be able to originate and present information for specific audiences within a place of work
  - a. Collect, collate and present work related data from a range of work related sources, using the most appropriate medium for the context
  - b. Present work related information to two different audiences, adapting the presentation appropriately each time

### 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/502/3563 ICT for Employment

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Be able to appraise own technology skills in relation to the different skills needed in different job roles
  - a. Describe how technology skills requirements can vary from job role to job role
  - b. Describe the range of technology likely to be used in a job role of own choice
  - c. Carry out a self-audit of own ICT skills and familiarity with different technology used in the chosen job role
2. Understand how to use a range of ICT equipment safely and how to use software commonly found in a place of work
  - a. Demonstrate safe and appropriate use of at least two pieces of ICT equipment commonly found in the workplace
  - b. Demonstrate the ability to use word processing software effectively including the use of the spell-checking tool, the inclusion of a table, the use of appropriate file name titling and appropriate use of a header and/or footer
  - c. Demonstrate the ability to use email or webmail effectively including being able to send an email with an attachment and receive and respond to an email appropriately

### 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/508/3037 Understanding the Sales Environment

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 20

### Unit Overview and Main Outcomes

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

1. Understand the sales market
  - a. Describe the characteristics of the sales market, eg. hospitality, retail, business, public sector, not for profit sector
  - b. Explain the features, benefits and unique selling proposition of an organisation's products and/or services
  - c. Describe an organisation's position in the market
  - d. Describe an organisation's products and/or services in comparison with competitor's offerings
2. Understand different types of business focus in sales and marketing
  - a. Describe the differences between product focus, production focus, sales focus and customer focus
  - b. Explain the effect of customer focus in an organisation
  - c. Describe how to overcome the barriers to achieving customer focus
3. Understand how to manage time in the sales environment
  - a. Explain the importance of effective time management and its impact on business objectives
  - b. Explain how to differentiate between urgent and routine tasks
  - c. Describe the tools and techniques available for effective time management
4. Understand the use of IT in sales
  - a. Explain the role, uses and importance of IT systems and information in sales
  - b. Describe how to plan and organise information searches
  - c. Describe how to carry out a data audit
  - d. Describe how to identify issues and trends in sales-related data
  - e. Explain the implications of inaccurate sales data
5. Understand how to communicate in a sales environment
  - a. Describe the characteristics of effective communication in a sales environment
  - b. Describe the information needs of the target audience, colleagues and customers
  - c. Describe the importance of and reason for checking the audience's understanding
  - d. Explain the importance and uses of non-verbal communication to the sale
  - e. Describe the advantages and disadvantages of different media used to communicate with customers

### 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/508/3036 Understanding Sales Techniques and Processes

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 40

### Unit Overview and Main Outcomes

This unit contains 8 learning outcomes which will support the learner to be able to:

1. Understand the sales cycle
  - a. Describe the characteristics of the sales cycle
  - b. Explain how the different stages of the sales cycle affects the approach to the sale
  - c. Describe the uses of the sales cycle in structuring and progressing sales contacts
2. Understand the buyer decision-making process
  - a. Describe an organisation's procedures for dealing with buyers
  - b. Explain how buyer behaviour affects the achievement of targets
  - c. Explain the distinction between customer wants and needs
  - d. Explain the difference between consumer buyer decision making and business to business decision making
  - e. Describe the pressures on customers that influence their buying behaviour
3. Understand how to generate and qualify sales leads
  - a. Explain how to segment customers
  - b. Explain how to target market customers and prospects
  - c. Describe how to source and gather information about the market and the prospect
  - d. Explain the process for qualifying the sales contact
  - e. Explain the importance of accurate record keeping
4. Understand how to sell by inbound telephone call
  - a. Explain the characteristics, advantages and disadvantages of inbound telephone selling
  - b. Explain the characteristics of reactive selling
  - c. Describe the verbal, listening and questioning techniques that are most suited to telephone selling
  - d. Describe how to manage customer behaviour during inbound calls
  - e. Describe how to interpret the customer's reaction as the sale progresses during inbound calls
  - f. Describe how to involve the customer in closing the sale during inbound calls
5. Understand how to sell by outbound telephone call
  - a. Describe the preparations to be made prior to telephone selling
  - b. Explain the characteristics, advantages and disadvantages of outbound telephone selling
  - c. Explain the characteristics of proactive selling
  - d. Describe how to manage customer behaviour during outbound calls
  - e. Describe how to interpret the customer's reaction as the sale progresses during outbound calls
  - f. Describe how to involve the customer in closing the sale during outbound calls
6. Understand the principles of selling face to face
  - a. Explain the characteristics, advantages and disadvantages of face to face selling
  - b. Explain the importance of preparing for the contact
  - c. Describe the stages of selling face to face
  - d. Describe how to manage customer behaviour during face to face sales contacts

- e. Describe how to interpret the customer's reaction as the sale progresses during face to face contacts
  - f. Describe how to involve the customer in closing the sale during face to face contacts
- 7. Understand how to close a sale
  - a. Explain how to overcome objections
  - b. Explain how to identify verbal and non-verbal buying signals
  - c. Explain how to overcome barriers to closing the sale
  - d. Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale
  - e. Describe different methods of closing sales
- 8. Understand how to process sales orders
  - a. Describe the process for ordering products and/or services
  - b. Describe an organisation's payment methods
  - c. Describe the requirements of customer credit checks
  - d. Explain the role of the dispatch function
  - e. Describe order completion service standards
  - f. Describe the importance of discounts and special offers
  - g. Describe the importance of keeping the customer informed of developments relating to their order

### **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/508/3035 Understanding Legal, Regulatory and Ethical Requirements in Sales or Marketing

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 15

### Unit Overview and Main Outcomes

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

1. Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing
  - a. Describe an organisation's procedures for raising legal, regulatory and ethical concerns
  - b. Explain the scope of legal, regulatory and ethical requirements in sales or marketing
  - c. Explain how the legal, regulatory and ethical requirements relate to the business of selling or marketing
  - d. Describe internal and external sources of information on legal, regulatory and ethical requirements
  - e. Explain how an 'ethical approach' affects organisations in the sales or marketing environment
  - f. Explain the importance of contract law in sales
2. Understand the legal, regulatory and ethical limits of the sales or marketing role
  - a. Explain the legal, regulatory and ethical requirements relevant to the role
  - b. Describe the potential consequences of not complying with legal, regulatory or ethical requirements
  - c. Explain the importance of working within the limits of the role, responsibilities and authority
  - d. Explain the process for reporting legal, regulatory and ethical concerns
  - e. Explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations

### 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/508/3034 Principles of Personal Responsibilities and Working in a Business Environment

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 32

### Unit Overview and Main Outcomes

This unit contains 7 learning outcomes which will support the learner to be able to:

1. Understand the employment rights and responsibilities of the employee and employer
  - a. Identify the main points of contracts of employment
  - b. Identify the main points of legislation affecting employers and employees
  - c. Identify where to find information on employment rights and responsibilities both internally and externally
  - d. Describe how representative bodies can support the employee
  - e. Identify employer and employee responsibilities for equality and diversity in a business environment
  - f. Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. Understand the purpose of health, safety and security procedures in a business environment
  - a. Identify employer and employee responsibilities for health, safety and security in a business environment
  - b. Explain the purpose of following health, safety and procedures in a business environment
  - c. Identify ways of maintaining a safe and secure environment in a business environment
3. Understand how to communicate effectively with others
  - a. Describe different methods of communication
  - b. Explain how to choose the most appropriate method of communicating with others
  - c. Describe ways of actively listening
4. Understand how to work with and support colleagues
  - a. Explain the purpose of agreeing standards for own work with others
  - b. Explain the purpose of taking on new challenges and adapting to change
  - c. Explain the purpose of treating others with honesty and consideration
5. Understand how to plan own work and be accountable to others
  - a. Explain the purpose of meeting work standards and deadlines when completing tasks
  - b. Identify ways of planning own work
  - c. Compare ways of keeping other people informed about progress
6. Understand the purpose of improving own performance in a business environment and how to do so
  - a. Explain the purpose of continuously improving own performance in a business environment
  - b. Describe ways of improving own performance in a business environment
  - c. Identify different types of career pathways that are available
7. Understand the types of problems that may occur in a business environment and how to deal with them
  - a. Identify the types of problems that may occur in a business environment
  - b. Explain ways of dealing with problems that may occur in a business environment
  - c. Explain how and when to refer problems to relevant colleagues

### 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/508/3033 Understanding Sales Targets

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 13

### Unit Overview and Main Outcomes

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

1. Understand how sales targets are calculated
  - a. Describe the process for forecasting sales and setting sales targets
  - b. Describe the factors that affect the setting of sales targets
  - c. Explain the volume and value of the sales required to meet target figures
  - d. Explain the pricing structure for products and/or services to meet sales targets
  - e. Describe a formula for calculating sales values over a period of time
2. Understand the use of sales targets
  - a. Explain the importance of sales targets for performance purposes
  - b. Explain how past sales targets can inform the setting of future targets
3. Understand how to collect sales-related data
  - a. Describe the potential sources of sales-related data
  - b. Explain the data collection methods for obtaining quantitative and qualitative information
  - c. Describe how data can be used to support sales activities
4. Understand how to evaluate sales performance
  - a. Describe how to monitor sales performance against targets
  - b. Explain how to evaluate performance against targets
  - c. Describe the factors that can cause variances of performance from target
  - d. Describe the actions to be taken if sales targets are not met

### 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/508/3032 Understanding Business Awareness in Sales

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 11

### Unit Overview and Main Outcomes

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

1. Understand business issues in the sales environment
  - a. Describe different approaches to business awareness in different types of organisation
  - b. Describe the relationship of the sales function with other business functions in an organisation
2. Understand the importance of business news in the sales environment
  - a. Describe how news items affect business
  - b. Describe who should receive sales-related business news in an organisation
  - c. Describe internal and external sources of information on business news
3. Understand the use of networking in sales
  - a. Describe the purpose of networking
  - b. Explain the advantages and disadvantages of different types of networking
  - c. Explain how to use networks to build business awareness
  - d. Explain the importance of mutual benefits and integrity in business conducted through networking

### 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/508/3031 Principles of Presentations and Demonstrations in Sales

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 15

### Unit Overview and Main Outcomes

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

1. Understand how to prepare for a sales presentation or demonstration
  - a. Describe how organisational sales strategies, plans and activities are relevant to the presentation/demonstration
  - b. Describe how the presentation/demonstration is intended to help meet sales targets
  - c. Describe the features and benefits of the products and/or services to be promoted
  - d. Explain what equipment is needed to deliver effective presentations in a variety of settings and to different target audiences
2. Understand how to deliver a sales presentation or demonstration
  - a. Explain how to identify an audience's wants, needs and likely interests
  - b. Explain how to deliver a presentation/demonstration in a way that meets an audience's information needs and captures and retains their attention
  - c. Explain the importance of anticipating and meeting problems, constraints and objections
  - d. Explain why it is important provide an audience with opportunities to raise questions and objections
  - e. Explain how gaining commitment contributes to the achievement of a sale
3. Understand the role of evaluating sales presentations' demonstrations
  - a. Describe how the effectiveness of sales presentations/demonstrations is evaluated
  - b. Explain how evaluative information is used to contribute to enhanced sales performance

### 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/508/2996 Principles of Selling at Trade Fairs and Exhibitions

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 18

### Unit Overview and Main Outcomes

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

1. Understand the basis for deciding whether to participate in trade fairs and exhibitions
  - a. Explain the purpose of exhibitions and trade fairs
  - b. Describe how an organisation's sales plans and targets relate to a trade fair or exhibition
  - c. Explain how the cost of participation is weighted against the likely sales that may be achieved
2. Understand how to prepare for trade fairs and exhibitions
  - a. Describe the resources needed for participation
  - b. Describe how targets are set for exhibitions and trade fairs
  - c. Explain how actual and potential customers are informed of forthcoming events
  - d. Explain how to identify opportunities for collaborative selling with other exhibitors
  - e. Explain the importance of identifying potential competitors and threats to sales from other exhibitors
3. Understand techniques for selling at trade fairs and exhibitions
  - a. Describe how displays are arranged and presented to attract potential customers
  - b. Describe techniques for engaging potential customers' attention quickly
  - c. Explain how sales lead information is identified, captured and followed up
  - d. Explain how to adapt sales techniques to suit the environment of trade fairs and exhibitions
  - e. Explain the importance of post-event follow up with potential customers

### 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/508/2995 Customer Service in Sales

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 25

### Unit Overview and Main Outcomes

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

1. Understand how to build long term relationships with customers
  - a. Describe the customers' needs, wants and expectations
  - b. Explain the importance of balancing customers' needs with organisational sales strategies and resource requirements
  - c. Describe the basis on which relationships with customers are managed
  - d. Explain the importance of negotiating mutually beneficial sales solutions
  - e. Explain the role of customer feedback in enhancing relationships and profitability
  - f. Describe the importance of customers' experiences in developing long term relationships
2. Understand approaches to managing customer accounts
  - a. Describe the role of key customer teams
  - b. Explain how to develop customer care programmes
  - c. Explain the role of IT in managing customer accounts
  - d. Explain the importance of effective communication channels to support customer relationships
3. Understand the importance of customer loyalty
  - a. Explain the relationship between customer loyalty and sales performance
  - b. Describe the factors affecting the attraction and retention of customer loyalty
  - c. Describe the advantages and disadvantages of different methods of enhancing customer loyalty
  - d. Explain the importance of reviewing customers' experiences as a means of improving the service offer
4. Understand the importance of the brand and organisational reputation
  - a. Describe the way in which customers' perception of organisations and their products and/or services influence buying decisions
  - b. Explain the link between customers' previous experiences and their future likely buying intentions
  - c. Explain how the presentation of products and/or services affects the perception of organisations
5. Understand how to meet the customers' after sales service needs
  - a. Explain how to ascertain customers' likely after sales needs
  - b. Describe how to balance customers' needs with those of an organisation

- c. Explain the importance of fulfilling commitments made to customers in accordance with organisational quality, customer service standards and legislative requirements
- d. Explain the importance of keeping sales records up to date
- e. Explain the purpose of reviewing the quality and effectiveness of after sales service provision against customer feedback
- f. Describe how and when to negotiate alternatives, discounts and special offers in order to maintain the customer's loyalty

### **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/508/2986 Understanding the Relationship Between Sales and Marketing

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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 3

**Unit Learning hours** 21

### Unit Overview and Main Outcomes

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

1. Understand the impact of different organisational structures on sales and marketing functions
  - a. Describe the features of different organisational structures
  - b. Explain the effect of different organisational structures on sales and marketing functions and their performance
2. Understand the interface between sales and marketing functions
  - a. Explain the role and responsibilities of sales personnel
  - b. Explain the role and responsibilities of marketing personnel
  - c. Describe areas of synergy between the sales and marketing functions
  - d. Describe the benefits of collaborative working to the performance of an organisation
  - e. Explain potential causes of friction between the sales and marketing functions
  - f. Describe mutually acceptable solutions to identified sources of friction
3. Understand the impact of sales and marketing on product development processes
  - a. Describe the product development process
  - b. Explain the role of sales and marketing in the product development process
  - c. Explain the market features and trends relating to a product or service
  - d. Describe the characteristics and benefits of a product or service
  - e. Explain the wants and needs of an organisation's customer base
  - f. Describe how to prepare a business case for a product or service
  - g. Describe how to forecast sales of a product or service
  - h. Explain the importance and use of customer feedback in relation to product development

### 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/508/2985 Principles of Online Selling

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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 3

**Unit Learning hours** 24

### Unit Overview and Main Outcomes

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

1. Understand how to plan online selling
  - a. Describe the characteristics of online selling
  - b. Describe how online selling fits into an overall sales and marketing strategy
  - c. Explain the requirements of multiple media to be used
  - d. Explain the strengths and limitations of different types of software used for online selling
  - e. Describe the use of click through tracking and cookies as a means of contributing to enhanced sales performance
  - f. Explain how to deal with 'undeliverables' and other system failures
2. Understand implementation issues in online selling
  - a. Explain the criteria for acquiring targets lists and databases
  - b. Explain the way in which media are selected to optimise sales
  - c. Describe the way in which sales/marketing messages are developed to engage customers
  - d. Describe the media through which sales/marketing messages are communicated to reach potential customers
3. Understand evaluation processes for inline selling
  - a. Explain how the success of online selling is measured
  - b. Explain the importance of cleansing data and the consequences of not doing so
  - c. Explain the value of customer feedback from online selling in improving future activities

**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/508/2984 Understanding Customers' Credit Worthiness for Sales Purposes

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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

1. Understand the process of assessing customers' creditworthiness
  - a. Explain the legal and regulatory requirements relevant to obtaining finance for customers
  - b. Explain the basis for calculating customers' borrowing needs
  - c. Explain the features and requirements of different sources of finance, eg. hire purchase, bank loans, leasing
  - d. Describe the information needed to be able to carry out credit searches
  - e. Explain the process for setting credit limits on customers
  - f. Describe the requirements of financial checks through banks, credit rating agencies and supplier references
  - g. Explain the actions to be taken if credit searches' findings are negative
  - h. Explain where to refer customers for financial assessment and/or advice
2. Understand how customers' ongoing credit status is monitored
  - a. Explain the importance of formal agreements with customers
  - b. Describe the different criteria customers' accounts are monitored against
  - c. Explain the actions to be taken with regard to changes in credit limits, spending patterns and the status of customer accounts

### 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/508/2983 Competitor Analysis in the Sales Environment

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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 2

**Unit Learning hours** 20

### Unit Overview and Main Outcomes

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

1. Understand the use of sales-related information
  - a. Describe how sales-related information is used to enhance sales performance (markets, volume, mix and value)
  - b. Explain the benefits and risks of using different sources of sales-related information
2. Understand the collection and storage requirements of sales-related information
  - a. Describe the advantages and disadvantages of different systems to gather sales-related information
  - b. Explain the importance of safe, secure and accessible data storage
  - c. Explain the importance of ensuring the currency and accuracy of sales-related information
  - d. Explain how to validate the sales-related information collected
3. Understand the use of tools and methods for analysing quantitative and qualitative sales-related information
  - a. Explain the use, strengths and limitations of different analytical software packages
  - b. Explain the differences between primary and secondary data
  - c. Describe the criteria against which competitor information is analysed and evaluated
  - d. Explain how to identify trends in sales and competitor related information
  - e. Describe the formats for presenting the analysis of sales-related information
4. Understand how the results of competitor analysis are used
  - a. Explain the findings of competitor analysis on sales potential and performance
  - b. Describe the impact of competitor activity on sales activities and plans
  - c. Explain the use of competitor information in the formulation of sales proposals
  - d. Explain who needs to know about competitor activity and why

### 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

## F/506/3828 The Impact of the Environment on a Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 20 hours

### Unit Overview and Main Outcomes

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

1. Understand environmental laws and regulations and their potential impact on business
  - a. Identify key environmental laws and regulations which apply to business, eg. those relating to emissions
  - b. Identify the enforcement agencies that have powers and responsibilities for environmental laws and regulations in relation to business
  - c. Explain the consequences of a business failing to comply with environmental laws and regulations
2. Understand how a business can comply with environmental laws and regulations
  - a. Identify sources of information on compliance with environmental laws
  - b. Explain why it is important for a business to use sources of advice about environmental laws and regulations
3. Understand how a business can develop effective environmental practices
  - a. Identify different ways in which a business could affect the environment
  - b. Describe the measure a business of own choice could take in order to adopt a more environmentally friendly stance
  - c. Explain how good environmental practices can benefit 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

J/616/6727

## Understanding Welfare at Work

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Guided Learning** 30 hours

### Unit Overview and Main Outcomes

This unit contains 6 learning outcomes which will support the learner to be able to:

1. Understand the health and safety requirements of workplace surroundings
  - a. Describe major and minor hazards in the workplace
  - b. Describe safety procedures including fire regulations and accident reporting
  - c. Describe a range of safe working practices in the workplace
2. Understand the main elements of Control of Substances Hazardous to Health (COSHH)
  - a. Describe the main COSHH regulations for the workplace
  - b. Describe the consequences of not applying the regulations
3. Understand how to prevent common accidents at work
  - a. Assess reasons for an accident situation
  - b. Describe action to prevent further injury
  - c. Identify measures to prevent further accidents
4. Understand how to respond to first aid incidents
  - a. Describe straightforward first aid treatments suitable for a range of situations
  - b. Describe when and how to call for emergency assistance, including the correct order of priorities/actions
5. Be able to demonstrate resuscitation techniques and the recovery position
  - a. Carry out correct resuscitation procedures
  - b. Use the recovery position
  - c. Adequately inflate lungs and correct position, rate and depth of cardiac massage
6. Be able to safely handle and move inanimate loads
  - a. Demonstrate safe practice in the following areas:
    - i. Pushing and pulling
    - ii. Supporting
    - iii. Lifting and lowering at a variety of levels
    - iv. Carrying a load
    - v. Safety checks of appropriate equipment
  - b. Describe situations when a moving and handling procedure should be stopped and help or guidance should be obtained



### 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/616/6728

## The Financial Impact of Returning to Work

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 1

**Guided Learning** 8 hours

### Unit Overview and Main Outcomes

This unit contains 1 learning outcome which will support the learner to be able to:

1. Understand how to assess the financial impact of moving into employment
  - a. Explain the positive and negative financial impact of moving into a specific job role
  - b. Identify benefits available to support people who gain employment
  - c. Check own eligibility for benefits for own circumstances
  - d. Describe the long-term benefits of being in employment compared to remaining on benefits

### 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/615/2291 Disclosing Offences

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**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:

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

### 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

## 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

## R/616/6729 The Entrepreneurial Mindset Required for Self-Employment

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 4

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand what is meant by entrepreneurship
  - a. Explain what is meant by the term entrepreneurship
  - b. Identify the skills required by entrepreneurs within a business environment
  - c. Explain the importance of the skills identified for the entrepreneur within a business environment
  - d. Describe the effect upon business of entrepreneurial activities
2. Be able to reflect on own interest in starting a business
  - a. Identify reasons why running a business may be in own interest
  - b. Identify types of business and business activities that may be most appealing
  - c. Estimate how much of own time, financial and personal commitment could be given to running a business
  - d. Estimate the level of income from running a business that may be needed to cover own personal financial needs
3. Be able to develop an entrepreneurial skill set
  - a. Complete a skill scan on own entrepreneurial skills against those identified earlier
  - b. Identify areas for improvement
  - c. Plan activities for own improvement against the areas identified taking into account:
    - i. Area to be improved
    - ii. Activity to be completed
    - iii. Timescales for activity to take place
    - iv. Method of reviewing the outcome of the 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

## L/506/3816 The Business Environment

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand the importance of the business environment
  - a. Explain what is meant by the business environment
  - b. Explain how a PESTLE analysis can support a business in understanding their business environment
  - c. Explain where a business could access information in order to help it complete a PESTLE analysis
2. Understand current trends that could affect a start-up business
  - a. Describe the current trends within the economy that could affect a business in terms of the following influences:
    - i. Political
    - ii. Economic
    - iii. Sociological
    - iv. Technological
    - v. Legal
    - vi. Environmental
  - b. Describe how the trends identified apply to a company of own choice in order to examine their business environment

### 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/506/3818 Creating a Vision for Your Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand how to identify and develop a new business idea
  - a. Explain how to identify new business opportunities
  - b. Identify a potential business idea that has the potential to be implemented
  - c. Describe how to take advantage of the potential new business opportunity identified
  - d. Identify the potential risks associated with the new business opportunity identified
  - e. Identify key milestones for the development of the business opportunity over a 1 year period
2. Understand the help and support that is available to businesses
  - a. Identify the informal sources of help and support available for a business
  - b. Identify the formal sources of help and support available 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



## R/506/3820 Researching a Market

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 6

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand the main types of market research used to make marketing decisions
  - a. Describe types of market research that a business can use
  - b. Explain how different market research methods have been used to make a marketing decision within a selected situation or business
2. Be able to plan and carry out research
  - a. Plan market research for a selected product/service
  - b. Conduct the planned research activity
3. Be able to analyse and interpret data gather from research
  - a. Interpret findings from the research presenting them in an appropriate format

### 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/506/3822 The Marketing Plan

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 20 hours

### Unit Overview and Main Outcomes

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

1. Understand how to market products or services in a business
  - a. Describe how to identify the market for the products or services of a business
  - b. Explain how to identify customer needs
  - c. Describe ways of identifying the competition
  - d. Describe how to check whether a business is reaching its market
  - e. Describe how to set marketing targets for a business
  - f. Identify what information would be needed to judge the marketing performance of a new business
2. Be able to plan marketing and promotional activities
  - a. Produce a marketing plan for a business and product/service of own choice ensuring to include the customer groups being targeted and the estimated costings involved in the activities contained within the plan

### 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/506/3819

## Financial Modelling and Forecasting

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 7

**Guided Learning** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand how finance is managed in a business context
  - a. Define income, expenditure, turnover and cash flow in a business context
  - b. Explain the difference between 'gross' and 'net' profit
  - c. Describe the financial records that should be kept by a business
  - d. Explain why it is important to keep financial records
  - e. Describe factors that affect cash flow in a business
  - f. Explain how to manage temporary cash shortfalls to avoid longer term effects on a business
2. Understand appropriate sources of business finance
  - a. Identify potential sources of finance that a start-up business could access
  - b. Describe the advantages and disadvantages of the sources of finance identified
3. Be able to estimate income and expenditure for a business
  - a. Identify the different types of ongoing expenditure for a business
  - b. Identify sources of income for a business
  - c. Input financial data accurately into financial documentation
  - d. Review income and expenditure for a twelve-month period 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

## H/506/3823 Preparing and Pitching a Business Plan

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 6

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand how to structure and produce a business plan
  - a. Identify a format and order of contents for presentation of a business plan
  - b. Produce a plan which shows the relationship between an opportunity and a business idea
2. Be able to review a business plan
  - a. Develop methods for collecting feedback from others on the structure and content of own business plan
  - b. Review own business plan drawing on views of others
  - c. Identify improvements to own plans based on the review
3. Be able to present a pitch for a business plan
  - a. Present a clear summary of the business plan
  - b. Make a persuasive and accurate case for the business plan that enlists the support of the audience

### 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/506/3824 Business Idea Creation Through Innovation and Creativity

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 20 hours

### Unit Overview and Main Outcomes

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

1. Understand innovation and creativity and their importance in business idea generation
  - a. Describe what is meant by innovation and creativity
  - b. Describe what is meant by opportunity scouting
  - c. Explain how business idea generation can be supported through opportunity scouting and innovation and creativity
2. Understand how competition can support a culture of innovation and creativity
  - a. Explain how a competitive business environment can support a business to adopt a culture of innovation and creativity
  - b. Describe how a business of own choice has made use of innovation and creativity in order to support them in a competitive business environment

### 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

## F/503/2966 Understand the Challenges and Risks of Starting a New Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

1. Know why vision and values are important to a new business
  - a. Describe what success for a potential business might look like
  - b. Identify what might be important and of personal value when running a business
  - c. Explain why having a vision and values are important to the success of a business
2. Understand the potential opportunities and risks in a new business
  - a. Explain how to identify new business opportunities
  - b. Describe how to take advantages of a potential new business opportunity
  - c. Identify the potential risks associated with a new business opportunity

### 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/503/2962 Understand How to Plan for a New Business

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand the factors to be considered when planning to start a business
  - a. Explain why it is important to identify the intended market for a new business
  - b. Explain why it is important to identify an image for a new business
  - c. Identify the different internal and external factors that can affect the success or failure of a new business
  - d. Describe the goals that could be set for different parts of a business in order to help it succeed
2. Understand the layout and purpose of a business plan
  - a. Identify the content and format that might be used in a business plan
  - b. Describe how the business plan can be used to help a business achieve its goals
3. Understand how to get information, help and advice when planning a business
  - a. Identify the different types of laws and regulations that can affect a new business
  - b. Explain how to access different types of information, help and advice that are relevant to planning a business
  - c. Describe the types of support that are available for people when planning 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

## M/503/2963 Understanding Business Relationships in a New Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Guided Learning** 16 hours

### Unit Overview and Main Outcomes

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

1. Understand the importance of business contacts
  - a. Describe why it is important for a new business to establish business contacts
  - b. Describe how business contacts may be identified for a new business
  - c. Identify which business contacts are most likely to be of help to a new business
2. Understand how to build positive business relationships
  - a. Identify ways to keep in touch regularly with potential business contacts
  - b. Identify ways of creating positive impressions and building rapport when meeting business contacts
  - c. Explain why it is important to keep commitments and act honestly in business relationships
  - d. Identify ways in which differences between people from various cultures or backgrounds can affect business relationships

### 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/650/4237 Principles of Marketing and Selling

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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 3

**Guided Learning** 24 hours

### Unit Overview and Main Outcomes

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

1. Understand how to identify and meet customer needs in a new business
  - a. Evaluate different methods of collecting information on customer needs in a new business
  - b. Explain how information can be used to analyse customer needs
  - c. Explain how competition might impact on ability to meet customer needs
  - d. Explain how to set and review business targets to meet the needs of different customer target groups
2. Understand how to market products or services in a new business
  - a. Explain how to market products or services for a new business idea
  - b. Explain why it is important set goals for marketing and sales against business targets
  - c. Explain how to develop criteria for monitoring marketing performance and success against targets
  - d. Describe how to set and review marketing targets for a new business
3. Understand how to plan for selling products or services
  - a. Assess the advantages and disadvantages of different methods of selling products or services
  - b. Explain the importance of setting sales targets for a new business
  - c. Explain the key elements required in a sales plan
  - d. Select an appropriate format for a sales plan

### 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/503/2964 Understanding Finance in a Business Context

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand ways of financing a new business
  - a. Identify the different types of costs associated with starting a business
  - b. Describe different ways of obtaining the money needed to start a business
2. Understand how finance is managed in a business context
  - a. Define income, expenditure, turnover and cash flow in a business context
  - b. Explain the difference between 'gross' and 'net' profit
  - c. Describe the financial records that should be kept by a business
  - d. Explain why it is important to keep financial records
3. Understand how cash flow is managed in a business
  - a. Describe the factors that affect cash flow in a business
  - b. Identify the features of a cash flow statement for a business
  - c. Explain how to manage temporary cash shortfalls to avoid longer term effects on a business
  - d. Explain how business cash flow can be monitored

### 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/503/2965 Understanding Negotiation of Deals in a New Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Guided Learning** 16 hours

### Unit Overview and Main Outcomes

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

1. Understand the importance of negotiation in a new business
  - a. Explain the role of negotiation in a business context
  - b. Describe who might be involved in negotiations, for example suppliers
  - c. Identify potential risks involved in negotiating deals
2. Understand how to negotiate deals for a business
  - a. Identify techniques which might be used to negotiate a deal for a business
  - b. Describe the skills needed for successful negotiation
  - c. Describe the stages in the process of negotiation for a mutually beneficial outcome
  - d. Describe the potential outcomes and consequences of negotiations 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

## J/616/6730 Recruitment for Business

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand what factors to consider when recruiting for a possible job vacancy in business
  - a. Identify the main responsibilities for a possible job vacancy
  - b. Identify the skills, knowledge, abilities and behaviours needed to perform these tasks
  - c. Identify current employment regulations that apply to recruiting people
  - d. Identify areas of best practice that apply to recruiting people although not a legal requirement, eg. genderless applications
  - e. Identify what type of terms and conditions of employment should be set for a job vacancy
2. Understand how to prepare an advertisement for a possible job vacancy
  - a. Identify different methods of advertising a job vacancy, compare costs and advantages and disadvantages of each
  - b. Identify the information, terms and conditions that should be included in job advertisements
3. Understand how to select an applicant for a possible vacancy
  - a. Identify methods for selecting and testing applicants for a vacancy
  - b. Identify appropriate, fair and legal questions that could be used within a selection process
  - c. Identify appropriate, fair and legal selection criteria that can be used within a selection 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

## L/616/6731 Choosing Premises for a Business

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Understand the importance of premises to a business
  - a. Identify the uses and features, eg. size, access and facilities, required to meet the needs of a business of your choice whether own or an existing business
  - b. Consider the ways in which the choice of business premises might or has impacted on the running of the business
2. Understand how to choose suitable premises for meeting business needs
  - a. Identify up-to-date and reliable sources of information and advice on potential business premises
  - b. Identify the types of costs, terms and conditions and legal requirements involved in finding and purchasing/leasing premises 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

## R/616/6732 Legal Requirements for Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 3

**Unit Learning hours** 20 hours

### Unit Overview and Main Outcomes

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

1. Understand the different legal statuses available for a business
  - a. Identify different types of legal statuses available to a business
  - b. Identify the advantages and disadvantages of the different types of legal statuses identified
  - c. Identify the steps that need to be taken to register a business legally with the appropriate authorities including gaining a Unique Tax Reference (UTR)
2. Understand how to comply with legal requirements of setting up and running a business
  - a. Identify general legal requirements that might impact on the starting and running of a business
  - b. Identify specific legal requirements that might impact on a specific type of business whether it be own business or one of own choice
  - c. Identify sources of support to understand the legal requirements for starting and running a business and how to comply with them

### 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/505/0896 Promotion of Products and Services Through Social Media

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 6

**Unit Learning hours** 40 hours

### Unit Overview and Main Outcomes

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

1. Know the benefits of using social media to conduct market research
  - a. Describe how social media can be used to conduct market research for a product or service
  - b. Describe the benefits of using social media for conducting market research for a product or service
2. Know the benefits and risks of promoting a product or service through social media
  - a. Describe how social media is used to promote products or services
  - b. Describe the benefits of using social media to promote a product or service
  - c. Describe the risks of using social networks to promote a product or service
3. Know how social media applications are used
  - a. Identify common social networking sites
  - b. Describe what is meant by an online identity
  - c. Describe ways in which social networks can be accessed
  - d. Identify the guidelines and ethical considerations concerning the use of social networks
4. Create a social networking profile for a product or service
  - a. Use a social media application template to create a profile for a product or service
  - b. Choose secure passwords for social media accounts
  - c. Set appropriate privacy levels for social media accounts
  - d. Upload digital media content to a social media site to promote a product or service
  - e. Add contacts to a social media profile
  - f. Demonstrate how to recognise and avoid common online scams
5. Use a social network to communicate with others to promote a product or service
  - a. Send messages to others using social media to promote a product or service
  - b. Create a group in a social media site to share product or service information
  - c. Post comments to a social network to promote a product or service



### 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/616/6667 Keeping on Top of Finances as a Subcontractor

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**Unit Status** Optional

**Unit Level** 2

**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:

1. Be able to determine how much money is needed to live on
  - a. Identify potential outgoings for own household and the potential income required to cover the outgoings identified
  - b. Present this information in a suitable format of own choosing, eg. personal survival budget
2. Be able to estimate weekly earning as a subcontractor
  - a. Define what is meant by the terms 'gross pay' and 'net pay'
  - b. Identify the estimated gross and net pay amounts for a work role appropriate to own aspirations
  - c. Identify the shortfall or surplus of the potential earnings for the work role compared to projected household outgoings
  - d. Describe methods of managing any potential shortfalls in earnings compared to projected household outgoings
3. Be prepared for annual HMRC self-assessment
  - a. Identify the legal requirements for HMRC self-assessment including information requirements and key deadlines that should be met
  - b. Describe the methods for the completion and submission of an HMRC self-assessment
  - c. Describe the consequences of not meeting the HMRC self-assessment 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

## H/616/6668 Getting and Keeping Subcontracting Work in the Construction Sector

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Unit Learning hours** 30 hours

### Unit Overview and Main Outcomes

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

1. Understand where to find subcontracting work
  - a. Identify where to locate potential sub-contracting vacancies
  - b. Identify the methods normally used to apply for sub-contracting vacancies
2. Understand how to win work
  - a. Produce a CV, or other appropriate forms of information, to aid an application to a given vacancy or one of own choosing ensuring that behaviours, knowledge and skills appropriate to the vacancy are included
3. Understand how to access CSCS cards and health, safety and environment testing
  - a. Identify the training required prior to gaining access to a work site, eg. health and safety certification, CSCS, first aid, etc.
  - b. Identify how to access the training and the associated costs and time requirements
  - c. Choose the most appropriate provider to meet own requirements and explain why
4. Understand commercial insurances
  - a. Identify the insurance cover types a subcontractor should have prior to starting on a work site
  - b. Identify the insurance cover types a site owner should have prior to employing sub-contractors on a work site
5. Understand how to keep the work once won
  - a. Describe how to create a good first impression and the importance of doing so when starting a new job on a work site
  - b. Explain what is meant by a 'good working relationship' and why it is important to helping retain work once it has been won

**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/500/4604

## Develop Your Business Idea

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 1

**Unit Learning hours** 10

### Unit Overview and Main Outcomes

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

- 1 Understand how to develop your business ideas
  - 1.1 Identify and compare potential business ideas
  - 1.2 Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable
- 2 Understand the market for your business idea
  - 2.1 Describe the market for your business idea
  - 2.2 Identify any potential competitors and check if there is a gap in the market
  - 2.3 Identify market and business trends that are likely to affect your business 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

## R/503/8867 Produce and Implement a Business Plan for a Business

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**Unit Status** Mandatory

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

- 1 Produce business plans for a business
  - 1.1 Identify a format and order of contents for presentation of a business plan
  - 1.2 Produce a plan which shows the relationship between an opportunity, a business idea and requirements for own business
  - 1.3 Justify the choice of targets outlined in business plan for own business
- 2 Implement business plans for a business
  - 2.1 Specify the steps needed to put the business plan into action
  - 2.2 Communicate the plan to others whose support is required to develop own business
  - 2.3 Review business plan using feedback from others whose support is required to develop own 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

## J/503/8879 Comply with Business Legal Requirements

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**Unit Status** Optional

**Unit Level** 2

**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:

- 1 Select a legal status for a business
  - 1.1 Identify different types of legal status available to a business
  - 1.2 Review the advantages and disadvantages of the different types of legal status available to a business
  - 1.3 Justify the choice of legal status for own business
- 2 Comply with legal requirements of setting up and running a business
  - 2.1 Identify legal requirements that might affect own business
  - 2.2 Review the impact of legal requirements on setting up and running own business
  - 2.3 Develop ways to assist in own business complying with legal requirements
  - 2.4 Specify what help is available to assist own business in complying with legal 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



## H/503/2961 Principles of Marketing and Selling in a New Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

- 1 Understand how to identify and meet customer needs in a new business
  - 1.1 Explain how to identify customer needs for a new business
  - 1.2 Describe ways of identifying the competition
  - 1.3 Describe how to set business targets to meet the needs of different customer target groups
  - 1.4 Explain why it is important to continually improve business products or services
- 2 Understand how to market products or services in a new business
  - 2.1 Describe how to identify the market for the products or services of a new business
  - 2.2 Describe how to check whether a new business is reaching its market
  - 2.3 Describe how to set marketing targets for a new business
  - 2.4 Identify what information would be needed to judge the marketing performance of a new business
- 3 Know how to prepare for selling products or services
  - 3.1 Identify different ways of selling business products or services
  - 3.2 Describe how to set a sales target for a potential product or service, including when, how and where it might be sold

### 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/503/2960

## Personal Skills and Abilities to Start a Business

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 2

**Unit Learning hours** 16

### Unit Overview and Main Outcomes

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

- 1 Reflect on own interest in starting a business
  - 1.1 Identify reasons why running a business may be in own interest
  - 1.2 Identify types of business and business activities that may be most appealing
- 2 Identify personal development needs in relation to running own business
  - 2.1 Identify types of knowledge, skills and qualities that are needed to run own business
  - 2.2 Identify any gaps in own knowledge, skills and qualities for running a business
  - 2.3 Explain the action that could be taken to develop own skills and abilities in order to run a business
- 3 Reflect on the rewards and commitments of running own business
  - 3.1 Estimate how much of own time, financial and personal commitment could be given to running a business
  - 3.2 Estimate the level of income from running a business that may be needed to cover own personal financial needs
  - 3.3 Identify the potential rewards and benefits that could be experienced from running own 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

## Annex

The following pages provide documentation supplied for your use in the delivery of this qualification. We do not mandate the use of this documentation but if you choose to not make use of it then it is expected that you have the necessary documentation in place which meets the minimum requirements in order to allow delivery to take place in an effective and efficient manner.

## Learner Registration Form

<b>Full Name (as will appear on certificate)</b>	
<b>Title (delete as appropriate)</b>	Mr/Mrs/Miss/Ms/Dr/Prof
<b>Home Address</b>	
<b>Telephone Number</b>	
<b>Email Address</b>	
<b>Unique Learner Number (centre to source and enter this information)</b>	
<b>Qualification/Unit Title</b>	

<b>Date of Birth</b>		
<b>Gender (delete as appropriate)</b>	Male/Female	
<b>Disability (delete as appropriate)</b>	Yes/No/Not Stated	
<b>Ethnicity (tick as appropriate)</b>	Asian Bangladeshi	
	Asian Indian	
	Asian Pakistani	
	Any Other Asian Background	
	White and Black Caribbean	
	White and Black African	
	Asian and White	
	Any Other Mixed Background	
	Black African	
	Black Caribbean	
	Any Other Black Background	
	White British	
	White English	
	White Irish	
	White Scottish	
	White Welsh	
	Any Other White Background	
	Chinese	
	Other	

## Assessment Plan

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title(s)</b>	
<b>Date of Plan</b>	
<b>Next Review Date</b>	

**Feedback on previous planned tasks (to be used to explain the tasks that have been completed, how well the learner has performed and how much of the qualification has been achieved to date)**

--

<b>Unit Reference Number</b>	<b>Description of task to be completed including any preparation requirements</b>	<b>Target Date</b>
Naturally occurring evidence may be used as appropriate but this will not be the main form of evidence generation		

<b>Learner Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>IQA Signature (if sampled)</b>		<b>Date:</b>

## Assessment Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Date of Assessment</b>	
<b>Evidence Reference Number</b>	

Tick one or more options below to indicate the method of assessment used

<b>Professional Discussion</b>	<input type="checkbox"/>	<b>Observation</b>	<input type="checkbox"/>	<b>Questioning</b>	<input type="checkbox"/>	<b>Product Evidence</b>	<input type="checkbox"/>
<b>Other (please specify)</b>							

Use the space below to provide a full account of the assessment carried out	Criteria covered by assessment

Use the space below to provide a full account of the assessment carried out	Criteria covered by assessment

Use this space to provide feedback to the learner:

--

Learner Signature		Date:
Assessor Signature		Date:
IQA Signature (if sampled)		Date:

## Witness Testimony Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Witness Name</b>	
<b>Relationship to Learner</b>	
<b>Date of Witness Testimony</b>	
<b>Evidence Reference Number</b>	

Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment



Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment

Use this space to provide feedback to the learner:

Learner Signature		Date:
Assessor Signature		Date:
Witness Signature		Date:
IQA Signature (if sampled)		Date:

## Evidence Matrix Record

<b>Learner Name</b>		<b>Assessor Name</b>	
<b>IQA Name</b>		<b>Unit Number</b>	

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)													

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)													

I confirm that the evidence above meets the requirements of the unit in full and is the work of the learner. The evidence is also authentic, sufficient, valid and current to the standards required and the unit is now ready to be signed off as complete.

<b>Learner Signature</b>		<b>Date</b>	
<b>Assessor Signature</b>		<b>Date</b>	
<b>IQA Signature (if sampled)</b>		<b>Date</b>	

## Summative Statement

<b>Learner Name</b>	
<b>Qualification/Unit Title</b>	

## Learner Statement

I confirm that all of the evidence presented in relation to the above qualification/unit has been produced by myself and meets the requirement of being authentic, sufficient, valid and current to the standards required.

<b>Learner Signature</b>		<b>Date:</b>
--------------------------	--	--------------

## Assessor Statement

I confirm that I have assessed all of the work produced and have ensured that the work is that of the above learner. I have ensured that during the learning process the evidence is authentic, sufficient, valid and current to the standards required.

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

<b>IQA Signature (if sampled)</b>		<b>Date:</b>
-----------------------------------	--	--------------

## Internal Quality Assurance Sampling Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title(s)</b>	
<b>Date of Sample</b>	
<b>Next Sample Date (if applicable)</b>	

<b>Type of sampling activity completed (tick at least one option on each of the first two rows):</b>					
<b>Interim sampling</b>		<b>Summative sampling (certification can be claimed)</b>		<b>Summative sampling (folder referred for actions)</b>	
<b>Folder check</b>		<b>Observation of delivery (observation report attached)</b>		<b>Learner interview (interview record attached)</b>	
<b>Other (please detail):</b>					

<b>Assurance of the assessment process (tick at least one option for each question):</b>	<b>Yes</b>	<b>No</b>
Has an initial assessment taken place?		
Has an assessment/development plan been agreed with the learner?		
Is the Assessor recording assessment outcomes after each assessment has taken place and providing the learner with feedback?		
Has the Assessor confirmed authenticity, sufficiency, accuracy, consistency and validity whilst assessing the evidence?		
Are the learner's assessment/development records being updated and completed on an ongoing basis?		

**Action points/feedback to the Assessor:**

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

<b>Actions complete (folder not ready for certification)</b>		<b>Actions complete (folder can be claimed for certification)</b>	
--	--	---	--

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

## Learner Interview Record

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title</b>	
<b>Date of Interview</b>	

<b>Interview Questions:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Did the Assessor explain the requirements of the programme and assessment methods at induction?			
Did the Assessor explain the appeals, the complaints and the whistleblowing procedures?			
Did the Assessor explain the quality assurance process and the part that the IQA, Awarding Organisation and Regulator play within this?			
Did anyone find out about any training you needed and organise for this to take place?			
Did the Assessor agree an assessment plan so that you understood what is required, by when and why in order to achieve the qualification?			
Did the Assessor consider your prior learning and experience in the development of the assessment plan?			
Did the Assessor review and update assessment plans to provide clear structure and guidance to you for the completion of the qualification?			
Do you feel you have received the required support to complete the required assessments?			
Do you feel you can discuss disagreements with assessment decisions with the Assessor?			
Do you feel the qualification will help you in the future?			
Have you been provided with advice and guidance on what you could progress to after the completion of this qualification?			
<b>Any other comments:</b>			

<b>Learner Signature</b>		<b>Date:</b>
<b>IQA Signature</b>		<b>Date:</b>

# SFEDI®AWARDS

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