

**Learner Unit Achievement Checklist**

**SEG Awards Level 2 Award in Employability**

**600/9282/8**

###### SEG Awards Level 2 Award in Employability

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/600/3717 Applying for Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the different ways of applying for jobs and what is involved in each approach. |  |  |  |  |
| **2.1** Produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills.  **2.2** Modify a CV for a specific purpose, including all relevant information. |  |  |  |  |
| **3.1** Describe the range of information required in a covering letter to meet the needs and expectations of employers.  **3.2** Produce a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register.  **3.3** Adapt the letter appropriately for both a direct and a speculative approach. |  |  |  |  |
| **4.1** Read the job requirements and specifications and describe the range of information required.  **4.2** Describe own skills and experience relevant to the job specifications and prepare draft text.  **4.3** Complete the form providing the information requested and the level of detail required.  **4.4** Present the information in a style and register appropriate to the audience.  **4.5** Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary. |  |  |  |  |

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**A/600/3718 Building and Managing Workplace Relationships**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace.  **1.2** Describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace. |  |  |  |  |
| **2.1** Describe examples of aggressive, passive and assertive behaviour in workplace situations.  **2.2** Describe the potential impact of these different behaviours on workplace relationships.  **2.3** Demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations. |  |  |  |  |
| **3.1** Demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations.  **3.2** Describe how constructive criticism can benefit an individual and contribute to their personal development and growth.  **3.3** Demonstrate how to respond to constructive criticism in an open and non- defensive way. |  |  |  |  |
| **4.1** Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace. |  |  |  |  |

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**F/600/3719 Communication in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the importance and benefits of positive verbal communication with colleagues in the workplace.  **1.2** Describe the importance and benefits of positive verbal communication with customers/clients.  **1.3** Describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction.  **1.4** Describe the importance of clarity, tone and manner when communicating by telephone. |  |  |  |  |
| **2.1** Demonstrate appropriate and inappropriate ways of communicating verbally.  **2.2** Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication.  **2.3** Listen and respond to others, acknowledging their right to hold opinions that differ from own. |  |  |  |  |
| **3.1** Produce written business communications in at least two formats, using language, tone and register appropriate to the recipient and the formality of the situation. |  |  |  |  |

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**J/507/7083 Critical Thinking**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment | |
| **1.1** Identify differing types of arguments.  **1.2** Give examples of simple explanatory arguments.  **1.3** Give examples of arguments which justify decisions about action.  **1.4** Give examples of commonly held: assumptions stereotypes biases.  **1.5** Describe why different standards are applied to evaluating arguments. |  |  |  |  | |
| **2.1** Present an argument in a clear, logical, coherent way.  **2.2** Identify critical analysis in a group discussion. |  |  |  |  | |
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**T/600/3720 Customer Care**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the key principles of good practice in customer care.  **1.2** Describe the benefits to an organisation of good customer care.  **1.3** Describe the possible consequences to an organisation of poor customer care.  **1.4** Identify methods used to measure level of customer care in an organisation. |  |  |  |  |
| **2.1** Describe appropriate methods and systems to communicate effectively with customers.  **2.2** Demonstrate appropriate ways of communicating with customers verbally and non-verbally, face-to-face, by telephone and in written correspondence |  |  |  |  |
| **3.1** Describe common customer problems.  **3.2** Describe measures designed to deal with customer problems.  **3.3** Describe best practice in dealing with complaints from customers. |  |  |  |  |
| **4.1** Identify the key reasons for obtaining customer comments.  **4.2** Describe how customer comments on service may be obtained.  **4.3** Describe procedures for instigating change as a result of customer comments.  **4.4** Outline methods of evaluating changes made. |  |  |  |  |

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**L/507/7084 Decision Making Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the decision making process. |  |  |  |  |
| **2.1** Identify different types of decisions that could be reached by a group. |  |  |  |  |
| **3.1** Describe different decision making styles.  **3.2** Discuss the strengths and weaknesses of each.  **3.3** Participate in a given situation requiring decision making skills. |  |  |  |  |

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**A/600/3721 Developing Enterprise Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the selected product or service and give reasons for choice.  **1.2** Describe the target market for the product or service.  **1.3** Describe the main competitors and assess risk. |  |  |  |  |
| **2.1** Devise an action plan describing each stage of the enterprise activity.  **2.2** Identify resources and set targets for completion.  **2.3** Obtain feedback from others on plan and amend where appropriate.  **2.4** Describe potential risks to the activity. |  |  |  |  |
| **3.1** Run the activity, putting the plan into action and monitoring at each stage.  **3.2** Review the action plan, suggesting alternative ways to achieve objectives where necessary. |  |  |  |  |
| **4.1** Describe the strengths and weaknesses of the enterprise activity and the impact these had on the success or failure of the activity.  **4.2** Describe lessons learnt and how these would affect future enterprise activities undertaken.  **4.3** Assess own role in the activity and identify skills and/or knowledge acquired and areas for own future development. |  |  |  |  |

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**F/600/3722 Developing Meeting Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a range of reasons and purposes for holding meetings.  **1.2** Describe how meetings differ depending on their nature and purpose, size, the people involved and the organisational culture. |  |  |  |  |
| **2.1** Describe key aspects of the meeting process and procedures.  **2.2** Describe the importance of having an agenda.  **2.3** Describe the structure of a conventional agenda.  **2.4** Describe the types of information and documentation that may be needed at a meeting.  **2.5** Describe the importance of taking notes and recording outcomes and decisions.  **2.6** Describe the role of the Chair in a meeting.  **2.7** Give examples of acceptable and unacceptable behaviours in a meeting. |  |  |  |  |
| **3.1** Make clear contributions to a meeting which are relevant to the point in discussion.  **3.2** Listen to others’ contributions without interrupting.  **3.3** Communicate in a style appropriate to the purpose and level of formality of the meeting. |  |  |  |  |

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**R/507/7118 Developing Personal Confidence and Self Awareness**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a situation when s/he felt confident and how s/he behaved in this situation.  **1.2** Describe a situation when s/he lacked confidence and how s/he behaved in this situation.  **1.3** Describe how s/he prepares for situations where s/he lacks confidence.  **1.4** Describe how our own behaviour can influence another person’s perception of us. |  |  |  |  |
| **2.1** Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation.  **2.2** Describe examples of behaviour which would be inappropriate in a social situation and explain why.  **2.3** Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations. |  |  |  |  |
| **3.1** Describe what makes her/him feel stressed.  **3.2** Describe ways in which s/he deals with feeling stressed, using examples from specific situations.  **3.3** Describe a range of techniques which can help reduce stress.  **3.4** Describe how certain stress reducing techniques might be more effective in different situations. |  |  |  |  |
| **4.1** Describe the significance for him/her of one selected goal.  **4.2** Produce an action plan which identifies stages in meeting goals.  **4.3** Select and record achievements which have led to attainment of the goal.  **4.4** Describe how both goal setting and achievement have contributed to own self-confidence. |  |  |  |  |

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**J/600/3723 Improving Own Performance**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe areas of work s/he enjoys and/or feels s/he is good at.  **1.2** Describe areas of work s/he feels less confident about.  **1.3** Describe areas of own work s/he would like to improve, giving reasons. |  |  |  |  |
| **2.1** Produce a plan to improve performance in a number of areas, using a suitable format.  **2.2** Set realistic short term targets for improvement on the basis of existing strengths, aptitudes and skills.  **2.3** Consider differing demands on time when setting targets.  **2.4** Describe actions they will take to meet the targets.  **2.5** Identify possible obstacles and ways of overcoming them.  **2.6** Manage time and other resources in order to achieve targets.  **2.7** Use feedback from others to aid progress towards targets. |  |  |  |  |
| **3.1** Describe progress made in meeting targets and improving own performance.  **3.2** Review and revise the plan, accordingly, suggesting alternative ways to achieve targets where necessary. |  |  |  |  |

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**F/507/7132 Interpersonal Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe own strengths and skills.  **1.2** Describe how the identified strengths and skills could be transferred to different roles.  **1.3** Describe ways of improving own time management. |  |  |  |  |
| **2.1** Identify signs and symptoms of stress in self.  **2.2** Describe strategies for managing own stress. |  |  |  |  |
| **3.1** Describe different types of criticism.  **3.2** Describe real situations showing the use of appropriate criticism. |  |  |  |  |
| **4.1** Describe the application of body language in real situations. |  |  |  |  |
| **5.1** Describe how to respond to: aggressive behaviour passive behaviour assertive behaviour.  **5.2** Describe real situations which illustrate confident behaviour. |  |  |  |  |

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**L/600/3724 Interview Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe how s/he would prepare for an interview, including techniques for dealing with anxiety.  **1.2** Describe how to research and identify information on an employer that may be useful for interview.  **1.3** Identify a range of possible interview questions and suggest suitable answers.  **1.4** Describe appropriate dress for an interview and why this is important.  **1.5** Prepare a range of questions to ask at interview to find out more about the job, organisation, course or placement. |  |  |  |  |
| **2.1** Present and conduct self appropriately in a mock interview situation, using appropriate verbal and non-verbal skills (for example, eye contact, posture, etc).  **2.2** Assess own performance, respond to feedback and identify areas for further development. |  |  |  |  |

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**J/507/7150 Learning from Volunteering**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify a range of personal goals for volunteering. |  |  |  |  |
| **2.1** Describe ways in which volunteering opportunities may be found.  **2.2** Select a volunteering opportunity.  **2.3** Assess own skills and interests.  **2.4** Describe how these meet the needs of the organisation.  **2.5** Apply for a volunteering opportunity. |  |  |  |  |
| **3.1** Complete a voluntary work placement.  **3.2** Describe the personal benefits of undertaking voluntary work. |  |  |  |  |
| **4.1** Describe the employability skills gained and/or improved through volunteering.  **4.2** Identify how these could be transferred to other voluntary or paid work placements. |  |  |  |  |

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**R/600/3725 Operating in a Work Environment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the main purpose of the organisation.  **1.2** Describe the most important activities undertaken by the organisation.  **1.3** Describe the organisational and management structure, including departments and their functions.  **1.4** Describe how information is gathered and communicated across the organisation. |  |  |  |  |
| **2.1** Describe own role and activities, and the agreed limitations to own responsibilities.  **2.2** Carry out tasks as directed, following instructions where appropriate and requesting guidance if necessary. |  |  |  |  |
| **3.1** Maintain personal presentation at work and behave within agreed standards consistently.  **3.2** Meet timekeeping and attendance requirements, following the organisational procedures if there are unavoidable difficulties. |  |  |  |  |
| **4.1** Describe the main safety hazards in the work placement, the precautions to address them and how to report them.  **4.2** Describe the organisation’s procedures in the event of an accident or emergency.  **4.3** Describe the location of the First Aid Box and its main contents.  **4.4** Describe how to use key safety equipment, for example fire extinguisher.  **4.5** Work in a way that does not endanger self or others. |  |  |  |  |
| **5.1** Monitor own development and experiences, including positive achievements, key incidents, lessons learnt and skills acquired.  **5.2** Describe how previous learning helped them in their work.  **5.3** Identify areas for own further development in order to enhance future employment opportunities. |  |  |  |  |

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**Y/600/3726 Oral Presentation Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify and locate different sources of information relevant to the topic of presentation.  **1.2** Prepare a plan and/or notes that reflect appropriate content and structure for the task. |  |  |  |  |
| **2.1** Introduce topic clearly.  **2.2** Present material logically, linking ideas together.  **2.3** Present an effective conclusion.  **2.4** Explain key concepts.  **2.5** Use appropriate evidence to support ideas, arguments and opinions presented. |  |  |  |  |
| **3.1** Speak audibly, using tone and register appropriate to audience and level of formality.  **3.2** Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest.  **3.3** Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate. |  |  |  |  |
| **4.1** Listen attentively, and respond to, questions and points raised by the audience. |  |  |  |  |
| **5.1** Describe strengths and weaknesses of own presentation.  **5.2** Identify areas for improvement in presentation skills. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/507/7179 Personal and Social Responsibility**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a situation where they have taken responsibility for actions and decisions made.  **1.2** Comment on a situation where they or another person were not aware of the implications of an action.  **1.3** Discuss how own decisions affect others. |  |  |  |  |
| **2.1** Describe the key features of the Universal Declaration of Human Rights.  **2.2** Identify examples of the denial of human rights.  **2.3** Comment on the responsibilities that these human rights demand.  **2.4** Explain how these responsibilities relate to the requirements of the Declaration. |  |  |  |  |
| **3.1** Describe situations where opinions may be based on personal/cultural beliefs or values.  **3.2** Discuss how the beliefs or values might cause problems.  **3.3** Describe ways the problems might be resolved in these situations. |  |  |  |  |
| **4.1** Describe the difference between a value judgement and a matter of fact.  **4.2** Comment on the main arguments for/against the following: right to life existence of God a contemporary issue.  **4.3** State opinion on each of the following: right to life existence of God a contemporary issue. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/600/3727 Personal Money Management**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify items of personal income and expenditure.  **1.2** Describe how these may be affected by changing circumstances. |  |  |  |  |
| **2.1** Record weekly and monthly income and expenditure in a clear format. |  |  |  |  |
| **3.1** Identify the problems of living on a restricted budget.  **3.2** Describe the advantages and disadvantages of possessing credit, debit and charge cards. |  |  |  |  |
| **4.1** Identify the differences between, and uses of: current accounts savings accounts mortgage loans other types of loans |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/600/3729 Personal Presentation in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a range of dress and appearance conventions and their appropriateness for different work settings. |  |  |  |  |
| **2.1** State why it is important to make a good first impression.  **2.2** Describe ways of creating a positive impression when meeting, speaking and writing to people for the first time. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/600/3730 Recognising Leadership Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify key characteristics and qualities of leadership and describe why they are important. |  |  |  |  |
| **2.1** Describe examples of skills required for leadership.  **2.2** Assess how own skills and qualities match to those required for leadership.  **2.3** Describe the ways in which a leader motivates and organises a team.  **2.4** Describe the role of communication skills in being an effective leader. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**H/600/3731 Recognising Prejudice and Discrimination**

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| --- | --- | --- | --- | --- |
| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they can and do lead to discrimination. |  |  |  |  |
| **2.1** Identify examples of discriminatory language and describe the effect of this language on individuals and society.  **2.2** Identify examples of discriminatory behaviour and describe the effect of this behaviour on individuals and society. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/600/3732 Researching Employment Opportunities**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the key characteristics of: paid employment unpaid work self-employment.  **1.2** Describe the benefits of each type of work. |  |  |  |  |
| **2.1** Describe the range of sources of job opportunities and employment.  **2.2** Assess the different sources of job vacancies and select the most appropriate for own purposes. |  |  |  |  |
| **3.1** Search chosen sources to identify suitable job vacancies.  **3.2** Describe how own skills and experience match the requirements of the positions selected.  **3.3** Contact the relevant organisations to request further details and/or an application form. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/600/3733 Responsible Work Practice**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe at least three things that motivate people in the workplace.  **1.2** Explain the impact on a team/organisation of a lack of motivation on the part of individuals. |  |  |  |  |
| **2.1** Describe why punctuality and reliability is important in the workplace.  **2.2** Describe strategies for maintaining punctuality. |  |  |  |  |
| **3.1** Describe the advantages to self and others of managing own time effectively.  **3.2** Assess strengths and weaknesses in own time management.  **3.3** Describe strategies that can be used to manage time to deal with pressure and meet deadlines.  **3.4** Identify at least three examples of time- wasting behaviour and describe how they can impact on others. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/600/3734 Rights and Responsibilities in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the function of at least four different policies that an organisation should have in place.  **1.2** Explain why it is important that these policies are implemented. |  |  |  |  |
| **2.1** Explain the purpose of the main sections of a written contract of employment.  **2.2** Describe ways in which an employee may breach a contract of employment.  **2.3** Describe possible outcomes of a breach of contract. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/600/3735 Self Development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment | |
| **1.1** Describe at least two: achievements and how they were achieved interests and how they were pursued.  **1.2** Describe how each of the above has contributed to own development and current situation. |  |  |  |  | |
| **2.1** Describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training.  **2.2** Describe own areas for further development and explain why they need to be improved and how they could be improved.  **2.3** Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice. |  |  |  |  | |
| **3.1** Describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style. |  |  |  |  | |
| **4.1** Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities.  **4.2** Describe why the goals are relevant to own current situation and to available opportunities |  |  |  |  | |
| **5.1** Produce an action plan which: Identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed). Incorporates a checklist of actions to be taken towards personal goals. Timetables the actions to be undertaken. |  |  |  |  | |
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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/600/3736 Solving Problems in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a range of problems which may be encountered in the workplace and the different reasons for them  **1.2** Identify the cause of a problem.  **1.3** Describe a range of factors which might influence/limit solutions to a problem. |  |  |  |  |
| **2.1** Discuss a problem with others and consider and assess other points of view to inform decision making.  **2.2** Use information from other sources to explore new and creative ways of problem solving. |  |  |  |  |
| **3.1** Assess potential solutions to a problem and make recommendations in discussion with others.  **3.2** Select and implement an agreed solution to a problem.  **3.3** Assess to what extent the action taken addressed the problem, describing what worked well and what could have been done differently. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**J/600/3737 Teamwork Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Participate constructively in discussion and negotiation to agree a group contract which identifies acceptable standards of behaviour.  **1.2** Explain the importance for all members of the team to adhere to the contract. |  |  |  |  |
| **2.1** Describe how the different skills and strengths people bring to a team affects the different roles they take on.  **2.2** Assess own skills and strengths in relation to a specific task.  **2.3** Negotiate and reach agreement with other members of the team on the different roles each individual will take on, in relation to a specific task.  **2.4** Participate constructively in discussion and negotiation to agree the objectives and plan activities in relation to a specific task.  **2.5** Describe own and other team members’ responsibilities in relation to a specific task. |  |  |  |  |
| **3.1** Carry out own role and responsibilities to the agreed standard and timescales.  **3.2** Conform consistently to the terms of the group contract.  **3.3** Give and respond to any advice and/or criticism constructively. |  |  |  |  |
| **4.1** Assess own and other group members’ contributions to fulfilling the requirements of the task.  **4.2** Reflect on and discuss constructively with other team members how effectively the team worked.  **4.3** Identify any examples of conflict that arose during the activity and how the issues were resolved.  **4.4** Describe ways in which the team could improve the way they work together. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/600/3738 Understanding Change in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the changes and new directions that can occur within an organisation and the possible reasons for those changes.  **1.2** Describe different ways in which people can respond to those changes. |  |  |  |  |
| **2.1** Describe opportunities that can arise as a result of change in an organisation.  **2.2** Describe the importance of training and development in times of change. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**R/600/3739 Understanding Structures in the Workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the purpose of Mission Statements and company values.  **1.2** Describe how an organisation’s main objectives can determine its structure. |  |  |  |  |
| **2.1** Describe how information can be gathered and passed on within an organisation.  **2.2** Explain the need for effective communication within a team.  **2.3** Describe the potential outcomes of poor communication within and across teams in an organisation. |  |  |  |  |
| **3.1** Describe different decision-making processes and how they are influenced by organisational structure.  **3.2** Describe at least two methods of decision- making in the workplace, for example consensus, hierarchy. |  |  |  |  |

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