

# SEG Awards Level 2 Award in Employability

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## Qualification Guidance

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Level 2 Award – 600/9282/8

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## About Us

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At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Online Registration System](#)

### Sources of Additional Information

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The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### Specification Code, Date and Issue Number

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The specification code is A9939-02.

Version	Date	Details of change
1.0	December 2015	Published in new format
1.1	February 2017	Qualifications Extended
1.2	October 2017	Operational End / Certification End dates added
1.3	April 2018	Certification End date update
1.4	May 2018	Extension to Level 1 and Level 2 Awards
1.5	August 2018	Published in new format
1.6	March 2019	Review Dates updated
1.7	July 2019	Updated logo & website link
2.0	March 2020	New and updated qualification guide

2.1	February 2023	Update to branding and operational end date set
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This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

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The SEG Awards Level 2 Award in Employability has been designed to prepare learners to develop a range of employability skills, building self-confidence and motivation to seek, secure and sustain meaningful employment.

It provides them with important skills, attributes, behaviours and values required to enter and succeed in the world of work.

## Pre-requisites

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There are no specific entry requirements to study for these qualifications.

This qualification is designed for any learners who wish to improve their ability to engage in the job seeking process and develop the skills and knowledge to help them make a success of their employment opportunities. This could include those:

- preparing to enter employment for the first time
- unemployed/unwaged and seeking to improve their employability for a return to work
- not in education, training or employment
- serving or having recently served a custodial or community sentence and need intensive preparation for employment
- recent left school leavers or have little or no previous experience of employment

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification at the appropriate level for the learner.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

**Level 2 Award in Employability:** Learners must achieve 3 credits from any of the units below. There are no mandatory units for this qualification.

Unit	Unit Number	Level	Credit Value	GL
Optional Units				
Applying for Work	T/600/3717	2	2	16
Building and Managing Workplace Relationships	A/600/3718	2	2	16
Communication in the Workplace	F/600/3719	2	2	16
Critical Thinking	J/507/7083	2	2	16

Customer Care	T/600/3720	2	3	25
Decision Making Skills	L/507/7084	2	1	8
Developing Enterprise Skills	A/600/3721	2	3	24
Developing Meeting Skills	F/600/3722	2	2	16
Developing Personal Confidence and Self-Awareness	R/507/7118	2	3	24
Improving Own Performance	J/600/3723	2	2	16
Interpersonal Skills	F/507/7132	2	3	24
Interview Skills	L/600/3724	2	1	8
Learning from Volunteering	J/507/7150	2	2	16
Operating in a Work Environment	R/600/3725	2	3	24
Oral Presentation Skills	Y/600/3726	2	3	24
Personal and Social Responsibility	L/507/7179	2	3	24
Personal Money Management	D/600/3727	2	1	8
Personal Presentation in the Workplace	K/600/3729	2	1	8
Recognising Leadership Skills	D/600/3730	2	2	16
Recognising Prejudice and Discrimination	H/600/3731	2	1	8
Researching Employment Opportunities	K/600/3732	2	1	8
Responsible Work Practice	M/600/3733	2	1	8
Rights and Responsibilities in the Workplace	T/600/3734	2	2	16
Self-Development	A/600/3735	2	3	24
Solving Problems in the Workplace	F/600/3736	2	3	24
Teamwork Skills	J/600/3737	2	3	24
Understanding Change in the Workplace	L/600/3738	2	2	16
Understanding Structures in the Workplace	R/600/3739	2	3	24

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there are no practice assessment materials for these qualifications.

## Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

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These qualifications are not available in an apprenticeship framework and are not specifically designed to lead directly to employment in a particular area. However, they will support learners who need to develop employability skills in a relatively short space of time which may increase their prospects of gaining employment.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.



## Language

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>	
Level 2 Award in Employability – 600/9282/8	
<b>Qualification Purpose</b>	<p><b>A</b> Recognise personal growth and engagement in learning</p> <p><b>A4</b> Recognise development of employability skills and/or knowledge to help them understand about the world of work and seek employment</p>
<b>Age Range</b>	Pre 16    ✓    16-18    ✓    18+       19+    ✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards website for current fees and charges
<b>Grading</b>	<p>Pass</p> <p>To achieve a Pass, learners must achieve all of the Learning Outcomes and Assessment Criteria in the units completed and as stated in the rule of combination (RoC).</p>
<b>Operational Start Date</b>	01/04/2013
<b>Review Date</b>	31/12/2023
<b>Operational End Date</b>	30/11/2023
<b>Certification End Date</b>	30/11/2025
<b>Guided Learning (GL)</b>	Level 2 Award: 24 hours
<b>Total Qualification Time (TQT)</b>	Level 2 Award: 30 hours
<b>Skills and Education Group Awards Sector</b>	Preparation for Work
<b>Ofqual SSA Sector</b>	14.2 Preparation for Work
<b>Support from Trade Associations/Stakeholder Support</b>	
<b>Administering Office</b>	See Skills and Education Group Awards website

## Unit Details

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## 0001 – Applying for Work

<b>Unit Reference</b>	<b>T/600/3717</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will research job opportunities and will complete job application information.
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.5) <i>The learner can</i></b>
1. Recognise different ways of applying for jobs.	1.1 Describe the different ways of applying for jobs and what is involved in each approach.
2. Be able to produce a Curriculum Vitae (CV).	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. Be able to write a covering letter.	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. Be able to complete job application forms.	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.

	<p>4.4 Present the information in a style and register appropriate to the audience.</p> <p>4.5 Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.</p>
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## 0002 – Building and Managing Workplace Relationships

<b>Unit Reference</b>	<b>A/600/3718</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will understand what is and isn't acceptable behaviour and the impact this has on the workplace.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
1. Understand acceptable boundaries to behaviour in the workplace.	<p>1.1 Describe at least two examples of unacceptable behaviour and explain why they are unacceptable in the workplace.</p> <p>1.2 Describe at least two examples of acceptable behaviour and explain why they are acceptable in the workplace.</p>
2. Know how to recognise and respond to different behaviours.	<p>2.1 Describe examples of aggressive, passive and assertive behaviour in workplace situations.</p> <p>2.2 Describe the potential impact of these different behaviours on workplace relationships.</p> <p>2.3 Demonstrate how to respond appropriately to examples of aggressive, passive and assertive behaviour in workplace situations.</p>
3. Know how to give and respond to constructive criticism.	<p>3.1 Demonstrate at least two feedback models and how these can be applied to criticise constructively in workplace situations.</p> <p>3.2 Describe how constructive criticism can benefit an individual and contribute to their personal development and growth.</p> <p>3.3 Demonstrate how to respond to constructive criticism in an open and non-defensive way.</p>

4. Understand how conflict can be dealt with constructively in the workplace.

4.1 Demonstrate how to negotiate and achieve a win-win situation, using constructive behaviour, in examples of conflict situations in the workplace.

## 0003 – Communication in the Workplace

<b>Unit Reference</b>	<b>F/600/3719</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop their verbal and non-verbal communication skills. They will be able to demonstrate how to positively support face to face communication and learn how to listen and respond to others.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
1. Understand the importance of positive verbal and non-verbal interaction in the workplace.	<p>1.1 Describe the importance and benefits of positive verbal communication with colleagues in the workplace.</p> <p>1.2 Describe the importance and benefits of positive verbal communication with customers/clients.</p> <p>1.3 Describe, giving examples, what is meant by non-verbal communication and explain its importance in face-to-face interaction.</p> <p>1.4 Describe the importance of clarity, tone and manner when communicating by telephone.</p>
2. Be able to demonstrate positive verbal and non-verbal interaction.	<p>2.1 Demonstrate appropriate and inappropriate ways of communicating verbally.</p> <p>2.2 Demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication.</p> <p>2.3 Listen and respond to others, acknowledging their right to hold opinions that differ from own.</p>



3. Be able to produce positive written communications in the workplace.

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.

## O004 – Critical Thinking

<b>Unit Reference</b>	<b>J/507/7083</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will gain an understanding of critical analysis and how to present an argument in a clear and coherent way.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Understand basic concepts of critical analysis.	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: <ul style="list-style-type: none"> <li>a. assumptions</li> <li>b. stereotypes</li> <li>c. biases</li> </ul> 1.5 Describe why different standards are applied to evaluating arguments.
2. Understand the application of critical analysis to concepts, ideas and opinions.	2.1 Present an argument in a clear, logical, coherent way. 2.2 Identify critical analysis in a group discussion.

## 0005 – Customer Care

<b>Unit Reference</b>	<b>T/600/3720</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will gain an understanding of customer service, what is good practice and how to deal with common customer problems.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
1. Understand the importance of good practice in customer care.	<p>1.1 Describe the key principles of good practice in customer care.</p> <p>1.2 Describe the benefits to an organisation of good customer care.</p> <p>1.3 Describe the possible consequences to an organisation of poor customer care.</p> <p>1.4 Identify methods used to measure level of customer care in an organisation</p>
2. Know how to communicate effectively with customers.	<p>2.1 Describe appropriate methods and systems to communicate effectively with customers.</p> <p>2.2 Demonstrate appropriate ways of communicating with customers verbally and non-verbally, face-to-face, by telephone and in written correspondence.</p>
3. Understand the measures required to solve customer problems.	<p>3.1 Describe common customer problems.</p> <p>3.2 Describe measures designed to deal with customer problems.</p> <p>3.3 Describe best practice in dealing with complaints from customers.</p>

<p>4. Understand the need to obtain and respond to customer comments.</p>	<p>4.1 Identify the key reasons for obtaining customer comments.</p> <p>4.2 Describe how customer comments on service may be obtained.</p> <p>4.3 Describe procedures for instigating change as a result of customer comments.</p> <p>4.4 Outline methods of evaluating changes made.</p>
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## 0006 – Decision Making Skills

<b>Unit Reference</b>	<b>L/507/7084</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit learners will be able to identify different types of decisions and different decision making styles along with their strengths and weaknesses in differing situations.
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Know how decisions are made.	1.1 Describe the decision making process.
2. Know about the different types of decisions made within groups.	2.1 Identify different types of decisions that could be reached by a group.
3. Know about different decision making skills.	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.

## 0007 – Developing Enterprise Skills

<b>Unit Reference</b>	<b>A/600/3721</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn how to carry out an enterprise activity from the identification of the product/service, development of the process and review of its success or failure.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Be able to identify a viable product or service to market and sell.	<p>1.1 Describe the selected product or service and give reasons for choice.</p> <p>1.2 Describe the target market for the product or service.</p> <p>1.3 Describe the main competitors and assess risk.</p>
2. Be able to plan an enterprise activity.	<p>2.1 Devise an action plan describing each stage of the enterprise activity.</p> <p>2.2 Identify resources and set targets for completion.</p> <p>2.3 Obtain feedback from others on plan and amend where appropriate.</p> <p>2.4 Describe potential risks to the activity.</p>
3. Be able to run an enterprise activity.	<p>3.1 Run the activity, putting the plan into action and monitoring at each stage.</p> <p>3.2 Review the action plan, suggesting alternative ways to achieve objectives where necessary.</p>
4. Be able to evaluate an	4.1 Describe the strengths and weaknesses of the

<p>enterprise activity.</p>	<p>enterprise activity and the impact these had on the success or failure of the activity.</p> <p>4.2 Describe lessons learnt and how these would affect future enterprise activities undertaken.</p> <p>4.3 Assess own role in the activity and identify skills and/or knowledge acquired and areas for own future development.</p>
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## 0008 – Developing Meeting Skills

<b>Unit Reference</b>	<b>F/600/3722</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will understand the purpose of different meetings, conventions and processes as well as being able to take an active role in a planned meeting.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand that there are different purposes to meetings.	<p>1.1 Describe a range of reasons and purposes for holding meetings.</p> <p>1.2 Describe how meetings differ depending on their nature and purpose, size, the people involved and the organisational culture.</p>
2. Understand meeting conventions and processes.	<p>2.1 Describe key aspects of the meeting process and procedures.</p> <p>2.2 Describe the importance of having an agenda.</p> <p>2.3 Describe the structure of a conventional agenda.</p> <p>2.4 Describe the types of information and documentation that may be needed at a meeting.</p> <p>2.5 Describe the importance of taking notes and recording outcomes and decisions.</p> <p>2.6 Describe the role of the Chair in a meeting.</p> <p>2.7 Give examples of acceptable and unacceptable behaviours in a meeting.</p>



<p>3. Be able to participate in a meeting.</p>	<p>3.1 Make clear contributions to a meeting which are relevant to the point in discussion.</p> <p>3.2 Listen to others' contributions without interrupting.</p> <p>3.3 Communicate in a style appropriate to the purpose and level of formality of the meeting.</p>
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## 0009 – Developing Personal Confidence and Self-Awareness

<b>Unit Reference</b>	<b>R/507/7118</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop skills to enable them to feel confident in social situations. They will learn how to identify what causes them stress and ways of dealing with it.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
1. Understand reasons for feeling confident and lacking confidence.	<p>1.1 Describe a situation when s/he felt confident and how s/he behaved in this situation.</p> <p>1.2 Describe a situation when s/he lacked confidence and how s/he behaved in this situation.</p> <p>1.3 Describe how s/he prepares for situations where s/he lacks confidence.</p> <p>1.4 Describe how our own behaviour can influence another person's perception of us.</p>
2. Understand effective participation in social situations.	<p>2.1 Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation.</p> <p>2.2 Describe examples of behaviour which would be inappropriate in a social situation and explain why.</p> <p>2.3 Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.</p>
3. Understand ways to manage stress.	<p>3.1 Describe what makes her/him feel stressed.</p> <p>3.2 Describe ways in which s/he deals with feeling stressed, using examples from specific situations.</p>

	<p>3.3 Describe a range of techniques which can help reduce stress.</p> <p>3.4 Describe how certain stress reducing techniques might be more effective in different situations.</p>
<p>4. Be able to set goals for own development.</p>	<p>4.1 Describe the significance for him/her of one selected goal.</p> <p>4.2 Produce an action plan which identifies stages in meeting goals.</p> <p>4.3 Select and record achievements which have led to attainment of the goal.</p> <p>4.4 Describe how both goal setting and achievement have contributed to own self-confidence.</p>

## 0010 – Improving Own Performance

<b>Unit Reference</b>	<b>J/600/3723</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will be asked to assess their own performance and then to engage in a plan of action in order to bring about a planned improvement using realistic targets.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Be able to assess own performance.	<p>1.1 Describe areas of work s/he enjoys and/or feels s/he is good at.</p> <p>1.2 Describe areas of work s/he feels less confident about.</p> <p>1.3 Describe areas of own work s/he would like to improve, giving reasons.</p>
2. Be able to create and implement an action plan to improve own performance.	<p>2.1 Produce a plan to improve performance in a number of areas, using a suitable format.</p> <p>2.2 Set realistic short term targets for improvement on the basis of existing strengths, aptitudes and skills.</p> <p>2.3 Consider differing demands on time when setting targets.</p> <p>2.4 Describe actions they will take to meet the targets.</p> <p>2.5 Identify possible obstacles and ways of overcoming them.</p> <p>2.6 Manage time and other resources in order to achieve targets.</p>

	<p>2.7 Use feedback from others to aid progress towards targets.</p>
<p>3. Be able to review the effectiveness of an action plan to improve own performance.</p>	<p>3.1 Describe progress made in meeting targets and improving own performance.</p> <p>3.2 Review and revise the plan accordingly, suggesting alternative ways to achieve targets where necessary.</p>

## O011 – Interpersonal Skills

<b>Unit Reference</b>	<b>F/507/7132</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will identify their strengths and skills and how they can be transferred to different roles as well as researching strategies for managing stress and dealing with criticism.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Be able to identify personal skills.	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. Know about stress in self.	2.1 Identify signs and symptoms of stress in self. 2.2 Describe strategies for managing own stress.
3. Know about different types of criticism.	3.1 Describe different types of criticism. 3.2 Describe real situations showing the use of appropriate criticism.
4. Know about body language.	4.1 Describe the application of body language in real situations.

<p>5. Know how to respond to different behaviours.</p>	<p>5.1 Describe how to respond to:</p> <ul style="list-style-type: none"><li>a. Aggressive behaviour</li><li>b. Passive behaviour</li><li>c. Assertive behaviour</li></ul> <p>5.2 Describe real situations which illustrate confident behaviour.</p>
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## 0012 – Interview Skills

<b>Unit Reference</b>	<b>L/600/3724</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn how to plan, prepare for and conduct themselves in an interview situation.
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2) <i>The learner can</i></b>
1. Be able to prepare for an interview.	<p>1.1 Describe how s/he would prepare for an interview, including techniques for dealing with anxiety.</p> <p>1.2 Describe how to research and identify information on an employer that may be useful for interview.</p> <p>1.3 Identify a range of possible interview questions and suggest suitable answers.</p> <p>1.4 Describe appropriate dress for an interview and why this is important.</p> <p>1.5 Prepare a range of questions to ask at interview to find out more about the job, organisation, course or placement</p>
2. Be able to conduct self in an interview situation.	<p>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).</p> <p>2.2 Assess own performance, respond to feedback and identify areas for further development.</p>



## 0013 – Learning from Volunteering

<b>Unit Reference</b>	<b>J/507/7150</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will research volunteering opportunities and be able to assess if their skills and interests would benefit the organisation. Learners will be able to identify potential transferable skills gained through volunteering.
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
1. Be able to identify personal goals for volunteering.	1.1 Identify a range of personal goals for volunteering.
2. Know how to find and obtain voluntary work within the community.	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. Know the personal benefit of undertaking voluntary work.	3.1 Complete a voluntary work placement. 3.2 Describe the personal benefits of undertaking voluntary work.
4. Be able to identify the transferable skills and experience gained through volunteering.	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.

## 0014 – Operating in a Work Environment

<b>Unit Reference</b>	<b>R/600/3725</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will look at the organisation that they work in, or wish to work in and be able to describe its purpose and management structure. Using this information they will then gain an understanding of their roles limitations, carrying out tasks as directed, following instructions and adhering to agreed conventions.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
1. Understand the structure and purpose of the organisation.	<p>1.1 Describe the main purpose of the organisation.</p> <p>1.2 Describe the most important activities undertaken by the organisation.</p> <p>1.3 Describe the organisational and management structure, including departments and their functions.</p> <p>1.4 Describe how information is gathered and communicated across the organisation.</p>
2. Understand own role within the organisation and perform tasks accordingly.	<p>2.1 Describe own role and activities, and the agreed limitations to own responsibilities.</p> <p>2.2 Carry out tasks as directed, following instructions where appropriate and requesting guidance if necessary.</p>

<p>3. Be able to comply with agreed conventions for personal presentation, behaviour and time-keeping.</p>	<p>3.1 Maintain personal presentation at work and behave within agreed standards consistently.</p> <p>3.2 Meet time-keeping and attendance requirements, following the organisational procedures if there are unavoidable difficulties.</p>
<p>4. Understand and comply with safe working practices.</p>	<p>4.1 Describe the main safety hazards in the work placement, the precautions to address them and how to report them.</p> <p>4.2 Describe the organisation's procedures in the event of an accident or emergency.</p> <p>4.3 Describe the location of the First Aid Box and its main contents.</p> <p>4.4 Describe how to use key safety equipment, for example fire extinguisher.</p> <p>4.5 Work in a way that does not endanger self or others.</p>
<p>5. Be able to reflect on and learn from experience of work.</p>	<p>5.1 Monitor own development and experiences, including positive achievements, key incidents, lessons learnt and skills acquired.</p> <p>5.2 Describe how previous learning helped them in their work.</p> <p>5.3 Identify areas for own further development in order to enhance future employment opportunities.</p>

## 0015 – Oral Presentation Skills

<b>Unit Reference</b>	<b>Y/600/3726</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop their oral presentation skills from the planning stage through to reviewing their performance.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Be able to source information for and plan a presentation.	<p>1.1 Identify and locate different sources of information relevant to the topic of presentation.</p> <p>1.2 Prepare a plan and/or notes that reflect appropriate content and structure for the task.</p>
2. Be able to deliver a structured presentation to an audience.	<p>2.1 Introduce topic clearly.</p> <p>2.2 Present material logically, linking ideas together.</p> <p>2.3 Present an effective conclusion.</p> <p>2.4 Explain key concepts.</p> <p>2.5 Use appropriate evidence to support ideas, arguments and opinions presented.</p>
3. Be able to demonstrate an awareness of the audience.	<p>3.1 Speak audibly, using tone and register appropriate to audience and level of formality.</p> <p>3.2 Adopt a suitable pace of speaking, and vary pace and tone to sustain audience interest.</p> <p>3.3 Make use of supporting materials, for example written or audio-visual aids, to illustrate key points where appropriate.</p>

4. Be able to handle questions effectively.	4.1 Listen attentively, and respond to, questions and points raised by the audience.
5. Understand the strengths and weaknesses of the presentation.	5.1 Describe strengths and weaknesses of own presentation.  5.2 Identify areas for improvement in presentation skills.

## 0016 – Personal and Social Responsibility

<b>Unit Reference</b>	<b>L/507/7179</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will research job opportunities and will complete job application information.
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.3) <i>The learner can</i></b>
1. Understand the impact of own actions and decisions.	<p>1.1 Describe a situation where they have taken responsibility for actions and decisions made.</p> <p>1.2 Comment on a situation where they or another person were not aware of the implications of an action.</p> <p>1.3 Discuss how own decisions affect others.</p>
2. Be able to recognise injustice, exploitation and denial of human rights.	<p>2.1 Describe the key features of the Universal Declaration of Human Rights.</p> <p>2.2 Identify examples of the denial of human rights.</p> <p>2.3 Comment on the responsibilities that these human rights demand.</p> <p>2.4 Explain how these responsibilities relate to the requirements of the Declaration.</p>
3. Be able to recognise that people hold different opinions.	<p>3.1 Describe situations where opinions may be based on personal/cultural beliefs or values.</p> <p>3.2 Discuss how the beliefs or values might cause problems.</p> <p>3.3 Describe ways the problems might be resolved in these situations.</p>
4. Be able to recognise moral	4.1 Describe the difference between a value

<p>judgements, issues and dilemmas.</p>	<p>judgement and a matter of fact.</p> <p>4.2 Comment on the main arguments for/against the following:</p> <ul style="list-style-type: none"><li>a. right to life</li><li>b. existence of God</li><li>c. a contemporary issue</li></ul> <p>4.3 State opinion on each of the following:</p> <ul style="list-style-type: none"><li>a. right to life</li><li>b. existence of God</li><li>c. a contemporary issue</li></ul>
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## 0017 – Personal Money Management

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<b>Unit Reference</b>	<b>D/600/3727</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit, learners will gain an understanding of what income and expenditure is, learn how to keep a track of what is coming in and going out and learn about budgeting.
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1) <i>The learner can</i></b>
1. Understand what is meant by income and expenditure.	1.1 Identify items of personal income and expenditure. 1.2 Describe how these may be affected by changing circumstances.
2. Be able to record income and expenditure for a personal budget.	2.1 Record weekly and monthly income and expenditure in a clear format.
3. Understand the problems of coping on a limited budget.	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. Recognise different types of services that banks offer.	4.1 Identify the differences between, and uses of: <ul style="list-style-type: none"> <li>a. current accounts</li> <li>b. savings accounts</li> <li>c. mortgage loans</li> <li>d. other types of loans</li> </ul>



## 0018 – Personal Presentation in the Workplace

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<b>Unit Reference</b>	<b>K/600/3729</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn about appropriate dress codes for differing situations and also gain an understanding of the importance of first impressions.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Know conventions for personal presentation in the workplace.	1.1. Describe a range of dress and appearance conventions and their appropriateness for different work settings.
2. Understand the value of first impressions.	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.

## 0019 – Recognising Leadership Skills

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<b>Unit Reference</b>	<b>D/600/3730</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn about characteristics and qualities of leadership and be able to relate them to their personal skills and qualities.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
1. Understand the key characteristics of effective leadership.	1.1 Identify key characteristics and qualities of leadership and describe why they are important.
2. Understand the skills involved in effective leadership.	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.

## O020 – Recognising Prejudice and Discrimination

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<b>Unit Reference</b>	<b>H/600/3731</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit, learners will be able to identify common stereotypes used in daily life, the implications of them and how this affects society.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Know how stereotyping people can lead to discrimination.	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. Understand the impact of discrimination on individuals and society.	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.

## 0021 – Researching Employment Opportunities

<b>Unit Reference</b>	<b>K/600/3732</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	In this unit, learners will research a variety of types of employment. They will learn how to locate job opportunities appropriate to themselves and be able to identify how their particular skills and qualities match the job requirements.
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
1. Know that there are different types of work.	<p>1.1 Describe the key characteristics of:</p> <ol style="list-style-type: none"> <li>Paid employment.</li> <li>Unpaid work.</li> <li>Self-employment</li> </ol> <p>1.2 Describe the benefits of each type of work.</p>
2. Know the different sources of job opportunities and employment.	<p>2.1 Describe the range of sources of job opportunities and employment.</p> <p>2.2 Assess the different sources of job vacancies and select the most appropriate for own purposes.</p>
3. Be able to identify job vacancies appropriate to own skills.	<p>3.1 Search chosen sources to identify suitable job vacancies.</p> <p>3.2 Describe how own skills and experience match the requirements of the positions selected.</p> <p>3.3 Contact the relevant organisations to request further details and/or an application form.</p>

## O022– Responsible Work Practice

<b>Unit Reference</b>	<b>M/600/3733</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8</b>
<b>Unit Summary</b>	In this unit, learners will learn about the importance of punctuality and reliability in the workplace. Learners will gain an understanding of differing strategies to help with motivation and time management.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the importance of motivation in the workplace.	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. Understand the importance of punctuality and reliability in the workplace.	2.1 Describe why punctuality and reliability is important in the workplace. 2.2 Describe strategies for maintaining punctuality.
3. Understand the importance of time management in the workplace.	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.

## 0023 – Rights and Responsibilities in the Workplace

<b>Unit Reference</b>	<b>T/600/3734</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will understand the importance of organisational policies and how they can affect a contract of employment.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
1. Understand the need for policies to comply with employment legislation.	<p>1.1 Describe the function of at least four different policies that an organisation should have in place.</p> <p>1.2 Explain why it is important that these policies are implemented</p>
2. Understand the purpose of and need for a contract of employment.	<p>2.1 Explain the purpose of the main sections of a written contract of employment.</p> <p>2.2 Describe ways in which an employer may breach a contract of employment.</p> <p>2.3 Describe ways in which an employee may breach a contract of employment.</p> <p>2.4 Describe possible outcomes of a breach of contract.</p>

## 0024 – Self-Development

<b>Unit Reference</b>	<b>A/600/3735</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn to recognise their own achievements, strengths and skills, and how they can influence any plans for future self-development.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Recognise the significance of own achievements and interests to own development.	<p>1.1 Describe at least two:</p> <ul style="list-style-type: none"> <li>a. achievements and how they were achieved</li> <li>b. interests and how they were pursued</li> </ul> <p>1.2 Describe how each of the above has contributed to own development and current situation.</p>
2. Recognise own strengths and areas for further development.	<p>2.1 Describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training.</p> <p>2.2 Describe own areas for further development and explain why they need to be improved and how they could be improved.</p> <p>2.3 Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice.</p>
3. Understand how a person's learning style influences career and education choices.	3.1 Describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style.

<p>4. Be able to set personal goals and objectives.</p>	<p>4.1 Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities.</p> <p>4.2 Describe why the goals are relevant to own current situation and to available opportunities.</p>
<p>5. Be able to make action plans to achieve personal goals.</p>	<p>5.1 Produce an action plan which:</p> <ul style="list-style-type: none"> <li>a. Identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed)</li> <li>b. Incorporates a checklist of actions to be taken towards personal goals</li> <li>c. Timetables the actions to be undertaken</li> </ul>



## 0025 – Solving Problems in the Workplace

<b>Unit Reference</b>	<b>F/600/3736</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn about the process of problem solving and be able to apply this to a chosen situation.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand the types of problems that may occur in a workplace.	<p>1.1 Describe a range of problems which may be encountered in the workplace and the different reasons for them.</p> <p>1.2 Identify the cause of a problem.</p> <p>1.3 Describe a range of factors which might influence/limit solutions to a problem.</p>
2. Understand potential sources of advice and support to inform decision making.	<p>2.1 Discuss a problem with others and consider and assess other points of view to inform decision making.</p> <p>2.2 Use information from other sources to explore new and creative ways of problem solving.</p>
3. Understand and apply the process of problem solving.	<p>3.1 Assess potential solutions to a problem and make recommendations in discussion with others.</p> <p>3.2 Select and implement an agreed solution to a problem.</p> <p>3.3 Assess to what extent the action taken addressed the problem, describing what worked well and what could have been done differently.</p>

## 0026 – Teamwork Skills

<b>Unit Reference</b>	<b>J/600/3737</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn how to take an active role in an agreed task based on their skills and strengths and reflect on everyone's contribution, identifying how the team could improve to work better together in the future.
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The learner can</i></b>
1. Understand the need for a team to agree a contract for working together.	<p>1.1 Participate constructively in discussion and negotiation to agree a group contract which identifies acceptable standards of behaviour.</p> <p>1.2 Explain the importance for all members of the team to adhere to the contract.</p>
2. Understand how roles and responsibilities can be allocated within a team.	<p>2.1 Describe how the different skills and strengths people bring to a team affects the different roles they take on.</p> <p>2.2 Assess own skills and strengths in relation to a specific task.</p> <p>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.</p> <p>2.4 Participate constructively in discussion and negotiation to agree the objectives and plan activities in relation to a specific task.</p> <p>2.5 Describe own and other team members' responsibilities in relation to a specific task.</p>

<p>3. Be able to work within a team towards a specific goal.</p>	<p>3.1 Carry out own role and responsibilities to the agreed standard and timescales.</p> <p>3.2 Conform consistently to the terms of the group contract.</p> <p>3.3 Give and respond to any advice and/or criticism constructively.</p>
<p>4. Be able to assess the effectiveness of a team.</p>	<p>4.1 Assess own and other group members' contributions to fulfilling the requirements of the task.</p> <p>4.2 Reflect on and discuss constructively with other team members how effectively the team worked.</p> <p>4.3 Identify any examples of conflict that arose during the activity and how the issues were resolved.</p> <p>4.4 Describe ways in which the team could improve the way they work together.</p>

## 0027 – Understanding Change in the Workplace

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<b>Unit Reference</b>	<b>L/600/3738</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>16 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn about reasons for change within an organisation and how people may respond to them. They will then be able to identify positive opportunities that may arise from these changes and how they may be able to benefit from them.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Understand that organisations need to respond to change and new directions.	<p>1.1 Describe the changes and new directions that can occur within an organisation and the possible reasons for those changes.</p> <p>1.2 Describe different ways in which people can respond to those changes.</p>
2. Understand how change can create new opportunities.	<p>2.1 Describe opportunities that can arise as a result of change in an organisation.</p> <p>2.2 Describe the importance of training and development in times of change.</p>

## 0028– Understanding Structures in the Workplace

<b>Unit Reference</b>	<b>R/600/3739</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	In this unit, learners will gain an understanding of an organisations structure methods and importance of effective communication and decision making.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand the importance of organisational objectives and values.	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. Understand the need for effective communication routes within an organisation.	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. Recognise the way in which decisions are made in relation to organisational structure.	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.

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the website.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

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This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

# Glossary of Terms

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## **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is 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.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.