



Level 1

Award in Personal Development

And

Certificate in Personal and Professional Development

Specification

QCA Accreditation Numbers

Award in Personal Development:

500/4141/1

Certificate in Personal and Professional Development:

500/4142/3

QCA Accreditation Start Date: 01/08/2008

QCA Accreditation End Date: 31/08/2010

QCA Certification End Date: 31/08/2011

ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredite Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)
and
- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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SPECIFICATION SUMMARY

Introduction

The Ascentis Award in Personal Development is designed to give learners the skills to live independently by providing them with the knowledge to make informed decisions on issues that affect their lives. In addition to this the Certificate in Personal and Professional Development is designed to help learners make an informed choice about the different career paths available to them. Achievement of these qualifications should act as a springboard toward the achievement of a full Level 2 qualification or employment.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- An ability to combine units with units at a higher level to promote learner progression
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

Specification Overview

Unit Title	Credit Value	Mandatory or Optional Unit
Group A		
Career Development	3	Optional
Community Action	2	Optional
Dealing with Problems in Daily Life	2	Optional
Developing Self	2	Optional
Healthy Living	2	Optional
Individual Rights and Responsibilities	1	Optional
Managing own Money	2	Optional
Managing Social Relationships	2	Optional
Personal Advancement	4	Optional
Preparation for Work	2	Optional
Study Skills	2	Optional
Working as part of a Group	2	Optional
Working towards Goals	2	Optional
Group B		
Introduction to Business and Business Administration	2	Optional
Introduction to Care Work	2	Optional
Introduction to Catering	2	Optional
Introduction to Child Care	2	Optional
Introduction to Construction Work	2	Optional
Introduction to Contact Centre Operations	2	Optional
Introduction to Customer Service	3	Optional
Introduction to Retail	2	Optional
Introduction to Salon Work	2	Optional
Introduction to Self Employment (Level 2)	2	Optional

To achieve the Award in Personal Development the learner must achieve a minimum of 4 credits from the Group A optional units. Learners may achieve up to a maximum of 12 credits in completing the award.

To achieve the Certificate in Personal and Professional Development learners must achieve a minimum of 13 credits overall; at least 4 credits must be from the Group A units and at least 2 credits from the Group B units. The remaining credits may be obtained from either Group.

Units from these qualifications can also combine with units from the equivalent Entry Level 3 qualifications. Details of how to do this are found in the Rules of Combination Table in Appendix 2.

Assessment and Moderation Arrangements

All units are assessed internally through the building up of a portfolio of evidence.

To obtain a unit all assessment criteria within the unit specification must be achieved.

Internal and external moderation are a requirement for all units making up the full award.

BACKGROUND INFORMATION

Aims

The aims of this qualification are:

- 1 To promote the skills required for independent living and learner self-confidence
- 2 To encourage learners to consider the different career opportunities available to them
- 3 To reward the achievement of learners for the skills that they have developed.

Target Group

This qualification is aimed at those learners that may need support in developing independent living skills and choosing an appropriate career path to focus upon.

Award of the Qualification

This qualification is offered at Entry Level 3.

To achieve the Award in Personal Development the learner must obtain a minimum of 4 credits from the bank of Group A optional units. The certificate will state:

Ascentis Level 1 Award in Personal Development

To achieve the Certificate in Personal and Professional Development learners must achieve a minimum of 3 credits overall; at least 4 credits must be from the Group A units and at least 2 credits from the Group B units. The remaining credits may be obtained from either Group.

Ascentis Level 1 Certificate in Personal and Professional Development

In both cases the certificate will also list all the units achieved.

To achieve a unit the learner must satisfy all the assessment criteria within the unit specification.

QCA Qualification Accreditation Numbers

Award in Personal Development:	500/4141/1
Certificate in Personal and Professional Development:	500/4142/3

QCA Qualification Accredited Unit Numbers

Unit Title	Unit Number
Career Development	F/501/5763
Community Action	M/502/0473
Dealing with Problems in Daily Life	L/502/0464
Developing Self	K/502/0469
Healthy Living	F/502/0476
Individual Rights and Responsibilities	K/502/0472
Managing own Money	R/502/0479
Managing Social Relationships	D/502/0470
Personal Advancement	M/501/5760
Preparation for Work	J/502/0477
Study Skills	J/501/5764
Working as part of a Group	R/502/0465
Working towards Goals	J/502/0463
Introduction to Business and Business Administration	J/501/5778
Introduction to Care Work	L/501/5779
Introduction to Catering	F/501/5780
Introduction to Child Care	Y/501/8099
Introduction to Construction Work	J/501/5781
Introduction to Contact Centre Operations	L/501/5782
Introduction to Customer Service	R/501/5783
Introduction to Retail	Y/501/5784
Introduction to Salon Work	D/501/5785
Introduction to Self Employment (Level 2)	H/501/5786

Recommended Guided Learning Hours

The recommended guided learning hours for each unit is provided in each unit specification.

Recommended Prior Learning

No recommended prior learning or experience is required.

Opportunities for Progression

It is intended that this qualification will help learners towards the following progression routes:

- Internal progression within the qualification as learners have the option to achieve units at one level above that of certification (see Rules of Combination Table in Appendix 2 for further details)
- Lateral or vertical progression to Functional Skills qualifications
- Vocational or subject specific learning at Entry Level 3 or Level 1
- Supported employment.

Restriction on Learner Entries

There are no restrictions on learner entries.

Centre Approval and Registration

Centres must be approved by Ascentis to run this qualification. Details of the centre approval process are available from the Ascentis office or from the website at the www.Ascentis.co.uk

All learners must be registered within seven weeks of the course commencing, using the Ascentis registration form or by using the Electronic Data Interchange system (EDI). Details of both methods are available from the Ascentis office (Tel: 01524 586789) or from www.Ascentis.co.uk.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

Throughout the qualification it is expected that these issues will be encountered and discussed. Units where these matters are particularly likely to arise are: Community Action, Managing own Money and Individual Rights and Responsibilities.

Sustainable Development, Health and Safety Considerations and European Developments

These issues are addressed particularly in the units: Healthy Living and Individual Rights and Responsibilities. Throughout these units learners should have these considerations drawn to their attention in ways that allows them to be related to their own personal situation.

Foundation Learning Tier Progression Pathways

This qualification is suitable for inclusion as part of the following progression pathways:

- Full Level 2
- Independent living / Supported employment
- Skilled employment including apprenticeships.

Functional Skills

Mapping to the Functional Skills is provided in Appendix 4.

Ascentis has Functional Skills qualifications available across all the Entry Levels, Level 1 and Level 2 in English, ICT and Maths to support the delivery of the Foundation Learning Tier Progression Pathways.

Status in Wales and Northern Ireland

This qualification is available in English only.

Learners with Particular Assessment Needs

Ascentis has procedures in accordance with *The statutory regulation of external qualifications 2004* to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure, including how to make an application, are available from www.Ascentis.co.uk or through contacting the Ascentis office.

Appeals Procedure

Ascentis has an appeals procedure in accordance with *The statutory regulation of external qualifications 2004*. Full details of this procedure, including how to make an application, are available from www.Ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND MODERATION ARRANGEMENTS

Overview

All units are assessed internally through the building up of a portfolio of evidence.

To achieve a unit, all assessment criteria within the unit specification must be achieved.

Internal and external moderation are a requirement for each unit. On completion of the learners' evidence for either the individual units or the full awards, the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence for both the internal and external assessments for 4 weeks after the date of moderation in case of appeal.

Internal Assessment

Evidence for each unit is through the building up of a portfolio to demonstrate that all the assessment criteria within the unit have been achieved. This evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings.

The emphasis within the course should be on practical activities and this should be reflected in the evidence that is provided. An over reliance on the learner producing written work for activities which are essentially practical should not be encouraged.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets for these qualifications are available to download as a separate document from www.Ascentis.co.uk

An example observation record form is found in Appendix 3.

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of portfolios evidence across all the groups of learners, to include all the assessors and the full range of units. This should be carried out according to Ascentis' model of moderation which is available from www.Ascentis.co.uk or the Ascentis office. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

Copies of forms that can be used to record internal moderation activities are available from www.Ascentis.co.uk, although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

External Moderation

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

Knowledge, Understanding and Skills required of Assessors and Internal Moderators

Assessors of these qualifications should have an awareness and understanding of the profile of a typical learner taking an independent living course and experience in teaching independent living skills.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderation and any person new to this role would be advised to contact Ascentis.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible



Group A Units

UNIT SPECIFICATIONS

Career Development

Level 1

Introduction

The unit helps you to identify your own skills and achievements and find alternative career opportunities that are suitable for you or to find ways of working towards different career options. You will learn how to find and apply for jobs and/or training programmes and you will practice the main skills you need in the workplace.

This unit is assessed through a portfolio of evidence.

Credit Value: 3

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Assess own skills and development needs in relation to career development	1.1 Identify own skills and achievements relevant to the workplace 1.2 Identify areas for development 1.3 Identify training programmes or other ways to improve skills
2 Identify career opportunities	2.1 Identify sources of information relating to career opportunities 2.2 Identify suitable opportunities
3 Prepare an application for a job or training course	3.1 Write a simple CV 3.2 Complete an application form 3.3 Write a letter of application
4 Conduct themselves appropriately in an interview situation	4.1 Prepare for an interview 4.2 Demonstrate interview skills
5 Demonstrate an awareness of health, safety and welfare in the workplace	5.1 Identify health, safety and welfare responsibilities of employers 5.2 Demonstrate awareness of own health and safety responsibilities in a workplace situation 5.3 Identify main risks in a workplace environment
6 Demonstrate a knowledge of employee and employer rights and responsibilities	6.1 Identify employer and employee rights and responsibilities 6.2 Demonstrate an awareness of employee rights and responsibilities in a workplace situation
7 Understand and apply good practice in work situations	7.1 Demonstrate appropriate appearance and behaviour for workplace situations 7.2 Communicate effectively in workplace situations 7.3 Demonstrate ability to work with others

Indicative content

Skills and development needs

Skills relevant to workplace; listing own skills and achievements (e.g. communication skills, IT skills, abilities, qualities, qualifications etc); how to identify development needs; identifying different career paths and matching skills to identify further development required; types and sources of training programmes.

Career opportunities

Sources of career opportunities (local newspapers, recruitment agencies, jobcentres, speculative applications, voluntary sector); value of voluntary sector for experience; how to approach employers in respect of speculative applications; matching own skills, qualifications and experience to job requirements.

Applications

Information required for job applications; importance of accuracy; how to choose referees; approaching referees; purpose of CV; producing a CV (contents, layout etc.); how to complete application forms; format and contents of covering letters/letters of application; importance of presentation.

Interview skills

Preparation including responding to any correspondence, finding out venue, timing who will carry out interview etc., travelling to interview, dress and appearance; possible interview questions and answers; taking part in an interview; appropriate behaviour; speaking and listening skills; how to answer questions; asking questions.

Health and safety

Basic health and safety responsibilities; employer – to maintain healthy and safe workplace; welfare requirements – washrooms, breaks, heat, light, ventilation of work areas; employee – to follow health and safety procedures and not to interfere with anything provided for health and safety purposes, reporting accidents; main risks (e.g. slipping and tripping, manual handling, fire, electricity, dangerous substances etc.); checking own work area.

Employer/employee rights and responsibilities

Employer – duty of care, working hours regulations, rates of pay, contract of employment, grievance and disciplinary procedures; employee – carrying out duties in accordance with job description/supervisor instructions; consequences of not following instructions; what to do about unreasonable requests at work.

Workplace practice

Personal appearance (appropriate dress, personal hygiene, tidy appearance); appropriate behaviour – respect for others, punctuality, following procedures etc.; communication skills – speaking and listening skills, written communication skills; team working; importance of teams in the workplace; members of the team; own role within a team; how to deal with conflict; building work relationships.

Community Action**Level 1****Introduction**

In this unit you will be encouraged to participate in local community activities and understand the benefits of these activities for yourself and the community.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an understanding of the role that community groups play	1.1 Describe two different community groups and their activities 1.2 State why these groups are important for the community
2 Demonstrate their involvement in community activities	2.1 Contribute to activities within the community 2.2 Explain how the activities benefit themselves and the community 2.3 With others plan further activities to continue/maintain benefits to the community

Indicative content
<p>Understanding community groups Be able to describe the term community and be able to recognise features of a community. Know the needs of differing groups. Make a list of different types of community groups. Groups such as interest, belief, dress, language and compare with other groups to find differences and similarities. Identify the ways community groups can benefit by taking responsibility– e.g. weekly meetings, trips and visits, Find out the positive contributions the groups make to the community.</p> <p>Community Involvement Describe a time when you have actively participated in a local community group. Participate in a community activity with other members of your class. List the benefits to the group members – friendship, knowledge, shared interest. List the benefits to the group of individuals' involved in activities. Suggest various activities that would help more than one community group. List things that may prevent you from participating in these activities and then find ways to overcome these difficulties.</p>

Dealing with Problems in Daily Life**Level 1****Introduction**

In this unit you will be introduced to the concept of problem solving and be helped to develop skills to enable you to tackle problems in your daily life.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to recognize a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects 1.2 Suggest ways in which they might tackle the problem 1.3 Select a way to tackle the problem and agree it with an appropriate person
2 Be able to plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem 2.2 Identify resources to help tackle the problem 2.3 Carry out planned activities
3 Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem 3.2 Describe what went well and what did not go so well 3.3 Identify whether the problem has been solved

Indicative content
<p>Recognizing a problem Know what the challenge or difficulty is and why it has happened. Record your thoughts. List different ways that you could try to overcome the difficulty. Choose one of these ways and decide how you will know when the problem has been dealt with.</p> <p>Planning to solve a problem Talk to other people about ways to deal with the problem Identify the people and actions that need to be completed to remove the problem Make a plan of how you and others may deal with the problem Follow the plan and record the stages you take and identify resources that have helped you achieve each stage. Talk with others and decide if your action is solving the problem.</p> <p>Reviewing how you solved the problem Reflect and review the actions that you took to solve the problem and state alternative actions which may have been used to resolve your problem. State what you would do differently another time. Consider if the problem has now been solved</p>

Developing Self**Level 1****Introduction**

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Take an active role in their self development	1.1 Describe personal strengths or abilities 1.2 Select an area for self development 1.3 Explain why this area is important for their self development
2 Be able to plan for their self development	2.1 Prepare a plan for their identified area of self development 2.2 List activities, targets and timelines for their self development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan
3 Review their self development and plan for the future	3.1 Review their self development plan 3.2 Suggest improvements and amendments to the plan 3.3 Explain how they will continue with their self development in the future

Indicative content
<p>Take an active role in self development List the things about yourself which are considered to be strengths, skills, qualities and abilities and state where these would be applied in everyday life. Show and record how you have used these attributes on two or more occasions. List three things which will make you want to improve your skills and abilities List something you think is a weakness and state why this should be changed. State how this change could be made.</p> <p>Plan self development Name something which you want to improve and create an action plan with targets. Follow the plan with regular reviews. Keep a record of your progress</p> <p>Review your self development plan Reflect on your development plan and identify what was successful and what did not work and would need to be changed another time. Think about how you might continue to develop yourself in the future. Record your thoughts.</p>

Healthy Living**Level 1****Introduction**

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle 1.2 Explain why a healthy lifestyle is important
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3 Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities 3.2 Describe what went well and areas for improvement 3.3 Describe how the activities have improved their lifestyle 3.4 Suggest further activities which could contribute to a healthy lifestyle

Indicative content
<p>Leading a healthy lifestyle Describe activities that help keep us healthy and some that make us unhealthy. Name some activities which are done in a group. List why it is important to keep fit and list activities which help do this. Also list those activities which will improve your fitness levels. Know how to take part in an individual and a group activity.</p> <p>Carry out fun and healthy activities.</p> <p>Review your activities Reflect on your activities and identify what was worked well and what was less successful and would need to be changed another time. Explain how the activities improved your health. Think about how you might continue to live healthily in the future. Record your thoughts.</p>

Individual Rights and Responsibilities

Level 1

Introduction

In this unit is you will identify and be aware of rights and responsibilities as an individual.

This unit is assessed through a portfolio of evidence.

Credit Value: 1

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand their individual rights	1.1 Give examples of their rights as an individual 1.2 Give examples of barriers which may prevent the exercise of their rights 1.3 Identify sources of support and information about rights and responsibilities and describe how these could help
2 Understand their individual responsibilities	2.1 Identify their responsibilities to themselves 2.2 State their responsibilities to others 2.3 Demonstrate how they take responsibility for themselves

Indicative content
<p>Personal Rights Find out what the term 'right' means. List examples of your basic rights. List how an individual can use their personal rights in the community List examples of barriers that might prevent you from exercising your rights. Find out about the Government and local council and the support services they provide List services that the Government is responsible for providing List services that the local council is responsible for providing List who is responsible for helping with a range of community problems</p> <p>Personal Responsibilities Find out what the term 'responsibility' means. List examples of your basic responsibilities. List a range of actions or activities that show you being responsible in the community List how a person can take personal responsibility</p>

Managing own Money**Level 1****Introduction**

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to plan a personal budget	1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.2 Use appropriate calculations when preparing the budget plan
2 Understand how to manage their personal finances	2.1 Identify relevant financial organizations which can provide information on current accounts, savings and loans 2.2 Identify an account to suit their purpose and say why it is appropriate
3 Know how to carry out transactions	3.1 Identify a range of ways in which purchases can be paid for 3.2 Carry out two different types of transaction 3.3 Use appropriate calculations and checking procedures during transactions

Indicative content
<p>Personal budget List a range of income and expenditure. Find a way of recording income and expenditure. List household expenditure items in order of priority. Record the terms 'disposable income'. Find out about and list ways to save money. Check your budget using a calculator. Think about problems that would happen if you spend more than your income.</p> <p>Personal Finance List sources of information and advice on personal finances Examine a range of literature on financial products and select the services that are most appropriate to your needs.</p> <p>Different ways to pay List different ways to pay for goods and services. Provide an example of a time when each method can be used. List the key types of information required to pay for things by post or electronically. Find out about credit and debit cards. List the advantages and disadvantages of using each. Identify ways that you can carry out transactions using cards and cash.</p>

Managing Social Relationships

Level 1

Introduction

In this unit you be encouraged to use appropriate behaviours when interacting with others in social situations.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to interact with others in a range of social situations	1.1 Identify at least two social situations in which they may need to interact with others 1.2 Identify positive behaviours which can be used when interacting with others 1.3 Explain why it is important to use positive behaviours when interacting with others
2 Demonstrate how to interact with others in a range of social situations	2.1 Take an active role in exchanges on different topics, with one or more people 2.2 Use a range of appropriate behaviours when participating in the exchanges 2.3 Use appropriate formal and informal communication techniques

Indicative content

Understand how to interact with others

List social situations where you interact with others, e.g. break times, after school/ college, part-time work, in the evening and weekends.

Find out what is meant by ‘positive behaviour’ and then make a list of examples – you could role play, watch a film or video clips or read newspaper articles for examples

Understand the meaning of ‘body language’, ‘feedback’, ‘positive’ and ‘negative’

List examples of each. Demonstrate positive body language in different situations.

Demonstrate how to act with others

Take part in opportunities to express your opinion in a range of social situations.

List your responsibilities in different social situations. Over time show by your behaviour your ability to recognise other people’s right to participate in a range of social situations.

Show your responsibility to others in different situations – e.g. punctuality, arriving prepared for work.

Recognise when it is appropriate to adopt a formal or an informal approach.

Personal Advancement

Level 1

Introduction

In this unit you will explore your learning preferences and recognise your learning needs for future personal achievement and employment. You will identify your own personal values, attitudes and belief systems and reflect on your own personal success and achievement. You will explore how to manage change, in relation to the achievement of your personal goals. You will also look at areas of your own personal responsibility and how this applies to your future development and achieving employment.

This unit is assessed through a portfolio of evidence.

Credit Value: 4

Guided Learning Hours: 40

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual.	1.1 Identify four styles of learning 1.2 Identify their preferred learning preference 1.3 Identify their learning needs
2 Demonstrate an understanding and awareness of values, attitudes and belief systems and their potential effect on an individual's self development and achievement of personal success.	2.1 Give examples of their possible personal values, attitudes and belief systems 2.2 Describe where they think their personal values, attitudes and belief systems have come from 2.3 Give examples of their personal success achievements
3 Design an activity which requires group participation including goal setting and visualisation activities.	3.1 Describe the activity, the participation required by the group and the process to follow to make sure successful completion 3.2 Provide full details of the group activity 3.3 Describe how the activity will allow them to set goals 3.4 Describe the use of visualisation exercises
4 Describe and demonstrate an understanding and knowledge of how to manage change in the individual's performance and life goals.	4.1 Describe some aspects of their feelings that could be employed to promote positive and realistic goal setting 4.2 Describe the difficulties they may face which could discourage a successful change 4.3 Describe the possible use of "Positive Affirmations" in the management of changes to their performance and life goals
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment.	5.1 Describe some of those life areas they are responsible for 5.2 Plan for and recognise opportunities of employment
	5.3 Describe briefly those major changes in life style that returning to employment may impose. 5.4 Give examples of different search methods related to employment, education or training. 5.5 Describe some of the positive personal qualities and abilities they may employ at interviews. 5.6 Obtain and complete an application form for employment, education or training opportunities.

Indicative content

Learning needs and preferences

Learning styles questionnaire; description/explanations of different learning styles; how learning styles can be accommodated; learning needs; how to meet learning needs.

Values attitudes and beliefs

Examples of values attitudes and beliefs and how they arise; influences (social, family, experience etc); relation of achievements to beliefs i.e. what you consider to be an achievement, why you thought achievement was important.

Group activities

How to work in a group; setting goals for groups; idea of different roles; method of visualisation; use of visualisation.

Managing change

Changes/improvements in performance; importance of making changes; how negative feelings can affect the success of the change; using positive affirmation in relation to change.

Personal responsibility

Personal responsibilities including family, social, work; taking responsibility; changes that employment may bring e.g. less personal time, more money, shift work, part time work etc.; managing changes in lifestyle; interviews (format, content, behaviour); how to source and complete application forms.

Preparation for Work**Level 1****Introduction**

In this unit you will be encouraged to look at your own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for a job application.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement
2 Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them 2.2 Match their skills, qualities and achievements to a potential job role 2.3 Identify and prepare key information needed for an application or interview

Indicative content
<p>Skills and Qualities List skills and qualities that are needed by most employers List your personal skills, attributes and achievements. Explain how these would help you in the workplace. Identify gaps in your experience and think about ways you could develop skills in these areas.</p> <p>Investigate Personal Career Opportunities List a number of jobs you would like to try. Consider your personal skills and achievements to see how they would help you get a job. Consider what challenges you may have to overcome to get a job. Make a list of policies that you will find in the workplace to help you. Complete a job application form or draft a curriculum vitae. Make a list to show how you would prepare for an interview – this could include checking transport arrangements, thinking what questions may be asked, making sure your clothes are ready. Have a mock interview.</p>

Study Skills

Level 1

Introduction

In this unit you will develop the study skills required to achieve a vocational qualification. You will look at portfolio building, how to research and complete assignments and at how you can take responsibility for your own learning.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to take responsibility for their own learning	1.1 Identify and plan towards learning objectives 1.2 Identify achievements and areas for further development 1.3 Request appropriate help from others
2 Know how to build a portfolio	2.1 Describe different types of evidence and sources of evidence 2.2 Select suitable evidence to support assessment 2.3 Organise evidence within portfolio 2.4 Set and meet timescales and deadlines for evidence collection and portfolio building
3 Carry out research and organise the information collected	3.1 Identify valid sources of research information 3.2 Identify key points and make notes to summarise information 3.3 Organise information collected
4 Complete assignments to meet given criteria	4.1 Plan assignments to meet given criteria 4.2 Complete assignments in appropriate format and to meet criteria

Indicative content
<p>Responsibility for own learning Identifying and understanding learning objectives; action planning; assessing achievements and development; using feedback; sources of help (tutor, manager, colleagues etc.); when to request help; importance of seeking help.</p> <p>Portfolio building Types of evidence (records of observation, witness testimony, reflective accounts, work products, simulation, question and answer sessions etc.); suitability of evidence in relation to role and assessment criteria; sufficiency of evidence to meet assessment criteria; further opportunities to evidence competence; organisation of portfolio (referencing, indexing etc.); deciding on timescales; time management; importance of meeting deadlines and timescales; implications of failing to meet deadlines and timescales; impact on future deadlines.</p> <p>Research and information Sources of information (tutors, books, world wide web, journals, newspapers); checking source e.g. assessing whether websites are credible, understanding bias in newspaper reporting and websites etc.; reading for understanding; skimming; identifying key points; summarising reading or audio information; organising and using notes.</p> <p>Completing assignments Identify requirements of assignment; planning to meet criteria (breaking down into defined tasks); presentations; written assignments; tests; answering questions orally and in writing; discussions; format of assignment e.g. report; checking and correcting own work.</p>

Working as part of a Group

Level 1

Introduction

In this unit you will be introduced to and develop skills to become an active contributor when working with others on group activities and to be able to review your own progress and skills development.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

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

Indicative content
<p>Understand how to work in a group Take part in deciding what the task is going to be, how it is going to be achieved, and who is going to take each action. Demonstrate your understanding of the goal by re-phrasing it to another person. List the stages necessary to complete the task and agree the most effective way of working. A detailed plan could be produced of the task and responsibilities, including health and safety considerations.</p> <p>Demonstrate working with others In a group discuss a set of ground rules and keep a record of them. The group should produce an action plan showing what each person is going to be doing and who they will be working with to achieve the task. Take notes of the discussion and make sure everyone is clear on each point. Give constructive criticism in an appropriate manner. Carry out the agreed actions and work well with others, keeping to the ground rules. Receive well and use any constructive criticism given to you to improve your performance. Complete all the agreed actions. Keep a record of how this worked and what sort of ways you worked safely.</p> <p>Review your group work During the task check progress with the group and if necessary revise the action plan. Reflect on the activities and decide if the task has been completed. Record what went well or less well when working in the team. Decide what could be done differently next time to improve your result. Record how you have worked as a team to achieve the task</p>

Working towards Goals**Level 1****Introduction**

In this unit you will learn to understand how to identify and work towards goals appropriately.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve 1.2 Identify at least one goal which is important for their development 1.3 Explain why achieving this goal is important 1.4 Agree the goal with an appropriate person
2 Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal 2.2 Identify timescales and deadlines for the achievement of the goal 2.3 Identify the resources needed to support them in achieving the goal
3 Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan 3.2 Regularly review the activities and outcomes with an appropriate person 3.3 Identify what has been achieved and what still needs to be done 3.4 Amend the action plan to reflect their progress

Indicative content
<p>Identify a goal Identify two improvement goals and state your reasons for selecting them. Provide evidence on how this decision was made.</p> <p>Plan to meet your goal Outline each stage of action that will be taken to achieve the goal. List resources required to achieve each action and arrange access to them. Set deadlines for each action. Identify people and resources that can support you as you work towards your goal.</p> <p>Review your progress After each action think about how it has been completed, with special attention to the resources used. Revise the plan if necessary - Identify any appropriate additional actions that may be necessary to achieve the goal. Consider what could have been done differently and what you may do differently if you repeated the action. Have you achieved your goal?</p>

Group B Units

Introduction to Business and Business Administration**Level 1****Introduction**

In this unit you will be introduced to business organisations, their purposes and the departments or functions within those businesses. You will learn about business administration and the sort of tasks you might carry out in an administrative role in a business.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and functions of a range of business organisations	1.1 Identify the range of different types of businesses and explain their purpose 1.2 Identify and describe the different functions or departments within a business and what they do 1.3 Identify and explain the main resources that businesses require
2 Demonstrate understanding of the main business administration tasks	2.1 Identify and describe the main administrative tasks in businesses and how they contribute to supporting the main business focus 2.2 Demonstrate business administration skills in two main areas

Indicative content
<p>Purpose and functions of businesses The different industry sectors – e.g. manufacturing, professional service industries (law, accountancy, insurance), trades (building, plumbing), retail, entertainment etc.; functions or departments and their main purpose e.g. production, finance, sales, customer service, human resources, IT etc.; a basic understanding of how the functions work together; main resources – money, people, buildings, vehicles, raw materials etc.</p> <p>Business administration What business administration is/ purpose of business administration – supporting the business activities; main tasks – handling telephone calls, handling mail, handling information, handling visitors/customers, using IT systems etc.; how tasks support main business focus,</p>

Introduction to Care Work**Level 1****Introduction**

In this unit you will be introduced to work roles that are available within a range of different care organisations. You will learn about the principles of care and the skills that you need to work in a care role.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and range of care work	1.1 Identify and describe the range of care settings 1.2 Explain the purpose of different care settings 1.3 Identify and describe potential work roles for career progression in care
2 Understand skills required for care work	2.1 Identify and explain the main principles of care 2.2 Identify and describe the range of activities and responsibilities in a specified care role 2.3 Demonstrate skills required for care work

Indicative content
<p>Purpose and range of care work Care settings to include child care (nurseries, day care, residential care), care of the elderly; care of people with mental or physical disabilities; purpose of settings e.g. to care for children of working parents, to assist people who are disabled to live more independently, to support the elderly and children within residential settings; roles to include care worker, social worker, nanny, child carer etc.</p> <p>Skills for care work Principles of care: client centred care, independence of clients, privacy and respect, protection from abuse; equality and diversity and protection from discrimination; activities – dependent on setting but may include feeding, personal hygiene of clients, dressing, entertaining clients etc.; skills include communication skills, building relationships with others, treating others with respect, promoting equality and diversity.</p>

Introduction to Catering**Level 1****Introduction**

In this unit you will learn about the food sector and about catering businesses. You will learn about the roles and activities within a catering business. You will also learn why food safety is so important in food businesses.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the range and purpose of catering	1.1 Identify and describe the features of catering businesses 1.2 Identify and describe the range of different catering businesses 1.3 Identify and explain the main resources that a catering business requires 1.4 Identify and describe the main roles within catering businesses
2 Understand the importance of food safety in catering	2.1 Explain why food safety is important 2.2 Demonstrate compliance with personal hygiene standards 2.3 Identify and describe main categories of food hazards 2.4 Identify and explain main food safety procedures

Indicative content
<p>Catering and hospitality businesses The purpose of catering businesses: to prepare, sell and serve 'ready to eat' foodstuffs. Range of different retail businesses</p> <ul style="list-style-type: none"> ▪ In terms of size and type e.g. small sandwich shops, take-aways and cafes; catering facilities in stores, offices, leisure facilities, hospitals, residential homes, schools etc; restaurant chains (including fast food chains and coffee shops); pubs serving food; hotels; bed and breakfast; outdoor outlets (roadside caravans, theme parks etc.); voluntary (meals on wheels, soup kitchens). ▪ In terms of product e.g. food of a particular nationality or culture (Italian, Indian, Mexican, Cajun etc); fast foods (burgers, chicken, fish and chips); coffee and sandwich bars. ▪ In terms of service e.g. eat-in, table service, take-away, self-service, counter service, delivery services, snack bars, room service. <p>Main resources – money, people, buildings, equipment, vehicles, raw materials etc.</p> <p>Food safety Importance of food safety and hygienic working (business reputation, legal, safety).</p> <p>Personal Hygiene (hand washing – importance and method, procedures relating to jewellery, cosmetics etc., dealing with cuts and grazes – health risks and covering, infectious illnesses (e.g. sickness and diarrhoea) – risks and reporting.</p> <p>Protective clothing – types of clothing, clean, suitable, in line with organisation policy, reasons for protective clothing).</p> <p>Main food hazards (physical – foreign objects in the food, chemical – cleaning and other chemicals used around the kitchen; microbiological – bacteria that cause food poisoning; allergens – common allergies and intolerances e.g. nuts, artificial colourings).</p> <p>Safe and hygienic working (cleanliness of work area and equipment, importance of separating raw and cooked foods, cooking/reheating to correct temperatures to avoid risk of bacteria, Safe storage and use of foods – frozen, dried, chilled etc and use by dates.</p>

Introduction to Child Care**Level 1****Introduction**

In this unit, you will be introduced to work roles that are available within a range of different Child Care organisations. You will learn about the principles of Child Care and the skills and qualifications you need to work in a Child Care setting.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and range of child care work	1.1 Identify and describe the range of child care settings 1.2 Explain the purpose of different child care settings 1.3 Identify and describe potential work roles for career progression in child care
2 Understand the skills required for working in a child care setting	2.1 Identify and explain the main principles of child care 2.2 Identify and describe the range of activities and responsibilities in a specified child care role 2.3 Demonstrate skills required for child care work

Indicative content
<p>Purpose and range of child care work</p> <p>Child care settings to include child minding, nurseries, play groups, schools, after-school clubs, special schools. Purpose of settings e.g. to provide after school care and facilities, to care for children of working parents, to care for children with additional needs. Roles to include: child minder, play group worker, nursery school worker, teacher, support work in schools e.g. classroom assistant, crèche worker, welfare assistant</p> <p>Skills for child care work</p> <p>Principles and values essential for working with children, equality, inclusion and anti-discriminatory practice, protection from abuse, person-centred approaches, including “Every Child Matters”, statutory requirements, confidentiality. Activities will be dependent on the setting but will include supporting play and learning activities.</p> <p>Skills include communication skills, building relationships with others, treating others with respect, promoting equality and diversity.</p>

Introduction to Construction Work**Level 1****Introduction**

In this unit you will be introduced to the construction industry and be given the opportunity to learn about the conditions of work that can be expected within the sector.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the construction industry and the organisations and job roles within it	1.1 Identify the purpose of the construction industry 1.2 Identify different types of organisations within the construction industry 1.3 Identify roles within the construction industry
2 Examine the terms, conditions and benefits of different jobs within the construction sector	2.1 Identify the terms, conditions and benefits of different job roles and different employers within the construction sector

Indicative content
<p>Construction industry Structure of the industry – small and larger firms, specialist firms and services; sole traders, large companies, sub contractors; specialists – electricians, plumbers etc.; Roles – apprenticeships, builders, painters, plasterers, architects.</p> <p>Conditions Working practices - flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work; conditions – rates of pay, overtime, bonuses, holidays, working away from home; benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs.</p>

This unit is also a component part of the following qualification: Level 1 Certificate in Preparation for Employment in the Construction Industries (500/4033/9).

Introduction to Contact Centre Operations

Level 1

Introduction

In this unit you will learn about contact centre operations. You will learn about what contact centres do and how they are organised as well as the skills required to work in a contact centre. You will learn that customer service is important for successful contact centre operations.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Describe contact centre operations	1.1 Identify different purposes of call centres 1.2 Identify types of incoming and outgoing calls that might be dealt with by contact centres 1.3 Describe how contact centre operations are organised
2 Describe the technology used in contact centres	2.1 Identify the communications and information technology used within contact centres 2.2 Describe the use of communications and information technology used within contact centres
3 Understand the importance of customer service for contact centres	3.1 Give examples of good customer service in contact centres 3.2 Explain the importance of customer service in a contact centre situation
4 Demonstrate skills required in contact centre work	4.1 Demonstrate communication skills 4.2 Demonstrate team working skills 4.3 Demonstrate customer service skills

Indicative content
<p>Contact centre operations Purpose e.g. product or technical support, sales, help desks, order lines, directory enquiries, information lines, customer service; incoming calls e.g. queries, orders, complaints; outgoing calls e.g. sales, returning customer calls, marketing; operations (team working, handling calls for different end suppliers); staff e.g. operators, supervisors, team leaders, technical support.</p> <p>Technology Telephone systems; electronic displays; voice recognition systems; call forwarding; use of computer records e.g. customer information, account information, product information; email systems (for internal mail, customer contact etc.)</p> <p>Customer service Being polite to customers; meeting customer needs; importance of customer service for customer retention, reputation etc.; working within organisational limits and limits of own authority.</p> <p>Contact centre skills Communication skills e.g. telephone skills, letter writing, email, using internet/intranet, active listening skills, questioning skills, recording information, passing on messages, transferring callers); team working e.g. communicating with others, knowing when to ask for assistance, providing accurate information etc.; customer service e.g. politeness, right attitude and behaviour, meeting customer expectations.</p>

Introduction to Customer Service

Level 1

Introduction

In this unit you will be introduced to customer service and customer focussed organisations. You will look at the range of customer service roles available in your local area and who are the customers of each type of organisation. You will learn about the skills required for customer service role.

This unit is assessed through a portfolio of evidence.

Credit Value: 3

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the range of customer focussed roles available in the local area	1.1 Identify range of customer focussed roles available in the local area 1.2 Describe the different aspects of customer focussed roles available 1.3 Describe customer groups relevant to each customer focussed role
2 Create a good impression on customers	2.1 Explain the importance of personal appearance and appropriate behaviour in creating a good impression on customers. 2.2 Demonstrate the ability to create good first and lasting impressions on the customer
3 Demonstrate the ability to interact positively with customers	3.1 Demonstrate the ability to understand customer viewpoint 3.2 Demonstrate the ability to communicate effectively with customers
4 Understand the importance of working within given rules	4.1 Identify examples of rules that may apply to customer service roles 4.2 Explain why it is important to work within those rules 4.3 Explain the implications of working outside the given rules

Indicative content
<p>Customer service roles Sources of information about roles (job centres, local newspaper vacancy pages, local knowledge of customer service organisations); range of roles available to include retail, reception, restaurants etc.; aspects of role (serving customers, finding products, taking money, working with computerised tills and stock systems); customer groups (buyers in retail organisations, diners in restaurants, guests in hotels etc.).</p> <p>Creating a good impression Personal appearance (neat, tidy, personal hygiene, wearing uniform if required, other dress codes); appropriate behaviour (smiling, pleasant, friendly, helpful, polite); creating good impression (meeting and greeting customers, giving customer full attention, being knowledgeable about products and/or services available).</p> <p>Interacting with customers Customer needs and requirements; how to establish what the customer wants; recognising customer feelings and emotions; empathy with customer; questioning skills; speaking and active listening skills; appropriate body language; avoiding technical jargon; explaining products and services to customers; adapting attitudes to customer; showing respect for customer.</p> <p>Working within the rules Organisational procedures and why they exist (consistency in service, compliance with the law in how customers are dealt with etc.); limits on authority and what these might be; following procedures; implications of failing to follow procedures (potential loss of customers, potential breach of the law, loss of job etc.).</p>

Introduction to Retail**Level 1****Introduction**

In this unit you will learn about the retail sector and about how retail businesses work. You will learn about the range of retail businesses and what they do. You will look at the roles and activities within a retail business.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and range of retail businesses	1.1 Identify and describe the features of a retail business 1.2 Identify and describe the range of different retail businesses 1.3 Identify and explain the main resources that a retail business requires
2 Understand the roles and activities within retail businesses	2.1 Identify and describe the main roles within retail businesses 2.2 Identify and describe the main activities in retail businesses 2.3 Demonstrate skills required for retail work

Indicative content
<p>The purpose and range of retail businesses What a retail business is: sells products and services to the general public. Range of different retail businesses: In terms of size e.g. small corner shops, chain stores, department stores, supermarkets etc. In terms of products e.g. clothing, groceries, travel agencies, electrical goods, books etc. Shops that sell a range of different products (supermarkets and department stores) and specialist stores (tea and coffee merchants, cheese shops, organic/fair trade shops etc.) In terms of selling methods e.g. retail shop, catalogue shops (e.g. Argos, Littlewoods), Mail order catalogues, Internet shops (e.g. Amazon), order in store and home delivery etc. Main resources – money, people, buildings, vehicles, products etc.</p> <p>Retail activities Main activities and roles within a retail business: Sales – making sales and taking payments Dealing with customers – enquiries, complaints, sales and refunds. Cash handling – taking payment, giving refunds, end of day procedures. Using tills/IT stock systems Stock control – receiving deliveries, identifying problems and discrepancies, replenishing shelves, counting stock, returning stock etc.</p>

Introduction to Salon Work**Level 1****Introduction**

In this unit you will be introduced to salon work by looking at the activities and roles within hair and beauty salons. You will also learn about salon hygiene and be given the opportunity to gain skills which could allow an initial work experience placement within salon environments.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the roles and activities within salon work	1.1 Identify and describe the activities carried out in hair and beauty salons 1.2 Identify and describe different roles in hair and beauty salons
2 Understand the importance of salon hygiene and safety	2.1 Explain why hygiene and safety are important 2.2 Identify and describe main hazards in salon environments 2.3 Demonstrate ability to identify and carry out tasks to keep salon environment tidy
3 Demonstrate skills for reception duties within a salon	3.1 Meet and greet clients on arrival at salon 3.2 Deal with incoming telephone calls 3.3 Make appointments for clients 3.4 Deal with clients on departure from salon

Indicative content
<p>Role and activities Activities: hairdressing, beauty treatments (facial, massage, nail etc); reception duties; Roles: hairdresser, apprentice/trainee, beauty consultant, receptionist.</p> <p>Hygiene and safety Importance for safety of clients and staff, legal requirement, business reputation; hazards to include tripping and slipping, hygiene for treatments, electrical equipment hazards, burns and scalds etc; sweeping and tidying duties.</p> <p>Reception duties Personal appearance; communication skills; being polite; greeting on arrival; telephone skills; making and recording appointments in appointments book; saying goodbye; taking, storing and returning coats and other client personal belongings; offering and serving drinks.</p>

Introduction to Self Employment**Level 2****Introduction**

In this unit you will be introduced to self employment by looking at how you could use your own skills and experience to create self employment opportunities. You will learn how to produce a simple business plan to evaluate and promote your idea. You will also look at the legal and practical aspects of self employment.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Identify self-employment opportunities	1.1 Describe own skills, abilities and achievements that might be useful in self-employment 1.2 Describe possible self employment opportunities
2 Produce a simple business plan	2.1 Identify required resources 2.2 Estimate costs and potential income 2.3 Prepare a simple business plan
3 Understand the legal and practical aspects of being self employed	3.1 Describe barriers to and aspects of self-employment 3.2 Identify sources of help 3.3 Describe main legal aspects of self employment

Indicative content
<p>Opportunities Skills audit to identify own skills and abilities; skills to include communication skills, numeracy, self-starter, time management, decision making and problem solving, specialist skills for specific business ideas; opportunities based on skills and abilities; assessment of ideas to decide if possible.</p> <p>Business plans How to identify resources; resources include materials and equipment, employees, finance, stock and consumables, transport, premises, licences etc.; finding out about costs; researching possible income levels e.g. looking at similar services, estimating required profit margin; gross and net profit; preparing a business plan.</p> <p>Legal and practical issues Practical issues: reality of working alone, possible irregularity of payment, impact on current finances e.g. benefits; sources of help including banks, Business link and other Government agencies, local agencies, friends, family etc.; Legal aspects to include requirement to pay tax, licences where required, health and safety issues, any specialist legislation relating to specific business idea.</p>

Appendix 1

Summary Record of Achievement

Learner Name _____

Unit Title	Tick if unit claimed	Level/ Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Group A					
Career Development		L1/3			
Community Action		L1/2			
Dealing with Problems in Daily Life		L1/2			
Developing self		L1/2			
Healthy Living		L1/2			
Individual Rights and Responsibilities		L1/1			
Managing own Money		L1/2			
Managing Social Relationships		L1/3			
Personal Advancement		L1/4			
Preparation for Work		L1/2			
Study Skills		L1/2			
Working as part of a Group		L1/2			
Working towards Goals		L1/2			
Group B					
Introduction to Business and Business Administration		L1/2			
Introduction to Care Work		L1/2			
Introduction to Catering		L1/2			
Introduction to Construction Work		L1/2			

Unit Title	Tick if unit claimed	Level/ Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Group B Continued					
Introduction to Contact Centre Operations		L1/2			
Introduction to Customer Service		L1/2			
Introduction to Retail		L1/2			
Introduction to Salon Work		L1/2			
Introduction to Self Employment		L2/2			
Units claimed from other Levels (please complete unit title, level and credit value as appropriate)					

Total credit value of claim _____

For the Award this should be more than 4 credits and up to a maximum of 12.

For the Certificate this should be 13 credits or more.

Learner signature _____

Assessor signature _____

Appendix 2

Rules of Combination Table

This table shows how units from this qualification can be combined with units from other levels.

Ascentis Level 1 Award in Personal Development and Certificate in Personal and Professional Development		
Minimum Credit Value of qualification - 4 credits (Award) 13 Credits (Certificate)		
Award in Personal Development		
To achieve the full award learners must achieve a minimum of 4 credits from the Group A optional units. Learner may achieve up to a maximum of 12 credits in completing the award.		
Certificate in Personal and Professional Development		
To achieve the full certificate learners must achieve a minimum of 13 credits overall. Of these credits a minimum of 4 must be obtained from the Group A units and at least 2 credits from the Group B units. The remaining credits may be obtained from either Group.		
Optional Units	Level	Credit
Group A		
Career Development	L1	3
Community Action	L1	2
Dealing with Problems in daily life	L1	2
Developing self	L1	2
Healthy Living	L1	2
Individual Rights and Responsibilities	L1	1
Managing own Money	L1	2
Managing Social Relationships	L1	2
Personal Advancement	L1	4
Preparation for Work	L1	2
Study Skills	L1	2
Working as part of a Group	L1	2
Working towards Goals	L1	2
Group B		
Introduction to Business and Business Administration	L1	2
Introduction to Care Work	L1	2
Introduction to Catering	L1	2
Introduction to Child Care	L1	2
Introduction to Construction Work	L1	2
Introduction to Contact Centre Operations	L1	2
Introduction to Customer Service	L1	3
Introduction to Retail	L1	2
Introduction to Salon Work	L1	2
Introduction to Self-Employment	L2	2

Units from this qualification may also be combined with Entry 3 units from the **Ascentis Entry 3 Certificate in Personal and Professional Development**. These units are also grouped into Group A and Group B units and must be selected according to the same principles as the Entry 3 units in this respect. The specifications for these units can be found within the qualification specification for the Entry 3 certificate. Units from the Entry 3 qualification must make up no more than 40% of the total credits claimed for the award. The units available are listed below.

Group A		
Community Action	E3	3
Dealing with Problems in Daily Life	E3	2
Developing Self	E3	2
Healthy Living	E3	2
Individual Rights and Responsibilities	E3	1
Managing own Money	E3	2
Managing Social Relationships	E3	2
Personal Advancement	E3	4
Preparation for Work	E3	2
Study Skills	E3	2
Working as part of a Group	E3	2
Working towards Goals	E3	2
Group B		
Introduction to Business and Business Administration	E3	2
Introduction to Care Work	E3	2
Introduction to Catering	E3	2
Introduction to Construction Work	E3	2
Introduction to Contact Centre Operations	E3	2
Introduction to Customer Service	E3	3
Introduction to Retail	E3	2
Introduction to Salon Work	E3	2
Barred combinations: The Level 1 versions of the units cannot be combined with the Entry 3 versions of the same units.		

The specifications for the qualifications referenced above are available to download from www.Ascentis.co.uk.

The QCA codes for the qualifications referenced above are as follows:

Entry 3 Award in Personal Development: 500/4139/3
 Entry 3 Certificate in Personal and Professional Development: 500/4140/X

Appendix 3

Observation Record Form

Learner Name: _____

Unit: _____

Level: _____

Criteria assessed through Observation: (Give number(s) from the unit specification)

What the learner had to do

Assessor's comments on learner performance

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature _____

Date _____

Internal Moderator (If sampled) _____

Date _____

Appendix 4

Mapping to Functional Skills at Level 1

English	
Functional Skills Standards	Ascentis
Take full part in formal and informal discussions/exchanges.	<p>There are opportunities to work towards this standard throughout the qualification during classroom exchanges and activities.</p> <p>Some specific examples might include:</p> <ul style="list-style-type: none"> ▪ Holding a debate for the Individual Rights and Responsibilities unit ▪ Having a team discussion about a task in the Working as part of a Group unit ▪ Have a group discussion about volunteering and charity work in the Community Action unit ▪ Simulating a role-play customer exercise as part of the introduction to employment units.
Read and understand a range of texts.	<p>Learners should encounter a variety of straightforward texts over the course of the programme of study.</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> ▪ An information leaflet for the Healthy Living unit ▪ A banking leaflet in the Managing own Money unit ▪ A health and safety notice in the Preparation for Work unit.
Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	<p>Learners should have to produce documents during their programme of study. For example:</p> <ul style="list-style-type: none"> ▪ A flyer/poster for a cause for the Community Action unit ▪ A detailed action plan for the Working towards Goals unit.

ICT	
Functional Skills Standards	Ascentis
Use ICT Systems	
Interact with and use ICT systems independently to meet needs.	<p>Learners should be encouraged to use ICT systems at every opportunity. Examples might include:</p> <ul style="list-style-type: none"> ▪ Requesting a piece of work in electronic format ▪ Printing documents ▪ Correspondence via email.
Manage information storage.	Learners should be encouraged to manage and store any work they do using ICT systems effectively during the qualification
Follow and understand the need for safety and security practices.	Learners should be taught to follow these practices whenever they use ICT systems during the programme of study.

Find and Select Information	
Select and use a variety of sources of Information independently to meet needs.	Learners could be asked to carry out a research project using a variety of sources of information. Some examples might be: <ul style="list-style-type: none"> ▪ Recipes in the Healthy Living unit ▪ Carrying out research in the Study Skills unit ▪ Finding out information on a sector of work for the introduction to employment units.
Access, search or, select and use ICT-based information and evaluate its fitness for purpose.	Learners could be asked to carry out a research project using the internet. <p>Examples may well include:</p> <ul style="list-style-type: none"> ▪ Carrying out research in the Study Skills unit ▪ Finding out information on services available from banks in the Managing own Money unit ▪ Finding out what public services are available locally for the Individual Rights and Responsibilities unit.
Develop, present and communicate information	
Enter, develop and format information to suit its meaning and purpose, including: text and tables, images, numbers, graphs, records.	Tutors could design an activity that requires learners to develop these skills. For example: <ul style="list-style-type: none"> ▪ Designing a poster for the Community Action unit ▪ Drafting a document for the Introduction to Business and Business Administration unit ▪ Designing a menu for the Introduction to Catering unit.
Bring together information to suit content and purpose.	Learners should be encouraged to do this throughout the course. Examples might include: <ul style="list-style-type: none"> ▪ Designing a poster for the Healthy Living unit ▪ Producing a budget for the Managing own Money unit.
Present information in ways that are fit for purpose and audience.	Learners should be encouraged to review the effectiveness of their work in the examples provided above.
Evaluate the selection and use of ICT tools and facilities used to present information	Tutors should encourage the use of ICT based communication throughout the course. Examples could include: <ul style="list-style-type: none"> ▪ Highlighting the use of the internet/email for job applications in the introduction to employment units. <p>Sending an email as part of the Introduction to Business and Business Administration unit</p>

Mathematics	
Functional Skills Standards	Ascentis
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes.	<p>This type of problem could be introduced to the learner during the introduction to employment units. Examples might include:</p> <ul style="list-style-type: none"> ▪ Problems of size and volume in the Introduction to Construction Work unit ▪ Planning problems in the Introduction to Catering and Introduction to Care units.
Use appropriate checking procedures at each stage.	On any occasion throughout the programme of study where the learner uses maths the use of simple checking procedures should be encouraged.