

# Unit MWS1: Maintaining work standards

<b>Aim</b>	To enable learners to show they understand the standards required in the workplace and to demonstrate they know and can meet the standards of their own organisation when carrying out activities.		
<b>Level</b>	1	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand why employees are expected to comply with workplace standards and codes of conduct	1.1.1 Give examples that show why regular attendance and good timekeeping are important in the workplace 1.1.2 Explain why organisations expect workers to dress or behave in particular ways 1.1.3 Give examples that show why it is important to follow health and safety procedures in the workplace 1.1.4 Explain why workplace tasks need to be completed to a particular standard and within a reasonable timeframe
1.2 Know what standards are required in own organisation	1.2.1 Identify the requirements for attendance and timekeeping in own organisation 1.2.2 State the procedures to follow in cases of lateness or absence 1.2.3 State why it is important to follow own organisation's lateness and absence procedures 1.2.4 Describe the organisation's standard for image in terms of appearance and behaviour 1.2.5 Give examples of different tasks and describe the standards to which they should be completed 1.2.6 Give examples of safe working practices in relation to different tasks

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# Unit MWS1: Maintaining work standards

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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.3 Be able to plan for, and meet, timekeeping and attendance requirements of own organisation	1.3.1 Plan their journey to work to ensure they are able to start work on time 1.3.2 Meet timekeeping and attendance requirements 1.3.3 Follow procedures if there are any difficulties in timekeeping and attendance
1.4 Be able to complete activities to specified work standards	1.4.1 Describe the tasks that need to be done 1.4.2 Identify the help, materials, equipment and/or tools needed to complete tasks 1.4.3 Ask for any help needed to achieve the quality of work required and to meet deadlines 1.4.4 Check finished work meets the required quality 1.4.5 Meet deadlines 1.4.6 Meet the organisation's standard for carrying out tasks safely

# Unit CE1:

## Career exploration

<b>Aim</b>	To enable learners to show they understand what is required to work towards the achievement of a career goal.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to identify a career goal and explore routes to achieving the goal	1.1.1 Describe what it means to 'have a career' 1.1.2 Identify a career goal of interest and give reasons for the choice 1.1.3 Identify different routes to achieve the career goal 1.1.4 State what are the advantages and disadvantages of the different routes
1.2 Be able to identify skills and qualities appropriate to a chosen career	1.2.1 Identify the vocational skills appropriate to a chosen career 1.2.2 Identify the interpersonal skills appropriate to the career 1.2.3 Identify qualities needed to be successful in the career 1.2.4 Compare own current skills and qualities with those identified
1.3 Be able to prepare for a career interview	1.3.1 Agree arrangements for a careers interview 1.3.2 Agree the purpose of the interview 1.3.3 State what information it would be helpful to get from the interview 1.3.4 Identify documents that may be helpful to take to the interview
1.4 Be able to review the outcomes of a career interview	1.4.1 Identify key information gained from the interview and any information still needed 1.4.2 Identify next steps 1.4.3 State how information from the interview helped with deciding on next steps

# Unit AJB1:

## Applying for a job

<b>Aim</b>	To enable learners to show they understand what is involved in applying for a job by working through the application process and preparing for and attending an interview.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to carry out activities to apply for a job	1.1.1 Identify a job that they would like to apply for 1.1.2 Identify the skills and qualities required for the job 1.1.3 Identify own skills and qualities that would make them suitable for that job 1.1.4 Plan steps towards making a successful job application including identifying: <ul style="list-style-type: none"> <li>• an appropriate format for the application</li> <li>• relevant information to include in the application</li> <li>• who to check the application with before submitting it</li> </ul> 1.1.5 Follow their plan and complete a job application 1.1.6 Check accuracy of completed documents and amend if needed
1.2 Be able to prepare for and take part in an interview and to learn from the experience	1.2.1 Prepare to attend an interview, including identifying: <ul style="list-style-type: none"> <li>• questions that the interviewer might ask and appropriate answers</li> <li>• relevant experience/information that it would be useful to communicate to the interviewer</li> </ul> 1.2.2 Present information about themselves at an interview, responding to questions with relevant information and using appropriate language 1.2.3 Use feedback to review their performance and state what they would do differently in the future

# Unit EJO1: Exploring job opportunities

<b>Aim</b>	To enable learners to show they understand how to identify job opportunities that would best suit their experience and skills and to decide on the steps they need to take towards successfully applying for such an opportunity.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to identify suitable job opportunities	1.1.1 State who to see and where to go for help with job choices 1.1.2 Review their interests, experiences, skills and qualities 1.1.3 Get information about job opportunities that may be suitable 1.1.4 Agree realistic job options
1.2 Be able to identify steps for working towards getting a job	1.2.1 Identify and agree next steps that would maximise their chance of being successful if they wanted to apply for a particular job option

# Unit LWE1:

## Learning through work experience

<b>Aim</b>	To enable learners to show they can prepare for, carry out and review their workplace learning. To help learners make decisions about their future work/career.		
<b>Level</b>	1	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to prepare for learning in the workplace	1.1.1 Agree an appropriate setting for workplace learning 1.1.2 Plan how to get to workplace on time 1.1.3 Identify: <ul style="list-style-type: none"> <li>• the times to start, finish and take breaks</li> <li>• the person to report to</li> <li>• what to wear at work</li> </ul> 1.1.4 State the type of tasks/activities expected in work role 1.1.5 Agree what will be gained from the learning experience including: <ul style="list-style-type: none"> <li>• knowledge of how the organisation operates</li> <li>• a view on the suitability of that work environment for themselves</li> </ul>
1.2 Be able to carry out activities in the workplace	1.2.1 Describe what they learnt from induction including health and safety requirements 1.2.2 Complete workplace tasks to the required standard 1.2.3 Ask for help and advice when necessary
1.3 Be able to identify what has been learnt from the workplace experience	1.3.1 Review workplace experience, with an appropriate person, including the benefits and drawbacks of the work setting 1.3.2 Describe what has been learnt from the workplace experience 1.3.3 State how the experience may affect decisions about own work/career choices

# Unit ES1: Enterprise skills

<b>Aim</b>	To enable learners to show they recognise the characteristics of successful entrepreneurs and how these contribute to successful businesses. To enable learners to show they can identify their strengths as an enterprising person and that they know how to develop them further.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand the characteristics of successful entrepreneurs and how these are important in business situations	1.1.1 Describe what is meant by the term entrepreneur 1.1.2 Identify the skills that are needed to be a successful entrepreneur 1.1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur 1.1.4 Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success
1.2 Understand own strengths as an enterprising person and ways to develop own enterprising characteristics	1.2.1 Describe how an enterprising person behaves 1.2.2 Identify own strengths in terms of enterprising skills, attitudes and qualities 1.2.3 State how enterprising skills, attitudes and qualities can help achieve own work related goals 1.2.4 Agree activities to develop own enterprising skills and attitudes

# Unit CW01:

## Communicating with others at work

<b>Aim</b>	To enable learners to show they understand how communication takes place in their organisation and to show they can communicate effectively with others in the workplace.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand how communication takes place in own organisation	1.1.1 Describe the structure of the organisation 1.1.2 Identify the lines of communication within the organisation 1.1.3 Describe the communication methods used within the organisation 1.1.4 Identify who they may need to communicate with in the organisation
1.2 Be able to communicate appropriately with others at work	1.2.1 Communicate clearly in ways that suit their purpose and audience 1.2.2 Respond to others' communication with relevant: <ul style="list-style-type: none"> <li>• comments</li> <li>• questions</li> <li>• information</li> </ul>



# Unit CS1:

## Customer service

<b>Aim</b>	To enable learners to show they understand the importance of good customer service and how their organisation tries to provide it, and to show they can follow procedures and meet the customer service standards of their own organisation when carrying out their own role.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand why good customer service is important	1.1.1 Give examples that illustrate good practice in customer service 1.1.2 Give examples of how poor service could affect: <ul style="list-style-type: none"> <li>• customers</li> <li>• organisations</li> </ul> 1.1.3 State why it is important to make a good first impression
1.2 Understand customer needs and how own organisation tries to meet them	1.2.1 Identify the products/services provided to customers 1.2.2 State how the organisation provides products/ services in ways that meet customer needs
1.3 Understand own organisation's customer service procedures and good practice standards	1.3.1 Identify customer service policies and procedures relevant to own role and responsibilities 1.3.2 State why it is important to maintain customer confidentiality 1.3.3 State what should be done in the event of a customer complaint
1.4 Be able to provide good customer service	1.4.1 Give a positive first impression to customers 1.4.2 Interact with customers using appropriate verbal and non-verbal communication skills 1.4.3 Meet the customer service standards of the organisation when carrying out own role

# Unit EBE1: Exploring business and enterprise

<b>Aim</b>	To enable learners to show their understanding of the different types of organisations that provide goods and/or services, how businesses/enterprises can benefit society and the features that make businesses/enterprises successful.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to identify different types of organisations that provide goods and/or services	1.1.1 Identify a social enterprise and a commercial enterprise and state how their objectives differ 1.1.2 Identify a service provided by a public sector organisation and a service provided by a business in the private sector 1.1.3 Identify how public and private sector organisations differ in the way they are financed 1.1.4 Identify the key differences between running a business/enterprise as a: <ul style="list-style-type: none"> <li>• sole trader</li> <li>• partnership</li> <li>• cooperative</li> </ul>
1.2 Understand how businesses/ enterprises benefit society	1.2.1 Describe the ways that businesses/enterprises benefit individual workers and their communities 1.2.2 Identify the economic benefits that businesses/enterprises bring to society
1.3 Be able to identify the features of a successful business/enterprise	1.3.1 Identify what skills and qualities are needed within a workforce to help a business/enterprise be successful 1.3.2 Identify a successful business/enterprise and the products and/or services it supplies 1.3.3 Give reasons why the business is successful 1.3.4 Give reasons why the process of business planning helps an enterprise to be successful

# Unit HSW1: Health and safety in the workplace

<b>Aim</b>	To enable learners to show they understand workplace health and safety and are able to carry out tasks safely.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand rights and responsibilities relating to workplace health and safety	1.1.1 State the main health and safety responsibilities of employers 1.1.2 State the health and safety responsibilities of individuals who work for organisations 1.1.3 Give examples of legislation and regulations, relevant to own situation, that help keep individuals healthy and safe at work 1.1.4 Explain why it is important to follow health and safety procedures
1.2 Understand health and safety arrangements in own workplace	1.2.1 State how individuals working for the organisation are given information about health and safety 1.2.2 Identify safety signs in the workplace and state what they mean 1.2.3 State how to report a hazard in the workplace 1.2.4 Identify the location of: <ul style="list-style-type: none"> <li>• fire/emergency alarm</li> <li>• fire fighting equipment</li> <li>• fire exits</li> <li>• assembly points</li> <li>• first aid box</li> <li>• first aid assistance</li> <li>• accident book</li> </ul>

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# Unit HSW1: Health and safety in the workplace

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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.3 Understand how to prevent and deal with accidents	1.3.1 Identify common accidents in the workplace 1.3.2 List ways such accidents can be prevented 1.3.3 State how a near miss or accident should be reported 1.3.4 State what to do in the event of personal injury 1.3.5 Describe when and how to call for emergency assistance
1.4 Be able to perform workplace tasks safely	1.4.1 Follow health and safety procedures to carry out tasks safely 1.4.2 Use and store tools and equipment safely 1.4.3 Maintain a clean and tidy work area

# Unit MPF1: Managing personal finance as an employee

<b>Aim</b>	To enable learners to show they understand financial issues related to being an employee, the benefits of managing their income and expenditure, and that they know about sources of financial information and advice. To enable learners to show they can monitor and manage their income and expenditure.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand financial terms associated with being an employee	1.1.1 Identify key information on a wage slip 1.1.2 State the meaning of: <ul style="list-style-type: none"> <li>• PAYE</li> <li>• gross pay</li> <li>• net pay</li> <li>• income tax</li> <li>• National Insurance</li> </ul>
1.2 Understand why it is important to manage own income and expenditure effectively	1.2.1 State what the terms 'income' and 'expenditure' mean 1.2.2 Describe problems that may occur if an individual's expenditure is greater than their income 1.2.3 Give reasons why it is important to keep track of own income and expenditure
1.3 Know about sources of information and advice to help with management of own finances	1.3.1 Identify sources of information about current accounts, savings accounts and credit cards 1.3.2 Identify sources of advice about dealing with debt problems
1.4 Be able to monitor income and expenditure over time and manage income within means	1.4.1 Work out their weekly net income 1.4.2 Identify own expenditure that is work-related 1.4.3 Identify own expenditure that is not work-related 1.4.4 Identify ways of reducing expenditure 1.4.5 Plan a personal budget to ensure that expenditure does not exceed income

# Unit OLW1:

## Opportunities for learning and work

<b>Aim</b>	To enable learners to show they have an understanding of the range of opportunities available for learning and work locally, and nationally/internationally, and that they are able to make the most of opportunities relevant to themselves.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand the value of lifelong learning	1.1.1 State what is meant by lifelong learning 1.1.2 Describe how lifelong learning can help career success
1.2 Understand that there is a range of opportunities for learning	1.2.1 Identify learning opportunities available locally that are relevant to own interests 1.2.2 Identify learning opportunities available nationally that are relevant to own interests 1.2.3 Identify a learning opportunity appropriate to own situation and state why it is suitable
1.3 Understand that there is a range of opportunities for working	1.3.1 Identify the main differences between being an employee, being self-employed and working as a volunteer 1.3.2 Identify opportunities locally and nationally for working in a particular job 1.3.3 Identify opportunities in another country for working in a particular job
1.4 Be able to explore options for learning and work	1.4.1 Describe the advantages and disadvantages of learning or working in own area and in a different region 1.4.2 Describe the advantages and disadvantages of learning or working in another country
1.5 Be able to explore learning and work options for working towards a particular career	1.5.1 List a range of options for working towards a career of interest to themselves 1.5.2 Identify preferred option 1.5.3 Identify factors that may help or hinder progress including own interests, abilities and attitudes 1.5.4 Identify areas for own development and agree next steps

# Unit OBW1: Overcoming barriers to work

<b>Aim</b>	To enable learners to show they have an understanding of potential barriers to accessing and maintaining employment and to identify sources of support to help overcome them.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand the factors that enable an individual to be successful in accessing and staying in work	1.1.1 Identify external factors that may impact on the range of work opportunities available 1.1.2 Identify personal qualities that may affect an individual's ability to access and stay in work
1.2 Be able to identify barriers to accessing work and identify how to get support to help overcome them	1.2.1 Identify potential barriers to accessing work opportunities 1.2.2 Identify sources of information and support to help overcome barriers 1.2.3 Identify potential barriers relevant to own situation
1.3 Be able to plan to deal with money issues associated with becoming an employee	1.3.1 Identify items of expenditure associated with being an employee 1.3.2 Identify benefits that are available to people in work 1.3.3 State the eligibility criteria for benefits for different circumstances

# Unit PEA1: Participating in an enterprise activity

<b>Aim</b>	To enable learners to demonstrate enterprise skills through their contribution to planning, carrying out and reviewing an enterprise activity		
<b>Level</b>	1	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to plan an enterprise activity with others	1.1.1 Agree an enterprise activity to take part in and describe its intended outcome/s 1.1.2 Describe what needs to be done and identify time scales for completing tasks 1.1.3 Agree roles and responsibilities of team members 1.1.4 Agree arrangements for reviewing progress
1.2 Be able to meet own responsibilities for an enterprise activity	1.2.1 Identify resources needed to meet own responsibilities 1.2.2 Carry out own tasks to the standard required 1.2.3 Keep team members informed of progress 1.2.4 Respond to difficulties in an appropriate way
1.3 Be able to review an enterprise activity	1.3.1 Share information on the extent to which the intended outcome was achieved 1.3.2 Identify what the team did well and less well in carrying out the enterprise activity
1.4 Be able to review own contribution to an enterprise activity	1.4.1 Identify own contribution towards achieving the intended outcome of the enterprise activity 1.4.2 Identify own enterprise skills, attitudes and qualities used in carrying out the activity 1.4.3 Agree next steps for continuing to improve own enterprise skills



# Unit PRL1: Planning and reviewing learning

<b>Aim</b>	To enable learners to improve how they learn, and improve their performance, by actively engaging in the processes of planning their learning, working towards targets, and reviewing their progress and achievements.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand how setting targets can help improve their learning and performance	1.1.1 Describe how their learning and performance can be improved by setting clear targets
1.2 Be able to develop a plan to improve their learning and performance	1.2.1 Agree realistic targets 1.2.2 Identify clear steps and deadlines for each target 1.2.3 Identify where to get the support they need 1.2.4 Identify arrangements for checking progress
1.3 Be able to carry out their plan	1.3.1 Work through the steps in their plan to complete work on time 1.3.2 Use different ways of learning suggested by their tutor/supervisor and make changes when needed to improve performance 1.3.3 Reflect on their progress and use support given by others to help meet their targets
1.4 Be able to review how they have improved their learning and performance	1.4.1 Identify targets they have met and describe how they have improved their performance 1.4.2 Identify what they learned and the different ways they learned 1.4.3 Describe what went well and what went less well 1.4.4 Use feedback to help identify what they will do to continue to improve how they learn

# Unit RRW1: Rights and responsibilities in the workplace

<b>Aim</b>	To enable learners to show they have an understanding of rights and responsibilities in the workplace and of sources of information and support relating to rights and responsibilities.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand that employees have rights in the workplace	1.1.1 Describe the main rights all employees have at work 1.1.2 Explain the rights of an employee working in a particular job/employment sector 1.1.3 Give examples of laws that help to protect employees at work 1.1.4 Identify who could help with problems at work to do with employee rights 1.1.5 State what steps should be taken by an employee if they had a grievance issue at work
1.2 Understand that employees have responsibilities in the workplace	1.2.1 Describe the main responsibilities an employee has at work 1.2.2 State how an employee gets information about their responsibilities in the workplace 1.2.3 State what steps should be taken by an employee if they were faced with disciplinary procedures at work

# Unit TP1:

## Tackling problems

<b>Aim</b>	To enable learners to develop the skills and understanding to tackle problems systematically by actively engaging in the processes of thinking about a problem, planning how to tackle it and reviewing the effectiveness of their problem-solving skills.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand a problem and different ways of tackling it	1.1.1 Describe the problem and state why it needs to be solved 1.1.2 Identify how they will know if the problem has been solved 1.1.3 Suggest some ideas for how they might tackle the problem
1.2 Be able to develop and follow a plan to tackle the problem	1.2.1 Agree with an appropriate person how they will tackle the problem 1.2.2 Agree a plan for what they need to do identifying: <ul style="list-style-type: none"> <li>• how long the work should take</li> <li>• materials, tools and equipment needed</li> <li>• methods, and steps for working through the problem</li> <li>• any health and safety issues</li> </ul> 1.2.3 Check they would know what to do if anything went wrong 1.2.4 Follow their plan, working safely and using support given by others to help tackle the problem 1.2.5 Reflect on the progress of their work and use support to revise the plan if anything goes wrong
1.3 Be able to review the effectiveness of how they tackled the problem	1.3.1 Check whether the problem has been solved by following agreed steps 1.3.2 Identify what went well and less well in tackling the problem 1.3.3 Describe what they did about any difficulties they had 1.3.4 Suggest and agree ways of improving their skills in tackling problems in the future

# Unit TW1: Team working

<b>Aim</b>	To enable learners to show they understand how they can contribute to successful teamwork and to improve their team working skills by actively engaging in the processes of planning the work of the team, working with other team members towards agreed objectives, and reviewing the work of the team and their own contributions.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand how they can play a valuable part in a team	1.1.1 Describe the contribution they can make to help a team be successful
1.2 Be able to plan to work in a team	1.2.1 Confirm the objectives their tutor/supervisor has given to the team 1.2.2 Describe the ground rules for working in the team 1.2.3 Confirm what tasks the team has to carry out and deadlines 1.2.4 Confirm own individual responsibilities for: <ul style="list-style-type: none"> <li>• tasks to be done</li> <li>• health and safety</li> <li>• following the ground rules</li> </ul> 1.2.5 Agree the arrangements for working together as a team relating to: <ul style="list-style-type: none"> <li>• who they will be working with, where and when</li> <li>• who to ask for help when it is needed</li> </ul>

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# Unit TW1: Team working

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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.3 Be able to work with others to achieve team objectives	1.3.1 Get what they need to carry out tasks and meet own responsibilities in the team 1.3.2 Complete tasks without disrupting or offending others 1.3.3 Complete tasks safely following the methods they have been given 1.3.4 Reflect on progress of own work and that of the team 1.3.5 Ask for help when appropriate 1.3.6 Give support to others when appropriate
1.4 Be able to review the work of the team and own contribution, and agree how to improve own skills	1.4.1 Describe what went well and less well in the work of the team including; ground rules, working relationships and whether the team achieved its objectives 1.4.2 Describe how they personally helped the team to achieve its objectives 1.4.3 Agree ways of improving how they work as a member of a team in the future, including how they get on with other members of a team

# Unit UAG1:

## Using advice and guidance

<b>Aim</b>	To enable learners to show they understand the benefits of using advice and guidance to help achieve learning and work-related goals and to be able to use that advice and guidance effectively.		
<b>Level</b>	1	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand the benefits of advice and guidance in achieving learning and work-related goals	1.1.1 State how advice and guidance can help achieve learning and work-related goals 1.1.2 Identify at what stages of learning and work it would be beneficial for an individual to seek advice and guidance
1.2 Understand how to access relevant advice and guidance	1.2.1 Identify a range of sources of advice and guidance related to achieving learning and work-related goals 1.2.2 State the advantages and disadvantages of using particular sources of advice and guidance 1.2.3 Identify the information needed to help make decisions about achieving own learning or work goals 1.2.4 Choose and agree source/s of advice and guidance which would be helpful in own situation
1.3 Be able to use advice and guidance to help make decisions about achieving own learning or work-related goals	1.3.1 Agree when and how to access advice and guidance 1.3.2 Use the chosen source/s to get the information needed 1.3.3 Identify the next steps towards achieving a learning or work-related goal

# Unit WWN1: Working with numbers

<b>Aim</b>	To enable learners to show their understanding of the ways in which numbers are used in the workplace and to show they can use mathematics to plan and tackle workplace number problems.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Understand ways in which numbers are used in the workplace	1.1.1 Give examples, from a range of workplaces, of ways that numerical information is used as part of the work of an organisation 1.1.2 Identify the types of practical number problems they might meet at work
1.2 Be able to plan to tackle practical number problems	1.2.1 Describe a practical problem that involves a range of numerical data and information 1.2.2 Agree with an appropriate person how they will tackle the problem 1.2.3 Obtain the information needed to tackle the practical number problem
1.3 Be able to tackle a practical number problem using appropriate methods	1.3.1 Tackle the number problem using appropriate methods 1.3.2 Check that the results make sense
1.4 Be able to interpret results and present findings	1.4.1 Present the results clearly and in appropriate way/s 1.4.2 Explain what the results mean

# Unit WGP2:

## Working to good practice standards

<b>Aim</b>	To enable learners to demonstrate an understanding of legislation that affects employers and how the legislation impacts on workplace procedures. To enable learners to show they can meet the good practice standards of their own organisation when carrying out their responsibilities.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand why legislation is needed to regulate what happens in the workplace	2.1.1 Explain why legislation is necessary in the workplace 2.1.2 Give examples of legislation that employers have to comply with
2.2 Know about policies/ procedures in own organisation/workplace and understand how they impact on own situation	2.2.1 Identify policies that have been developed in own organisation/workplace to meet legislative requirements 2.2.2 Describe how the policies affect self and/or others in the organisation/workplace 2.2.3 Identify a procedure that has been developed to meet the needs of own organisation/workplace 2.2.4 Describe how the procedure affects self and/or others in the organisation/workplace
2.3 Be able to apply good practice standards in own organisation	2.3.1 Contribute to discussions to agree priorities for own work 2.3.2 Meet the standards set by own organisation when carrying out a range of routine tasks 2.3.3 Use appropriate communication methods to meet own responsibilities, including informing others of progress 2.3.4 Reflect on the quality of own work and identify ways of working more effectively



# Unit CE2:

## Career exploration

<b>Aim</b>	To enable learners to show they can explore career opportunities and that they understand what is required to work towards the achievement of a career goal.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to compare career pathways in a chosen occupational sector	2.1.1 Define the concept of career 2.1.2 Identify and retrieve information from a variety of sources about career pathways in a chosen sector 2.1.3 Describe the benefits and disadvantages of different career pathways in the chosen sector
2.2 Understand the skills and qualities needed to be successful in a specific career	2.2.1 Identify a career goal appropriate to own situation 2.2.2 Describe the type of skills needed to function in a specific career 2.2.3 Identify own strengths and weaknesses related to these skills 2.2.4 Describe the personal qualities required to perform effectively in a specific career 2.2.5 Identify own strengths and weaknesses in relation to these qualities 2.2.6 Explain the suitability of career option for self
2.3 Be able to produce a plan to improve skills and qualities needed to be successful in a career	2.3.1 Produce a plan to acquire and/or improve the skills and qualities that are needed to achieve own career goals including: <ul style="list-style-type: none"> <li>• targets</li> <li>• activities</li> <li>• timeline</li> </ul>

# Unit AJB2: Applying for a job

<b>Aim</b>	To enable learners to show they understand what is involved in searching for, and applying for a job, by working through the application process and preparing for and attending an interview.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Know how to locate job opportunities and why it is important to tailor applications to particular situations	2.1.1 Describe different ways of finding out about potential job opportunities 2.1.2 Identify documents that may need to be completed when applying for jobs 2.1.3 Explain why it is important to tailor the content of documents used for job applications to the particular situation
2.2 Be able to carry out activities to apply for a job	2.2.1 Identify a job that they would like to apply for and describe the key requirements of the job that would need to be addressed in an application 2.2.2 Plan steps towards making a successful job application including identifying: <ul style="list-style-type: none"> <li>• an appropriate format for the application</li> <li>• relevant information to include in the application</li> </ul> 2.2.3 Follow their plan and complete a job application 2.2.4 Check accuracy of completed documents and amend if needed

Continued →

# Unit AJB2: Applying for a job

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to prepare for and take part in an interview and learn from the experience	2.3.1 Prepare to attend an interview including identifying: <ul style="list-style-type: none"><li>• questions that the interviewer might ask and appropriate answers</li><li>• relevant experience, information and achievements that it would be useful to communicate to the interviewer</li><li>• questions to ask the interviewer</li></ul> 2.3.2 Present information about themselves at an interview responding to questions with relevant information and using appropriate language 2.3.3 Ask questions appropriately 2.3.4 Use feedback to review their performance 2.3.5 Describe what they would do differently in the future and explain how this should improve their interview practice

# Unit LWE2: Learning through work experience

<b>Aim</b>	To enable learners to show they can prepare for, carry out and review their workplace learning. To help learners make decisions about their future work/career.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to prepare for learning in the workplace	2.1.1 Identify a range of possible settings for own workplace learning 2.1.2 Agree when and where their workplace learning will take place 2.1.3 Plan how to get to workplace on time 2.1.4 Describe the type of tasks/activities they will carry out in the workplace 2.1.5 Agree what learning will be gained from the workplace experience including: <ul style="list-style-type: none"> <li>• knowledge of how organisations operate</li> <li>• an understanding about people’s motivation to work</li> <li>• an understanding of employers’ expectations of their workforce</li> <li>• a view on the suitability of the specific work environment for self</li> </ul>
2.2 Be able to carry out activities in the workplace	2.2.1 Describe what they learnt from the workplace induction including health and safety requirements 2.2.2 Describe the role of self and other workers and explain how own responsibilities contribute to the work of the organisation 2.2.3 Carry out tasks and activities to the required standard 2.2.4 Ask for help and advice when necessary
2.3 Be able to identify what has been learnt from the workplace experience	2.3.1 Review the workplace experience with an appropriate person 2.3.2 Describe what has been learnt from the workplace experience including: <ul style="list-style-type: none"> <li>• the benefits and drawbacks of the work setting</li> <li>• the value of transferable skills</li> </ul> 2.3.3 Explain how the experience has influenced ideas about own learning and work preferences in the future

# Unit ES2: Enterprise skills

<b>Aim</b>	To enable learners to show they recognise the characteristics of successful entrepreneurs and how these contribute to successful businesses. To enable learners to show they can identify their strengths as an enterprising person and that they know how to develop them further.		
<b>Level</b>	2	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand the characteristics of successful entrepreneurs and how these characteristics contribute to the success of a business	2.1.1 Describe what is meant by the term entrepreneur 2.1.2 Identify the skills that are needed to be a successful entrepreneur 2.1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur 2.1.4 Explain how entrepreneurial skills, attitudes and qualities can enable a business/enterprise to maintain success
2.2 Be able to identify own strengths as an enterprising person and to assess their abilities in terms of developing and maintaining a successful business	2.2.1 Describe how an enterprising person behaves 2.2.2 Describe own strengths in terms of enterprise skills, attitudes and qualities 2.2.3 Assess self in terms of ability to set up a successful business/enterprise 2.2.4 Assess self in terms of ability to maintain and grow a business/enterprise 2.2.5 Assess self in terms of ability to adapt to external changes in the business environment
2.3 Understand ways to develop own enterprising characteristics	2.3.1 Agree activities to develop or strengthen own enterprise skills and knowledge 2.3.2 Identify changes in own behaviour that would help them to make the most of enterprise opportunities 2.3.3 Agree ways to change own behaviour that would help them make the most of enterprise opportunities

# Unit CS2:

## Customer service

<b>Aim</b>	To enable learners to show they understand the importance of good customer service and how their organisation tries to maintain customer satisfaction. To enable learners to show they can meet the customer service standards of their own organisation when carrying out their role.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand why good customer service is important and how to maintain customer satisfaction	2.1.1 Describe what customers have a right to expect from organisations in terms of customer service 2.1.2 Explain how receiving poor customer service could influence customers 2.1.3 Explain how giving poor service to customers could affect: <ul style="list-style-type: none"> <li>• organisations</li> <li>• staff</li> </ul> 2.1.4 Describe what organisations can do to provide good customer service 2.1.5 Identify ways of monitoring and evaluating customer service in own organisation
2.2 Understand customer needs and how own organisation tries to meet them	2.2.1 Describe the customers who use the organisation 2.2.2 Describe the products and services provided to customers 2.2.3 Describe how the organisation provides products/ services in ways that meet customer needs
2.3 Understand own organisation's customer service procedures and good practice standards	2.3.1 Describe customer service policies and procedures relevant to own role and responsibilities 2.3.2 Explain why it is important to maintain customer confidentiality 2.3.3 Describe procedures for resolving customer dissatisfaction
2.4 Be able to provide good customer service	2.4.1 Make a positive impression on customers 2.4.2 Interact with customers using appropriate verbal and non-verbal communication skills 2.4.3 Meet the customer care standards of the organisation 2.4.4 Follow procedures for resolving customer dissatisfaction

# Unit EBE2: Exploring business and enterprise

<b>Aim</b>	To enable learners to show their understanding of different types of organisations that provide goods and/or services, the positive and negative impact organisations can have on society what makes businesses/enterprises successful.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand how organisations differ in the way that they provide goods and services	<p>2.1.1 Define the terms:</p> <ul style="list-style-type: none"> <li>• market</li> <li>• competition</li> <li>• profit</li> </ul> <p>2.1.2 Describe the differences between a social enterprise and a commercial enterprise</p> <p>2.1.3 Identify differences between public, private and third sector organisations in terms of:</p> <ul style="list-style-type: none"> <li>• their rationale</li> <li>• how they are financed</li> <li>• their customers</li> </ul> <p>2.1.4 Describe the key differences between running a business/enterprise as a:</p> <ul style="list-style-type: none"> <li>• sole trader</li> <li>• partnership</li> <li>• cooperative</li> </ul>
2.2 Understand how businesses/enterprises impact on society	<p>2.2.1 Describe the ways that businesses/enterprises benefit individual workers and their communities</p> <p>2.2.2 Describe the economic benefits that businesses/enterprises bring to society</p> <p>2.2.3 Describe how businesses/enterprises can have a negative impact including effects on:</p> <ul style="list-style-type: none"> <li>• people's lives and values</li> <li>• the environment</li> </ul>

Continued →

# Unit EBE2: Exploring business and enterprise

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to describe the features of a successful business/enterprise	2.3.1 Identify a successful business/enterprise and the products and/or services it supplies 2.3.2 Explain how the process of business planning helps an enterprise to be successful 2.3.3 Describe the range of skills needed to run all aspects of a business/enterprise 2.3.4 Describe how organisational structures contribute to maintaining business success 2.3.5 Describe the attributes that those with management responsibilities need to help maintain business success



# Unit HSW2: Health and safety in the workplace

<b>Aim</b>	To enable learners to show they understand workplace health and safety and are able to work safely.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand the responsibilities organisations have for the health and safety of the people who work for them	2.1.1 Describe how health and safety legislation impacts on the workplace and working practices 2.1.2 Describe the health and safety responsibilities organisations have towards the people who work for them 2.1.3 Identify the health and safety information that should be provided to anyone working in an organisation
2.2 Understand individuals' responsibilities for health and safety when working in an organisation	2.2.1 Describe the health and safety responsibilities of individuals who work for organisations 2.2.2 Identify health and safety procedures in own organisation that are relevant to their responsibilities 2.2.3 Describe how they, themselves, help to maintain a healthy and safe workplace
2.3 Understand health and safety arrangements in own workplace	2.3.1 Identify the personnel responsible for health and safety 2.3.2 Describe how individuals working for an organisation are given information about health and safety 2.3.3 Explain the role that good housekeeping plays in maintaining a safe working environment 2.3.4 Describe how to report a hazard in the workplace 2.3.5 Describe how an accident or near miss should be reported and recorded 2.3.6 Describe the organisation's procedure for evacuating the premises in an emergency
2.4 Be able to perform workplace tasks safely	2.4.1 Undertake a simple risk assessment for own activities 2.4.2 Organise own work in ways that minimise risks to health and safety

# Unit MPF2: Managing personal finance as an employee

<b>Aim</b>	To enable learners to show they understand financial issues related to being an employee, the benefits of managing their income and expenditure, and that they know about sources of financial information and advice. To enable learners to show they can monitor and manage their income and expenditure.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand financial terms associated with being an employee	2.1.1 Describe the information found on a wage slip 2.1.2 Explain the meaning of: <ul style="list-style-type: none"> <li>• BACS</li> <li>• PAYE</li> <li>• gross pay</li> <li>• net pay</li> </ul> 2.1.3 Explain how deductions are worked out for income tax, National Insurance and pension/AVC
2.2 Understand the benefits of managing own income and expenditure effectively	2.2.1 Explain the terms 'income', 'expenditure' and 'disposable income' 2.2.2 Give examples of problems that may occur if expenditure is greater than income 2.2.3 Give examples of the benefits of the effective management of personal finances

Continued →

# Unit MPF2: Managing personal finance as an employee

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Know about sources of information and advice to help with management of own finances	2.3.1 Identify sources of information for comparing products and services offered by banks and building societies including: <ul style="list-style-type: none"> <li>• current accounts</li> <li>• savings accounts</li> <li>• credit cards</li> </ul> 2.3.2 Identify sources of advice about: <ul style="list-style-type: none"> <li>• pensions</li> <li>• borrowing money</li> <li>• debt</li> </ul>
2.4 Be able to monitor income and expenditure over time and manage income within means	2.4.1 Work out their weekly net income 2.4.2 Identify items of work-related and non work-related expenditure 2.4.3 Keep an accurate record of their income and expenditure over an agreed period of time 2.4.4 Describe ways of minimising regular expenditure 2.4.5 Plan a personal budget to ensure that expenditure does not exceed income

# Unit MW2:

## Meetings in the workplace

<b>Aim</b>	To enable learners to show they understand how meetings are managed and show they can prepare for and participate in meetings and fulfil commitments agreed.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand the way meetings are planned and managed in their organisation	2.1.1 Describe the function of formal meetings 2.1.2 Describe the types of meetings that are held in their organisation 2.1.3 Describe the purpose of an agenda and minutes 2.1.4 Describe the function of a chairperson and secretary (or note taker) 2.1.5 Explain the meaning of the terms: <ul style="list-style-type: none"> <li>• present</li> <li>• apologies</li> <li>• matters arising</li> <li>• AOB</li> </ul>
2.2 Be able to prepare for meetings	2.2.1 Check arrangements and agenda items for meetings they are attending 2.2.2 Plan own contribution to agenda items
2.3 Be able to participate in meetings	2.3.1 Make clear and relevant contributions at appropriate points in the meeting 2.3.2 Listen to others' contributions and check understanding if necessary 2.3.3 Use a communication style appropriate to the situation
2.4 Be able to fulfil commitments agreed at meetings	2.4.1 Check minutes or records of meetings and identify decisions that affect own work 2.4.2 Act on decisions and action points appropriately

# Unit OLW2: Opportunities for learning and work

<b>Aim</b>	To enable learners to show they understand how meetings are managed and show they can prepare for and participate in meetings and fulfil commitments agreed.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand ways to maximise lifelong learning opportunities	2.1.1 Describe what is meant by lifelong learning 2.1.2 Describe how a commitment to lifelong learning can contribute to success in working life 2.1.3 Describe the characteristics of individuals who are proactive in seeking out and using learning opportunities
2.2 Understand a range of opportunities for learning	2.2.1 Describe learning opportunities available locally that are relevant to own interests 2.2.2 Identify learning opportunities available nationally that are relevant to own interests 2.2.3 Confirm if there are any learning opportunities available internationally that are relevant to own interests
2.3 Understand a range of opportunities for working	2.3.1 Describe the main differences between being an employee, being self-employed and working as a volunteer 2.3.2 Describe the kinds of changes that happen in the world of work that could impact on career plans 2.3.3 Identify opportunities locally and nationally for working in a particular job 2.3.4 Identify European and global opportunities for working in a particular job

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# Unit OLV2: Opportunities for learning and work

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Learning outcomes The learner will:	Assessment criteria The learner can:
2.4 Be able to explore options for learning and work	2.4.1 Describe the advantages and disadvantages of taking up learning or work opportunities in own area, in another area, in another country  2.4.2 State what would be the same and what would be different for a particular job in the local area and away from the local area  2.4.3 Identify the risks and benefits of being flexible in own career development
2.5 Understand the factors that influence the achievement of career goals	2.5.1 Identify knowledge, qualities and attributes that help individuals make progress in a career  2.5.2 Identify factors that may hinder progress towards a preferred career  2.5.3 Describe the value of having a strategy for own career development

# Unit OBW2: Overcoming barriers to work

<b>Aim</b>	To enable learners to show they have an understanding of potential barriers to accessing and maintaining employment and to identify sources of support to help overcome them.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand the factors that enable an individual to be successful in accessing and staying in work	2.1.1 Describe the key features that employers take into account when recruiting and retaining workers 2.1.2 Describe external factors that may impact on the range of work opportunities available 2.1.3 Explain how personal qualities may affect an individual's ability to access and stay in work
2.2 Be able to identify barriers to accessing work and identify how to get support to help overcome them	2.2.1 Describe a range of barriers that could prevent individuals accessing work opportunities 2.2.2 Identify potential barriers relevant to own situation 2.2.3 Identify where to access information and support to help overcome specific barriers 2.2.4 Identify legislation that is designed to prevent discrimination in the workplace based on: <ul style="list-style-type: none"> <li>• disability</li> <li>• gender</li> <li>• race</li> </ul> 2.2.5 Give an example of how an individual balances their commitment to work with commitments outside of work

Continued →

# Unit OBW2: Overcoming barriers to work

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to plan to deal with money issues associated with becoming an employee	2.3.1 Identify items of expenditure associated with being an employee 2.3.2 Prepare an estimate of monthly expenditure for own situation including costs for: <ul style="list-style-type: none"><li>• accommodation</li><li>• utilities</li><li>• food</li><li>• travel</li><li>• clothing</li></ul> 2.3.3 Identify benefits that are available to people in work 2.3.4 State the eligibility criteria for benefits for a range of circumstances



# Unit PEA2: Participating in an enterprise activity

<b>Aim</b>	To enable learners to demonstrate enterprise skills through their contribution to planning, carrying out and reviewing an enterprise activity.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to explore options and ideas for an enterprise activity	2.1.1 Identify a range of products or services that could be developed 2.1.2 Agree which products and/or services to explore further 2.1.3 Get feedback from potential customers on products/services 2.1.4 Agree which product/service will be the focus for an enterprise activity
2.2 Be able to plan an enterprise activity with others	2.2.1 Agree an enterprise activity and describe its intended outcome/s 2.2.2 Contribute information and ideas when the enterprise activity is being planned 2.2.3 Describe what needs to be done to achieve the intended outcomes of the enterprise activity and identify timescales 2.2.4 Agree own roles and responsibilities 2.2.5 Agree arrangements for reviewing progress
2.3 Be able to meet own responsibilities for an enterprise activity	2.3.1 Identify and organise resources needed to meet own responsibilities 2.3.2 Carry out own tasks to the standard required 2.3.3 Keep team members informed of progress 2.3.4 Respond to any difficulties in appropriate ways 2.3.5 Offer support to other team members

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# Unit PEA2: Participating in an enterprise activity

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.4 Be able to review the enterprise activity	2.4.1 Share information on the extent to which the intended outcome was achieved  2.4.2 Describe what the team did well and less well in carrying out the enterprise activity  2.4.3 Agree changes that the team could make to improve future enterprise activities
2.5 Be able to review own contribution to the enterprise activity	2.5.1 Describe own contribution towards achieving the intended outcome of the enterprise activity  2.5.2 Describe the enterprise skills, attitudes and qualities they used in carrying out their activities  2.5.3 Agree next steps for continuing to improve own enterprise skills

# Unit PRL2: Planning and reviewing learning

<b>Aim</b>	To enable learners to improve how they learn, and improve their performance, by actively engaging in the processes of planning their learning, working towards targets, and reviewing their progress and achievements.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand ways to improve how they learn and improve their performance	2.1.1 Explain how their learning and performance can be improved by: <ul style="list-style-type: none"> <li>• setting clear targets</li> <li>• reflecting on how they learn</li> <li>• planning their learning</li> <li>• managing time effectively</li> <li>• improving the ways of learning they already use</li> <li>• trying unfamiliar ways of learning</li> <li>• reflecting on and reviewing progress</li> </ul>
2.2 Be able to develop a plan to improve their learning and performance	2.2.1 Describe the information needed to help decide on targets 2.2.2 Agree realistic targets 2.2.3 Identify clear steps for each target 2.2.4 Explain how they will manage their time 2.2.5 Agree how to get the support they need and the arrangements for checking their progress

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# Unit PRL2: Planning and reviewing learning

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to carry out their plan	2.3.1 Work through the steps in their plan making effective use of time management skills 2.3.2 Choose and use different ways of learning 2.3.3 Revise plan when necessary 2.3.4 Reflect on progress as they work through their plan 2.3.5 Identify when support is needed and use support to help meet targets
2.4 Be able to review how they have improved their learning and performance	2.4.1 Identify targets they have met and describe how they have improved their performance 2.4.2 Identify what they have learned and the different ways they learned 2.4.3 Describe ways that work best for them in different contexts 2.4.4 Describe how they might use these ways of learning in another context 2.4.5 Identify what action they will take to continue to improve how they learn

# Unit RS2:

## Research skills

<b>Aim</b>	To enable learners to show they can use research skills including identifying research questions, planning and carrying out research activities, presenting findings and reviewing their own skills.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to plan research	2.1.1 Identify and agree an issue to investigate relevant to own situation 2.1.2 Identify and agree the question/s that the research activities will try to address 2.1.3 Plan how to carry out research into the identified issue including sources of information and/or ideas, and research methods 2.1.4 Produce their research plan in a suitable format
2.2 Be able to carry out research	2.2.1 Gather information from more than one source and using more than one method 2.2.2 Select relevant information/data and work with it to answer their research question/s 2.2.3 Identify the outcomes of the research and explain conclusions 2.2.4 Record how information and/or data was used to arrive at results
2.3 Be able to present the findings of the research and review research skills	2.3.1 Present findings clearly and in an appropriate format 2.3.2 Acknowledge sources in an appropriate manner 2.3.3 Seek feedback and agree ways to improve own research skills

# Unit TP2:

## Tackling problems

<b>Aim</b>	To enable learners to develop the skills and understanding to tackle problems systematically by actively engaging in the processes of exploring a problem, planning how to tackle it and reviewing the effectiveness of their problem-solving skills.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to explore a problem and its main features	2.1.1 Describe the main features of a problem and the reasons for tackling it 2.1.2 Identify how they will know if the problem has been solved 2.1.3 Compare different ways of tackling the problem by exploring: <ul style="list-style-type: none"> <li>• how similar problems have been addressed</li> <li>• risks and other factors that may have an effect on how the problem might be tackled</li> <li>• others' views on how the problem might be tackled</li> <li>• the strengths and weaknesses of different approaches</li> </ul>
2.2 Be able to develop and follow a plan to tackle the problem	2.2.1 Agree with an appropriate person which approach they will choose to tackle the problem 2.2.2 Develop a plan for what they need to do identifying: <ul style="list-style-type: none"> <li>• any resources needed</li> <li>• methods, steps and time-line for working through the problem</li> <li>• health and safety procedures</li> <li>• the points at which something might go wrong and how they will respond</li> </ul> 2.2.3 Carry out their plan taking responsibility for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• getting support when it is needed</li> <li>• revising the plan to deal with unexpected events or difficulties</li> </ul> 2.2.4 Reflect on the progress of their work

Continued →

# Unit TP2: Tackling problems

Continued →

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to review the effectiveness of how they tackled the problem	2.3.1 Check whether the problem has been solved and assess to what extent the action taken addressed the problem  2.3.2 Describe the strengths and weaknesses of each stage of their work in tackling the problem including how they responded to difficulties  2.3.3 Identify and agree ways of improving their skills in tackling problems in the future

# Unit TW2: Team working

<b>Aim</b>	To enable learners to show they understand how they can contribute to successful teamwork and to improve their team working skills by actively engaging in the processes of planning the work of the team, working with other team members towards agreed objectives, and reviewing the work of the team and their own contributions.		
<b>Level</b>	2	<b>Credit value</b>	3

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand what helps teams to work effectively	2.1.1 Describe what makes groups or teams effective 2.1.2 Give an example from own experience of how individual behaviour has: <ul style="list-style-type: none"> <li>• had a positive effect on a team achieving its objectives</li> <li>• had a negative effect on a team achieving its objectives</li> </ul>
2.2 Be able to plan to work in a team	2.2.1 Agree the objectives the team is planning to work towards 2.2.2 Agree the ground rules for working in the team 2.2.3 Share relevant information to agree what needs to be done including: <ul style="list-style-type: none"> <li>• the tasks the team has to carry out</li> <li>• the resources needed</li> <li>• timescales and deadlines</li> </ul> 2.2.4 Suggest ways they could contribute to the work of the team and agree each individual's responsibilities 2.2.5 Agree the arrangements for working together as a team relating to: <ul style="list-style-type: none"> <li>• who they will be working with, where and when</li> <li>• health and safety procedures</li> <li>• the appropriate people to go to for advice and support when it is needed</li> </ul>

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# Unit TW2: Team working

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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.3 Be able to work co-operatively with others to achieve team objectives	2.3.1 Organise and carry out tasks safely to meet own responsibilities 2.3.2 Make effective use of resources including support 2.3.3 Pace work to meet deadlines 2.3.4 Use appropriate methods to produce the quality of work required 2.3.5 Help to resolve disagreements or other problems with the work 2.3.6 Reflect on progress of own work and that of the team 2.3.7 Seek advice, and support others, when needed
2.4 Be able to review the work of the team and own contribution, and agree how to improve own skills	2.4.1 Exchange information on what went well and less well in the work of the team including; ground rules, working relationships and whether the team achieved its objectives 2.4.2 Explain how they personally helped the team to achieve its objectives 2.4.3 Suggest and agree ways of improving how they work as a member of a team in the future, including their interpersonal skills

# Unit UAG2:

## Using advice and guidance

<b>Aim</b>	To enable learners to show they understand the benefits of using advice and guidance to help achieve learning and work-related goals and to be able to use that advice and guidance effectively.		
<b>Level</b>	2	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand the benefits of advice and guidance in achieving learning and work-related goals	2.1.1 Give examples of how advice and guidance can help achieve learning and work-related goals 2.1.2 Explain at what stages of learning and work it would be beneficial for an individual to seek advice and guidance
2.2 Understand how to access advice and guidance relevant to learning and work-related goals	2.2.1 Describe the range of sources of advice and guidance relevant to achieving different learning and work-related goals 2.2.2 Describe the advantages and disadvantages of using particular sources of advice and guidance 2.2.3 Identify the information needed to help make decisions about achieving own learning or work goals including: <ul style="list-style-type: none"> <li>• options for education/training</li> <li>• location</li> <li>• costs</li> </ul> 2.2.4 Choose and agree source/s of advice and guidance which would be helpful in own situation
2.3 Be able to use advice and guidance to help make decisions about achieving own learning or work-related goals	2.3.1 Agree when and how to access advice and guidance 2.3.2 Use the chosen source/s to find relevant information 2.3.3 Describe why specific information was selected 2.3.4 Explain how the information selected will help make decisions about achieving learning or work-related goals 2.3.5 Identify the next steps towards achieving a learning or work-related goal

# Unit ICTW2: Using ICT in the workplace

<b>Aim</b>	To enable learners to show their understanding of workplace policies, procedures and practices and be able to use ICT to carry out work-based tasks effectively.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Understand policies, procedures and practices that are relevant to the use of ICT in own role within the organisation	2.1.1 Describe own organisation's policies, procedures and practices that are relevant to the use of ICT in own role 2.1.2 Explain the importance of confidentiality and data protection when accessing information and handling data
2.2 Be able to use ICT systems to locate and select information for a work-based task	2.2.1 Identify the purpose, and the desired outcomes, of a work-based task 2.2.2 Select potential sources of relevant ICT-based information 2.2.3 Use appropriate search criteria to select and retrieve the information required 2.2.4 Describe how the information selected helps meet the desired outcome
2.3 Be able to use ICT systems to develop and present information for a work-based task	2.3.1 Select and use layouts appropriate to the type of information being presented 2.3.2 Enter, develop and combine different types of information 2.3.3 Check that final output is accurate and fit for purpose 2.3.4 Explain how final output fulfils the desired outcomes of the task